



Sacred Heart College  
AUCKLAND

# Curriculum Handbook 2024





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# Introduction

*Selecting subjects for the following year is an important process and has implications on future subject choices and on possible career pathways. It is vital that parents and students are well informed about subject choices, qualifications, and careers.*

*This Curriculum Handbook will help assist parents and students to plan appropriately at each Year level.*

Students will be aided with their selection of subjects via career counselling from our Careers Advisor and the Deputy Headmaster – Academics. For Year 9 and 10 students this will involve a dedicated lesson during Term 3. Students in Years 11 and 12 will receive a personal interview with either our Careers Advisor or Deputy Headmaster – Academics, to ensure their subject choices are in line with their future career aspirations.

All students from Year 10 to 13 are welcome to arrange a one-on-one career guidance meeting with our Careers Advisor.

A Careers Evening is held annually in Term 3 where Universities, Polytechnics, Private Training Providers, and Industry Training Organisations attend to provide first hand information on their offerings.

Subject Courses for senior students are organised so that:

- a) Students may work at different levels in different subjects.
- b) Year 11, 12 and 13 students study a compulsory core of subjects at each level, together with a number of optional subjects.
- c) Students may choose these subjects from any level, provided that they meet the school's recommended entry criteria for study in that subject at that level.

It must be noted that progression through the levels in any subject is not automatic. Exceptions for special circumstances may only be granted by the Headmaster, who will decide after consultation with the student's parents and relevant school staff.

## Important Notes:

- Information contained within this handbook is current at the time of creation.
- Each course includes a cost – the figure provided is indicative only, and is subject to change.
- Every attempt will be made to meet student preferences, but there can be no guarantee that every student will be able to study a course of his first preference subject, as course and class size restrictions apply.
- The inclusion of any subject in the handbook is NOT a guarantee that the particular subject will be offered next year, as this depends on the number of students wishing to study the subject.
- The College reserves the right to change the content of any course as necessary.

**Mr Jason Cornford**

**Deputy Headmaster – Academics**



# Academic Curriculum – Years 9 – 13



Learning Area	Year 9	Year 10	Year 11	Year 12 - Level 2	Year 13 - Level 3
Arts	Art	Art	Visual Art	Art - Design	Art - Design
				Art - Painting	Art - Painting
				Art - Photography	Art - Photography
Commerce		Commerce	Accounting	Accounting	Accounting
			Economics	Economics	Economics
			Business Studies	Business Studies	Business Studies
English	English	English	English	English	English
	English Language Learner (ELL)	English Language Learner (ELL)	English Language Learner (ELL)	English Language Learner (ELL)	English Language Learner (ELL)
		Media and Drama	English for Literacy	English for Literacy	English for Literacy
			Drama	Drama	Drama
			Media Studies	Media Studies	Media Studies
			Classical Studies	Classical Studies	Classical Studies
Languages	Te Reo Māori	Te Reo Māori	Te Reo Māori	Te Reo Māori	Te Reo Māori
	Spanish	Spanish	Spanish	Spanish	Spanish
	Chinese	Chinese	Chinese	Chinese	Chinese
Mathematics and Statistics	Mathematics	Mathematics	Mathematics	Mathematics (Calculus)	Mathematics (Calculus)
					Mathematics (Statistics)
			Mathematics (Applied)	Mathematics (Applied)	Mathematics (Applied)
			Mathematics for Numeracy		
Music	Music	Music	Music	Music	Music
Physical Education and Health	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
	Life Skills and Health	Life Skills and Health		Sports Leadership	Sports Leadership
Religious Education	Religious Education	Religious Education	Religious Education	Religious Education	Religious Education
Science	Science	Science	Agricultural Sciences	Agricultural Sciences	Agricultural Sciences
		STEAM	Biological Sciences	Biology	Biology
			Physical Sciences	Chemistry	Chemistry
				Physics	Physics
			Applied Science		
Social Sciences	Social Studies	Social Studies	Geography	Geography	Geography
			History	History	History
Technology	Food Technology	Food Technology	Food Skills Technology	Hospitality and Catering	Hospitality and Catering
	Materials Technology	Materials Technology	Carpentry	Carpentry	Carpentry
			Mechanical Technology		
	Digital Technology	Digital Technology	Computer Science	Computer Science	Computer Science
			Digital Media	Digital Media	Digital Media
	Design and Visual Communication	Design and Visual Communication	Design and Visual Communication	Design and Visual Communication	Design and Visual Communication

# Year 9 Subject Selection

Students in Year 9 study a broad range of subjects from across the Curriculum:

## Compulsory subjects:

- English
- Health
- Mathematics
- Physical Education
- Religious Education
- Science
- Social Studies  
(including Aotearoa  
New Zealand's histories)
- Technology

## Optional subjects

Students are also asked to select **two option subjects** from the following:

- Arts/Music:  
A combined course of two Terms of Art and two Terms of Music.
- Chinese (Mandarin)
- Spanish
- Te Reo Māori
- Sports Institute  
(if accepted for Cricket, Football or Rugby)
- Music Institute  
(if accepted)

## Course Pathways

Refer to the Year 9 – 13 Academic Curriculum on page 4 for an overview of where each course leads.

## Arts/Music

A combined course of Art and Music where students complete two terms of Art classes and two terms of Music classes.

### Art

In Year 9 students work with the Art disciplines of drawing, painting, design, using the elements of colour, line, space, shape, texture, volume and mass. Through practical activities and art experiences they gain understanding of the methods and processes including the making of art works and design.

A use of varied materials and tools extends critical ability, foresight, discipline and independence.

*It is advantageous for students who wish to do Art at Year 10, to choose this subject in Year 9.*

### Music

Music is about performance, experimentation, creation, knowledge and listening. The Year 9 programme develops these skills in a thorough range of musical experiences.

The course is based on the four recognised curriculum areas:

- Musical Knowledge – (Theory and History)
- Aural – (Listening)
- Composition
- Performance – (Group and Individual)

*It is essential for students who wish to do Music at Year 10, to choose this subject in Year 9.*

## Year 9 Subject Selection (Cont.)

### Languages

#### Spanish

In this course students will learn the basics of Spanish as a language. The course content is very practical with topics focusing on everyday life in Spain. By the end of the Year 9 course, students will have developed their listening, reading, speaking and writing skills in Spanish.

*It is essential for students who wish to do Spanish at Year 10, to choose this subject in Year 9.*

#### Chinese (Mandarin)

In this course students will learn the basics of Chinese as a language. The course content is very practical with topics focusing on everyday life in China. Cultural aspects of China will be studied too. By the end of the Year 9 course, students will have developed their listening, speaking, writing and reading skills in Chinese.

*It is essential for students who wish to do Chinese at Year 10, to choose this subject in Year 9.*

#### Te Reo Māori

The study of the Māori language is offered as both a language course and as a means of appreciating more of our country's dual heritage. The Year 9 Te Reo Māori course aims to introduce the Year 9 students to the Māori language, equipping them with a basic vocabulary and giving them the skills to be able to pronounce Māori words, names and place-names correctly.

Simple sentences and grammatical structures are taught in listening, reading, writing and speaking tasks. As well, elements of tikanga (protocol) are experienced.

*It is essential for students who wish to do Te Reo Māori at Year 10, to choose this subject in Year 9.*

*Note – If a student wishes to choose two language subjects, the College will make every effort to accommodate this however due to timetabling restraints, it may not be possible.*

### Sports Institute

If a student is selected for **Cricket, Football or Rugby**, these operate within the school timetable and therefore Sports Institute will be one of their subject choices.

**Water Polo, Rowing and Basketball** Sports Institutes take place outside of school hours. If a student is selected in one of these sporting codes, this does not count as a subject selection option.

### Music Institute

Year 9 Music Institute is a separate accelerated class (9MUI) alongside the general Year 9 class (9MUS). The accelerated 9MUI course enables students to study Year 10 Music work and to develop their musical performance, composition and theory skills.

Students who undertake the accelerated Music Institute programme benefit by having additional time to prepare for and take on NCEA Music. This way, Music Institute students have an opportunity to complete most of the Music standards by the time they reach Year 13 and may choose to work towards Scholarship Music in Year 13.

Students may also choose to complete other Music standards, repeat some standards in order to obtain better grades, work on scholarship music, or undertake a university paper.

# Year 10 Subject Selection

Students in Year 10 study a broad range of subjects from across the Curriculum:

## Compulsory subjects:

- English\*  
(including for English Language Learners – ELL)
- Mathematics\*
- Physical Education, Life Skills and Health
- Religious Education
- Science\*
- Social Studies  
(including Aotearoa New Zealand's histories)
- \* *Some students will be selected by the relevant HOD to study one or more of these subjects at the Year 11 Level.*

## Optional subjects

Year 10 students are asked to select **three option subjects** from the following:

- Art
- Chinese (Mandarin)
- Commerce
- Media and Drama
- Music
- Music Institute (if selected)
- Spanish
- STEAM
- Sports Institute  
(if selected for Cricket, Football or Rugby)
- Te Reo Māori
- Technology  
(*maximum of two Technology subjects\**)
  - Food Technology
  - Materials Technology
  - Digital Technology (ICT)
  - Design And Visual Communication

*\* Students are only permitted to choose a **maximum of two Technology subjects.***

## Course Pathways

Refer to the Year 9 – 13 Academic Curriculum on page 4 for an overview of where each course leads.

### Art

From Year 10 to Year 13 students work with the Art disciplines of drawing, painting, sculpture, and design, using the elements of colour, line, space, shape, texture, volume and mass. Through practical activities and art experiences, they gain an understanding of the methods and processes including the making of art works and design.

A use of varied materials and tools extends critical ability, foresight, discipline and independence.

### Commerce

Year 10 Commerce is an introductory course, including subject units of Accounting, Economics and Business Studies. Commerce will provide students with an insight into the world of consumers, business and personal finance. Students who want to study Commerce, be self-employed or manage a business, should take Year 10 Commerce, and then continue with either Accounting, Economics or Business Studies in Year 11.

### Accounting

Topics include:

- Income and Savings
- Budgeting and Personal Cash Records
- The Accounting Equation
- Financial Statements

### Economics

Topics include:

- Personal means
- Scarcity
- Choice
- Opportunity cost
- Exchange
- Money
- Consumer Demand

### Business Studies

Topics include:

- The various skills, personal qualities, and attitudes of being a business person; this includes investigating an entrepreneur.
- Operating a small enterprise in a group (with other students in the class).

### Where does this Course lead?

At Years 11-13 a student may take one or two subjects of Accounting or Economics or Business Studies. Whilst it is preferred that a student enrolling in Year 11 has taken Year 10 Commerce, a motivated student with average or better capabilities may begin at the higher level.

Similarly, a student may begin Year 12 Economics or Business Studies without having studied Economics or Business Studies before. It is not, however, recommended that a student begins Year 12 or Year 13 Accounting in the same way, as the student will require the knowledge and understanding gained in previous years.



## Year 10 Subject Selection (Cont.)

### English

English in Year 10 continues to build on the course begun in Year 9. The intent of building student literacy is so that when students encounter the assessments of the Senior school, they have strong writing skills and have practised decoding difficult texts. The most important aspect of English is reading. Students are engaged in reading activities every day, increasing their reading mileage and therefore increasing their ability to comprehend written texts.

Writing is another important component of our programme. The aTTle testing programme has allowed teachers to design activities to help boys to advance this skill. As a result we are confident most boys are writing at a level that will allow them to pass the new literacy requirements that will be assessed in Year 11.

As well as attending to the fundamental skills of reading and writing it is our mission to foster creativity. Students are encouraged to develop their ability to speak, to analyse film, and to think independently.

The Year 10 course includes the following components:

#### Written Language:

- Exploring language-word functions, syntax, and writing conventions
- Personal reading (Reading Plus)
- Reading a range of texts such as novels, short stories, poetry, and drama scripts
- Creative and formal writing
- Language skills and comprehension

#### Visual Language:

- Understanding the visual language used to communicate ideas
- Film studies

#### Oral Language:

- Speaking

### Advanced English Course

Some Year 10 students will be invited to be part of the Advanced English Course. These students will complete an extended range of activities that will be assessed as a part of the Sacred Heart Certificate. The course is designed to allow students a strong foundation of skills which will facilitate them towards Level 2 and 3 Excellence endorsements, and successful completion of the Scholarship examination in Year 13.

The details of this course are contained in the Year 11-13 course section of this handbook, (see 10ENX, boys will complete this during their Year 10 and 11ENX, boys will complete this during their Year 11). At Year 12, these students will complete 12ENX.

### English for English Language Learners (ELL)

Students who speak English as an additional language and may require extra assistance with their English are eligible to take this course. This course is a combination of the mainstream English and Religious Education programme with a focus on the language needed to successfully understand the content.

The four modes of Speaking, Listening, Reading and Writing are developed through the study of novels, short stories, films and biographies. These texts are examined through the Religious Education themes of Journey Stories, Inspirational People and contemporary New Zealand. The skills required for Year 11 English will be integrated into the course throughout the year. Functional grammar, writing conventions and text structure are covered in the context of each topic.

### Media and Drama

Media and Drama is a practical introduction to creating and critiquing work on stage and screen. Through the year students will be involved in planning, writing, and filming short films as well as developing skills in design and acting on stage. The course will also involve looking at how media is made through the study of film. Assessment is flexible so students who are not comfortable acting in front of people will be able to perform other roles, behind the scenes. The course is designed to give students a hands on introduction to the senior subjects, Drama and Media Studies.

### Languages

#### Chinese (Mandarin)

In Year 10 Chinese, students begin to learn and are expected to read and write Chinese characters – Hanzi. Topics covered are school buildings, school life, differences between life in New Zealand and China as well as festivals. At the end of Year 10, students become confident in using a range of sentence patterns and are able to converse with speakers of Chinese about all four topics. They can also read and write about familiar topics. A real life situation where students put their knowledge into practice is during the dinner outing. Students say grace, order their food and drinks in Chinese and converse with a Chinese waiter.

#### Assessment

Internal assessment includes tests in the four essential skills (listening, speaking, reading and writing), which usually occur after each unit of work. In the last few weeks of Year 10, students are given the opportunity to prepare for a speech assessment that will be counted towards the Year 11 Sacred Heart Certificate.

#### Spanish

This Year 10 course will strengthen reading, writing, speaking, listening skills and cultural knowledge of Spanish and Spanish-speaking countries. It will provide a solid foundation for the Year 11 Spanish course which contributes to the Sacred Heart Certificate, and will work on understanding and appreciation of Spanish culture/s.

Topics covered:

- Vacations
- My life
- Food
- Free time activities
- Hometown

#### Te Reo Māori

Students will also learn about, and further develop their awareness of the life and culture of Māori.

Communication skills are emphasised and students further develop the ability to speak and write about topics of interest. Students gain a wide vocabulary and range of structures suitable for everyday communication. Awareness and sensitivity to cultural issues is also developed.

Year 10 will be working within Level 3 and 4 of the new Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools. The emphasis in this course is on the six Nga Ara Reo (language modes); Whakarongo (listening), Panui (reading), Matakītaki (viewing), Korero (speaking), Tuhihi (writing) and Whakaatu (presenting).

At the end of Year 10, students can cope with a variety of routine situations when talking to speakers of Te Reo Māori. They can use familiar language with some flexibility and pick up new language from its context. They can read and write simple notes, short letters and fill out simple forms. They can also use and respond to language, including directions and requests that are likely to occur in familiar Māori settings. They are becoming more confident in using a range of language learning strategies.

## Year 10 Subject Selection (Cont.)

### Mathematics and Statistics

Mathematics is the exploration and use of patterns and relationships in quantities, space and time. Statistics is the exploration and use of patterns and relationships in data. These two disciplines are related, but different ways of thinking and of solving problems. Both disciplines equip students with effective means for investigating, interpreting, explaining, and making sense of the world in which they live.

By studying mathematics and statistics, students develop the ability to think creatively, critically, strategically and logically. They learn to structure and to organise, to carry out procedures flexibly and accurately, to process and communicate information, and to enjoy intellectual challenge.

By learning mathematics and statistics, students develop other important thinking skills. They learn to create models and predict outcomes, to conjecture, to justify and verify, and to seek patterns and generalisations. They learn to estimate with reasonableness, calculate with precision, and understand when results are precise and when they must be interpreted with uncertainty. Mathematics and statistics have a broad range of practical applications in everyday life, in other learning areas, and in workplaces.

In Year 10, Mathematics and Statistics is structured in three strands: Number and Algebra, Geometry and Measurement, and Statistics. All students do the same course.

Students who have completed an advanced course of Mathematics in Year 9 may be invited to do the Year 11 programme in Year 10. See 10MAX in the Senior School section of this handbook.

### Music

Entry to this course is at the discretion of the Head of Music. All Year 10 music students will need to be enrolled in instrument or singing lessons, as the practical side of the course leads into NCEA credits for performance.

Music is about performance, experimentation, creation, knowledge and listening. The Year 10 programme develops these skills in a thorough range of musical experiences.

The course is based on the four curriculum areas:

1. **Musical Knowledge** – Developing knowledge of Theory (Grade One) and the history of music
2. **Aural** – Developing listening skills
3. **Composition** – Creating original musical ideas and developing knowledge of music production software e.g; Sibelius & Logic
4. **Performance** – Students will perform in a Group and as a soloist on their instrument

Music is an academic and practical course that prepares the student for Year 11 Music. It should be noted that instrumental/vocal lessons are compulsory and that the ability to read and understand the basics of Music is essential.

### Music Institute

Music Institute Year 10 Music Institute is a separate accelerated class (10MUI) alongside the general Year 10 class (10MUS). As a continuation of the accelerated 9MUI course, which enabled students to study Year 10 Music work, 10MUI course enables students to complete Sacred Heart Certificate a year in advance, and to further develop their musical performance, composition and theory skills.

Students who undertake the accelerated Music Institute programme benefit by having an additional year to take on NCEA Music. This way, Music Institute students have an opportunity to complete most of the Music standards by the time they reach Year 13 and may choose to work towards Scholarship Music in Year 13.

Students may also choose to complete other Music internal and external assessments, repeat some standards to obtain better grades, work on Scholarship Music, or undertake a university paper.

## Year 10 Subject Selection (Cont.)

### Physical Education

Physical Education is a compulsory core subject in Year 10.

The aim of this course is to further develop student competencies through learning and acceptance of challenges in a range of movement contexts, promoting the support and development of physical and social skills and developing an understanding of the underlying theoretical concepts of the Senior Physical Education programme. Students will be taught and assessed through a variety of sports, games and physical activities throughout the year. In the second half of the year students will begin the Year 11 programme.

Units include Power and Speed, Agility, Aquatics, Problem Solving, Sports Education and Striking Skills. The sports and physical activity contexts that will be covered within these units include Track and Field Athletics, Rugby, Basketball, Volleyball, Water Polo and Softball as well as a range of other fitness activities and modified games.

Students are also expected to complete a range of written tasks to support their practical learning. Assessments will vary from physical skill performance-based criteria, engagement and interaction, student reflection and completion of written responses, based on the specified learning objectives of the Unit.

### Life Skills and Health

Life Skills is a compulsory programme for all Year 10 students. It is the New Zealand Health Curriculum.

The programme is designed to enhance students' self-esteem and confidence in an ever-changing world, in order to prepare them for the challenges and situations that they as young people will face throughout their adolescent years.

Topics in Year 10 include:

- Mental Health and Well-being
- Drug Education
- Relationships
- Goal Setting

### Sports Institute

If a student is selected for Cricket, Football or Rugby, these operate within the school timetable and therefore Sports Institute will be one of their subject choices.

Water Polo, Rowing and Basketball Sports Institute take place outside of school hours. If a student is selected in one of these sporting codes, this does not count as a subject selection option.

### Religious Education

Year 10 students will follow the Religious Education programme as set out in the National Religious Education Syllabus, as determined by the New Zealand Catholic Bishop Conference, 2010. It is designed to give students a better knowledge, understanding and appreciation of the Catholic tradition with the aim of enhancing and developing their personal faith.

In Year 10 the topics include:

- The Church's Story: The Middle Ages
- Marists in the Modern World
- Inspiring Men and Women
- Discovering our Identities / Journey Stories
- Creation and Co-creation / Sexuality
- Expressions of Catholic Life
- Sinfulness and Reconciliation

All classes will also be prepared for a class celebration of Eucharist and Reconciliation.

## Year 10 Subject Selection (Cont.)

### Science

Science is a compulsory core subject in Year 10. The aim of the Year 10 Science course is to help students advance their learning in Science by developing their knowledge and understanding of the living, physical and material components of their environment. Students will come to understand that Science is an activity that is carried out by all people as part of their everyday life. They will develop the attitudes needed to make considered decisions about the use of technology and resources in our world.

The Year 10 course follows the strands of the National Science Curriculum.

- The Nature of Science – Scientific Method and Research
- The Living World – Ecosystems and Adaptations
- The Material World – Periodicity and Chemical Reactions
- The Physical World – Forces, Motion and Electricity

### STEAM

This subject aims to integrate the skills learned in Science, Technology, Engineering, Art and Mathematics in order to solve specific and real-life problems. The students work individually and collaboratively to develop their problem-solving abilities and critical thinking. The focus is on learning through inquiry and dialogue with others whilst producing a portfolio of work.

The course is split into the topics of:

- Structure Design
- Gearing
- Electrical Systems
- Programming
- Integrated Project

During the course students will work with a variety of educational tools such as Lego, Technic Lego, Brainbox and Flip Robots. Due to the structure of the course, numbers are limited.

This option is suitable for students who are interested in robotics and the engineering process.

### Social Studies

Social Studies is a compulsory core subject in Year 10. The Social Sciences learning area is about how societies work and encourages learners to be critical citizens – learning about the past to understand the present and prepare for the future.

Aotearoa New Zealand's histories will be taught in all schools. Topics covered in Year 10 include the following:

- Land, water, and resources and how these have been contested over time
- Māori have worked inside, outside and alongside crown to renegotiate colonial relationship
- Mana motuhake – ways in which the Crown undermined Mana Māori
- The state and the people – protest movements that have advanced the rights of groups in New Zealand society and in other nations
- The state and the Pacific – New Zealand involvement in the Pacific
- NZ economy – study of internal and external factors that have impacted on economic position of New Zealanders and NZ's economic interdependence in the world.

Achievement objectives are assessed throughout the year in a variety of formats and are designed to help develop skills required in Year 11 History and Geography.



## Year 10 Subject Selection (Cont.)

### Technology

These courses have been designed to allow students to pursue interests in one or more of the five areas of the Technology curriculum. A clear progression pathway exists for all five areas of Technology, into Year 11 and beyond. Students may choose a maximum of two Technology option subjects from the following:

#### Food Technology

Offers students an opportunity to gain knowledge and experience in problem solving activities using food.

The course has been designed to ensure students gain knowledge and skills in food preparation, nutrition, food hygiene and safety.

Students taking this option will be equipped to continue onto Year 11 Food Skills Technology.

#### Materials Technology

Offers students an opportunity to gain knowledge and experience in problem-solving activities through utilizing a range of resistant materials, such as metal, wood and plastics. The subject embeds sound workshop skills and practices and also prepares students to solve design problems using workshop materials. All students will follow a program in Computer Aided Design and practice printing simple products on the 3D printers.

Students taking this option will be equipped to continue onto Year 11 Mechanical Technology or Carpentry.

### Digital Technology (ICT)

Students study both strands of the new Digital Technology Curriculum:

- **Computational thinking**  
Students will have the opportunity to gain skills in Coding and Program design. They will be taught the fundamentals of computational thinking and will be introduced to programming languages such as Python.
- **Producing Digital outcomes**  
Students will have the opportunity to gain skills in a range of Digital Technology applications, such as the Microsoft and Adobe suites of software. The subject requires students to undertake technological practice and they will be expected to demonstrate innovation and creativity in the design of their Digital Technology work. Planning and meeting project deadlines are an integral part of the learning experience.

Students taking this option will be equipped to continue onto Computer Science or Digital Media in Year 11.

### Design & Visual Communication

Offers students the opportunity to follow the design process, through solving given problems and design briefs, using practiced visual communication techniques. They will gain skills in 2D drawing, 3D drawing, modelling and rendering. There is also a computer graphics element to the course and students will often use an array of computer software to communicate visually their final designs. It is a project-based course and the students attempt two or three lengthy projects over the course of the year.

Students taking this option will be equipped to continue onto Year 11 Design & Visual Communication. A \$30 fee applies to cover the cost of consumable items in this subject.

## Courses at Year 11 (Sacred Heart Certificate)

Year 11 students are required to take seven subjects.

### Compulsory Subjects:

- English or English for Literacy
- Mathematics:  
**Three courses are available, students will be placed in one of:**
  - Mathematics
  - Mathematics – Applied
  - Mathematics for Numeracy
- Physical Education and Health
- Religious Education
- Science:  
**At least one but no more than two sciences** from:
  - Science – Agricultural
  - Science – Applied
  - Science – Biological
  - Science – Physical

### Two Optional Subjects from:

- |   |                          |
|---|--------------------------|
| ▪ Accounting                            | ▪ Economics              |
| ▪ Art                                   | ▪ Geography              |
| ▪ Business Studies                      | ▪ History                |
| ▪ Carpentry                             | ▪ Hospitality & Catering |
| ▪ Chinese (Mandarin)                    | ▪ Mechanical Technology  |
| ▪ Design and Visual Communication       | ▪ Music                  |
| ▪ Digital Technology – Computer Science | ▪ Spanish                |
| ▪ Digital Technology – Digital Media    | ▪ Te Reo Māori           |
| ▪ Drama                                 |                          |

**Provided a student meets the entry requirements for a subject at a particular level, a Year 11 student could choose a subject from a year level other than their own.**

## Course Pathways

Refer to the Academic Curriculum on page 4 for an overview of where each course leads throughout Years 11 – 13.

### Courses at Level 2 (Year 12)

Studies in Year 12 for most students are based on courses approved for the nationally co-ordinated NCEA Level 2 Achievement and Unit Standards.

Year 12 students are required to take six subjects, which consist of:

#### Compulsory Subjects:

- English or English for Literacy
- Religious Education

#### Four Optional Subjects from:

- Accounting
- Agriculture & Horticulture
- Art – Design
- Art – Painting
- Biology
- Business Studies
- Carpentry
- Chemistry
- Chinese (Mandarin)
- Classical Studies
- Design and Visual Communication
- Digital Technology – Computer Science
- Digital Technology – Digital Media
- Drama
- Economics
- Geography
- History
- Hospitality & Catering
- Mathematics – Applied
- Mathematics – Calculus
- Media Studies
- Music
- Photography
- Physical Education
- Physics
- Spanish
- Sports Leadership Studies
- \*Te Reo Māori

*\* Te Reo Māori can be chosen instead of English, with approval from relevant HODs*

Provided a student meets the entry requirements for a subject at a particular level, a Year 12 student could choose a subject from a year level other than their own.

### Course Pathways

Refer to the Academic Curriculum on page 4 for an overview of where each course leads throughout Years 11 – 13.

### Courses at Level 3 (Year 13)

Studies in Year 13 for most students are based on courses approved for the nationally co-ordinated NCEA Level 3 Achievement and Unit Standards. Some courses at Year 13 will also offer Level 2 Standards.

**Year 13 students are required to take six subjects, which consist of:**

#### Compulsory Subject:

- Religious Education

#### Five Optional Subjects from:

- Accounting
- Agriculture & Horticulture
- Art – Design
- Art – Painting
- Biology
- Business Studies
- Carpentry
- Chemistry
- Chinese (Mandarin)
- Classical Studies
- Design and Visual Communication
- Digital Technology – Computer Science
- Digital Technology – Digital Media
- Drama
- Economics
- English
- English for University Entrance Literacy
- English for Language Learners
- Geography
- History
- Hospitality & Catering
- Mathematics – Statistics
- Mathematics – Calculus
- Mathematics – Applied
- Media Studies
- Music
- Photography
- Physical Education
- Physics
- Spanish
- Sports Leadership Studies
- Te Reo Māori

*\* Te Reo Māori can be chosen instead of English, with approval from relevant HODs*

**Some students will be able to study courses at other levels where appropriate and necessary.**

### Course Pathways

Refer to the Academic Curriculum on page 4 for an overview of where each course leads throughout Years 11 – 13.

# National Certificate of Educational Achievement (NCEA)

New Zealand's National Certificates of Educational Achievement (NCEA) are national qualifications for senior secondary school students. NCEA is the main qualification pathway at Sacred Heart College for Levels 2 and 3.

## How Does NCEA Work?

NCEA challenges students of all abilities in all learning areas, and shows credits and grades for separate skills and knowledge. Each year, students study a number of courses or subjects. In each subject, skills and knowledge are assessed against a number of standards. E.g. A mathematics standard could be 'Apply graphical methods in solving problems'.

When a student achieves a standard, they gain a number of credits. Each student must achieve a certain number of credits to gain an NCEA certificate.

Individual NCEA subjects are subdivided into Achievement Standards, some of which are assessed internally during the course of the academic year, and some externally through the NZQA (New Zealand Qualifications Authority) national examinations at the end of the year. At Sacred Heart we use a range of internal and external assessments to measure how well our students meet these standards. Evidence about achievement may be collected in a variety of ways: group tasks, tests, projects and examinations.

Internal assessments begin in February and run through until November each year. It is extremely important that all internal assessments are treated as if they were final examinations as credits are attributed to each one. Students must ensure they develop good work habits at the beginning of the year and work hard continuously through the year to achieve the best results possible.

Each successful assessment earns credits that contribute to a certificate at Level 2 or Level 3. Most subjects offer between 18 and 22 credits.

## NCEA – Achieving a Certificate

At each level, every student must achieve a certain number of credits to gain an NCEA certificate. Credits can be accumulated over more than one year.

### NCEA level requirements:

**From 2024 Sacred Heart College will no longer be offering NCEA Level 1.**

This will be replaced with the Year 11 Sacred Heart Certificate. Year 11 courses are currently in development, and there may be minor changes to what is published in this Curriculum Handbook.

**Level 2: 60 credits at Level 2 or above  
plus the 20 credit literacy/numeracy co-requisite.**

**Level 3: 60 credits at Level 3 or above  
plus the 20 credit literacy/numeracy co-requisite**

Credits gained at one level can be used for (or count toward) more than one Certificate.

## Result Levels

There are seven different levels of assessed results for Achievement Standards:

<b>N</b>	Not Achieved
<b>A</b>	Achieved
<b>M</b>	Achieved the Standard with Merit
<b>E</b>	Achieved the Standard with Excellence
<b>ABS</b>	Absent from Examination
<b>SNA</b>	Standard not assessed
<b>RNA</b>	Result not yet available



# NCEA Endorsements

## Certificate Endorsements

For an NCEA certificate to be endorsed with Excellence a student must gain 50 credits at Excellence at the level of the certificate or above. So, if a student has 50 Level 2 credits at Excellence they may have their Level 2 certificate endorsed with Excellence. Likewise, if a student gains 50 credits at Merit (or Merit and Excellence) at Level 2 their NCEA Level 2 certificate may be endorsed with Merit. Endorsement awards show on the Record of Achievement.

Certificate endorsement is calculated in January each year on the release of external results. Only the highest level certificate awarded can be endorsed unless students:

- achieve more than one level NCEA certificate in a single year e.g. a Year 12 student doing multi-level study may achieve both a Level 2 and a Level 3 certificate in the one year and have them endorsed
- in addition to meeting the requirements of a higher level certificate endorsement they have achieved sufficient credits from a lower level to be able to endorse the lower level certificate e.g. a student may be working at both Levels 2 and 3 and achieve enough Level 2 Excellence credits to upgrade their Level 2 Merit endorsement to Excellence. The student will need to contact NZQA to have the lower level certificate upgraded.

## Course Endorsements

Course/subject endorsement provides recognition for a student who has performed exceptionally well in an individual course/subject. A student will gain an endorsement for a course if, in a single school year, they achieve:

- 14 or more credits at Merit or Excellence, and
- at least 3 of these credits from externally assessed standards and 3 credits from internally assessed standards. Note, this does not apply to Physical Education or Religious Studies.

# University Entrance

A student shall be qualified for entrance to a University in New Zealand if they have obtained **all of the following criteria:**

1. **A minimum of 60 credits at Level 3** or higher on the National Qualifications Framework.
2. **A minimum of 14 credits at Level 3** or higher in **three subjects** from the approved subject list\*.
3. **A minimum of 10 Literacy credits at Level 2** or higher (offered from a range of Level 2 and 3 subjects on the National Qualifications Framework); of which 5 credits must be in Reading and 5 credits must be in Writing. The literacy credits will be selected from a schedule of approved Achievement Standards and Unit Standards.
4. **20 credits from the literacy/numeracy co-requisite.**

## Limited Entry Courses

Most Universities will also require a higher standard of entry into selected programmes and will require students to have undertaken Level 3 Courses in specified subjects. These are referred to commonly as limited entry courses.

Each University/Tertiary Institution will have its own set of entry criteria which students are expected to check. Information is available from our Careers Department and from Tertiary Institutes themselves.

*\* All Level 3 subjects offered at Sacred Heart College are approved subjects, with the exception of Level 3 Hospitality and Catering, and Level 3 Religious Education for English Language Learners (13REL).*

## Scholarships

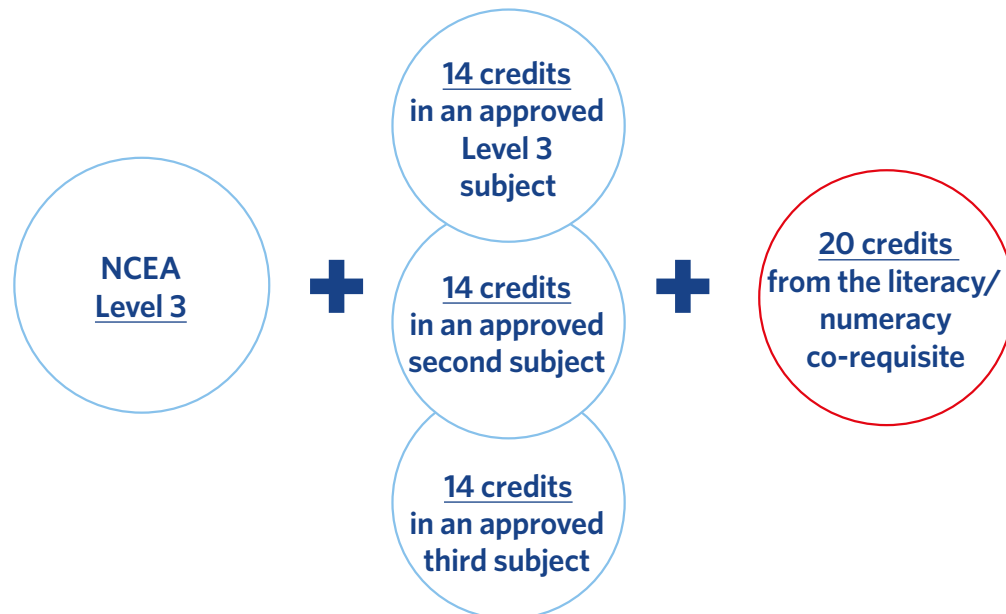
Scholarship is New Zealand's premier educational qualification.

Students benefit from attempting a challenging programme which will prepare them for the rigours of the more demanding courses at university. Successful candidates are rewarded with funding towards their university studies, and it is recognised by educational institutions and employers as a symbol of intellect and work ethic.

Scholarship assessments enable students to be assessed against challenging standards for the most able candidates in each subject. Assessment is by either a written/spoken examination or by the submission of a portfolio or report of work produced throughout the year.

Individual scholarships are awarded to the top 3% of candidates in each subject and approximately the top 0.5% are awarded an outstanding scholarship. As well as this there are other monetary awards for high performing scholarship candidates in multiple subjects.

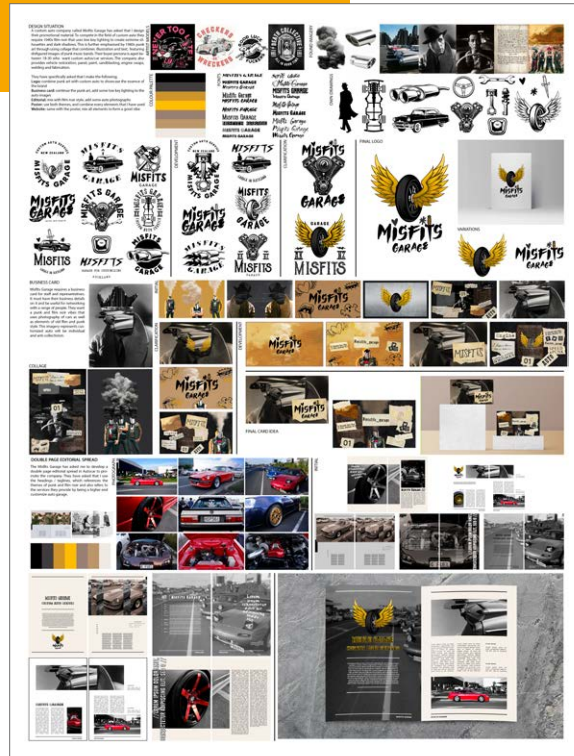
Students can choose to sit one or more scholarship assessment in subjects in which they are achieving at an Excellence level. Heads of Department and subject teachers will recommend entry to suitable students usually at Years 12 and 13.



# Course Information – Years 11 – 13

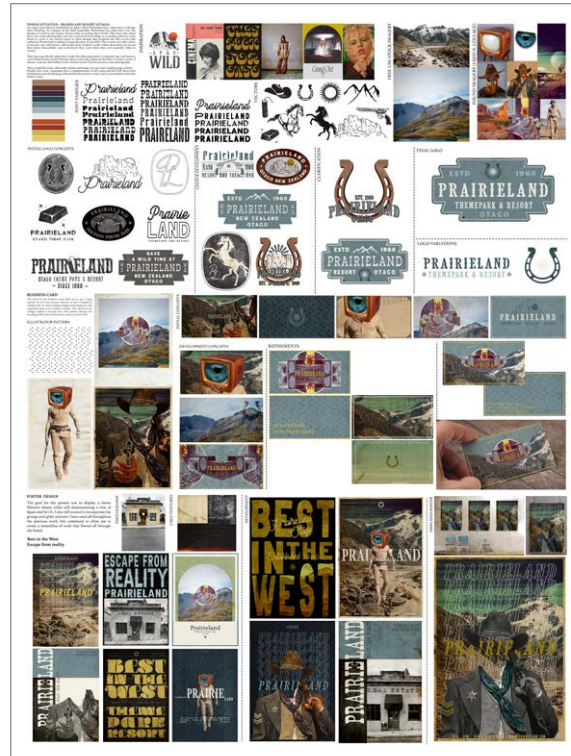
## Arts | Ngā Toi

Head of Department:  
Mr Marc Petersen



The Visual Arts at Sacred Heart College constitute a wide range of fields, including **painting, photography, design** and **electronic media**, and **film**.

Students become increasingly literate in the Visual Arts as they learn from example, practise ways of working,



and explore and reflect on the conceptual, perceptual and practical processes of two-dimensional, three-dimensional and time-based art.

Students learn in, through and about the various forms and processes of the Visual Arts. Through practical work and a study of others' art, they learn to make objects and images, to source and develop ideas, and to communicate and interpret meaning. They come to understand visual artworks as social and historical texts as they investigate the contexts in which the visual arts are made, used and valued.

Education in the Visual Arts at Sacred Heart College includes the art forms of all cultures, past and present. It is the role of the Art Department to give meaningful Art education for the purpose of further education or personal growth, depending upon the needs of the student.

Art is a subject which is very relevant to contemporary career opportunities and our students have found themselves working in the areas of television and film, advertising, architecture, computing, and Internet-related businesses, as well as the traditional Fine Arts paths.

Year 11	Year 12 – Level 2	Year 13 – Level 3
Visual Art	Art – Design	Art – Design
	Art – Painting	Art – Painting
	Art – Photography	Art – Photography

Visual Art Year 11 11ART  HOD: <a href="#">Mr Marc Petersen</a>	Entry Criteria: Completed Year 10 Art				
	Topic	Descriptor	Assessments		
	Research	Use practice-based visual inquiry to explore Aotearoa New Zealand’s Maori context and another cultural context	School based projects and portfolios		
	Drawing	Explore Visual Arts processes and conventions to inform own art making			
	Folio	Create a sustained body of related artworks in response to an art making proposition			
	You will learn: The Visual Arts course takes students through the process of Design, Photography and Painting				
	Where does this course lead? To Level 2 Art and Art School.				
Cost: Students will need to pay their Art fees of \$30					

Art – Design Level 2 12DES  HOD: <a href="#">Mr Marc Petersen</a>	Entry Criteria: 16 credits in Level 1 Art OR portfolio of graphics and ICT work at the discretion of HOD				
	AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
	91310	Use drawing methods to apply knowledge	2	4	
	91315	Develop ideas in a related series	2	4	
	91320	Produce a systematic body of work	2		12
	You will learn: The Level 2 Design course teaches students the basics of design.				
	Where does this course lead? To Level 3 Design and Design School.				
Cost: Students need to buy their own folio boards and art equipment, which may be purchased through the Art Department at \$15.					

Art – Design Level 3 13DES  HOD: <a href="#">Mr Marc Petersen</a>	Entry Criteria: 16 credits in Level 2 Art or portfolio of Graphics and ICT work, OR at the discretion of the HOD				
	AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
	91445	Use drawing to demonstrate understanding	3	4	
	91450	Systematically develop ideas in a related series	3	4	
	91455	Produce a systematic body of work	3		14
	You will learn: The Level 3 Design course is the requirement for entry to a Design School. Opportunity to submit a portfolio and workbook for Scholarship.				
	Where does this course lead? To Design School.				
Cost: Students need to buy their own folio boards and art equipment, which may be purchased through the Art Department at \$25.					

<b>Art – Painting</b> <b>Level 2</b> <b>12PNT</b> <b>HOD: <a href="#">Mr Marc Petersen</a></b>	<b>Entry Criteria:</b> 16 credits in Level 1 Art				
	<b>AS No.</b>	<b>Descriptor</b>	<b>Level</b>	<b>Internally Assessed Credits</b>	<b>Externally Assessed Credits</b>
	91311	Use drawing methods to apply knowledge	2	4	
	91316	Develop ideas in a related series	2	4	
	91321	Produce a systematic body of work	2		12
	<b>You will learn:</b> The Level 2 Painting course teaches students the basics of painting. This course is made to lead onto Level 3 Painting and Art School.				
	<b>Where does this course lead?</b> To Level 3 Painting and Art School.				
	<b>Cost:</b> Students need to buy their own folio boards and art equipment, which may be purchased through the Art Department at \$15.				
<b>Art – Painting</b> <b>Level 3</b> <b>13PNT</b> <b>HOD: <a href="#">Mr Marc Petersen</a></b>	<b>Entry Criteria:</b> Level 2 Painting at Merit level, OR at the discretion of the HOD				
	<b>AS No.</b>	<b>Descriptor</b>	<b>Level</b>	<b>Internally Assessed Credits</b>	<b>Externally Assessed Credits</b>
	91446	Use drawing to demonstrate understanding	3	4	
	91451	Systematically develop ideas in a related series	3	4	
	91456	Produce a systematic body of work	3		14
	<b>Where does this course lead?</b> To Art School. Opportunity to submit a portfolio and workbook for Scholarship.				
	<b>Cost:</b> Students need to buy their own paints and folio boards, which may be purchased through the Art Department at \$52.				



<b>Photography</b> <b>Level 2</b> <b>12PHO</b>  <b>HOD: <a href="#">Mr Marc Petersen</a></b>	<b>Entry Criteria:</b> Any 20 credits in any of the following: Level 1 Art, English, Maths, or Science OR at the discretion of the HOD Art				
	AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
	91312	Use drawing methods to apply knowledge	2	4	
	91317	Develop ideas in a related series	2	4	
	91322	Produce a systematic body of work	2		12
	<b>You will learn:</b> The students will learn digital photography.				
	<b>Where does this course lead?</b> This course is made to lead onto Level 3 Photography and Art School.				
	<b>Cost:</b> Students who choose to do digital photography will need to have money on their school account for printing. Students will need to have at least a 5 mega pixel digital camera with manual settings for the digital programme. There is also the option of using the school SLR digital cameras.				

<b>Photography</b> <b>Level 3</b> <b>13PHO</b>  <b>HOD: <a href="#">Mr Marc Petersen</a></b>	<b>Entry Criteria:</b> Full course: 16 credits in Level 2 photography Half course: Any 20 credits in any of the following – Level 2 Art, English, Maths or Science, OR at the discretion of the HOD Art				
	AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
	91447	Use drawing to demonstrate understanding	3	4	
	91452	Systematically develop ideas in a related series	3	4	
	91457	Produce a systematic body of work	3		14
	<b>You will learn:</b> Students will learn digital photography. Full course – 22 credits; Half course – 8 credits. Opportunity to submit a portfolio and workbook for Scholarship.				
	<b>Where does this course lead?</b> To Art School.				
	<b>Cost:</b> Students who choose to digital photography will need to have money on their school account for printing. Students will need to have an at least 5 mega pixel digital camera with manual settings for the digital programme. There is also the option of using the school SLR digital cameras.				

## Commerce | Tauhokohoko

Head of Department:  
Mr Tyrone Calvert



The aim of the Commerce Department is to guide students to learn about the ways in which people participate in economic activities and about the consumption, production and distribution of goods and services. They develop an understanding of their role in the economy and of how economic decisions affect individuals and communities. The Department also helps create students that are financially more literate. Students will then make more informed decisions about fiscal responsibility and improving their general well-being.

This is achieved by providing students with the skills and knowledge required to be more responsible citizens which is the cornerstone of a healthy and vibrant economy.

All Commerce subjects are elective; however, they are highly recommended for any student who wants to be involved in business, whether as a manager or an owner of their own business, or as a tradesman. It also provides good financial literacy, a great life skill to have.

### Accounting

Accounting enhances financial literacy by enabling students to develop the knowledge and skills to manage the financial affairs of individuals, communities and businesses.

Accounting gives students the tools to make real-life financial decisions in a constantly changing and uncertain world, as they learn the accounting processes and financial statements that are used by a range of businesses.

### Business Studies

Studying Business Studies will stimulate future entrepreneurs to think about what is involved in starting their own business. It will provide students with the knowledge and skills they need to produce and market their own product. Students will also understand the different internal and external factors such as sources of funding and legal influences that will impact on the success of a business. It will also give them insight into what decisions business owners have to make as well as the consequences of these decisions for the business and society in general.

### Economics

Studying Economics enables students to attain a level of economic literacy and understanding which allows them to develop a continuing and critical interest in contemporary economic issues. Economics helps students to understand how the economy operates, the participants in the economy of consumers, producers, government, financial institutions and the overseas sector, and how the various groups interact.

Year 11	Year 12 - Level 2	Year 13 - Level 3
Accounting	Accounting	Accounting
Economics	Economics	Economics
Business Studies	Business Studies	Business Studies

## Accounting Year 11 11ACC

HOD: Mr Tyrone Calvert

**Entry Criteria:** At least an Achieved Grade in 10COM

Topic	Descriptor	Assessments
<b>Accounting Concepts</b>	Demonstrate an understanding of accounting concepts for small entities	Assessments will be based on a combination of exams, assignments and common tests
<b>Financial Transactions</b>	Process financial transactions for a small entity	
<b>Financial Statements</b>	Prepare financial statements for sole proprietors	
<b>Community Organisation</b>	Prepare financial information for a community organisation's annual general meeting	
<b>Financial Decisions*</b>	Make a financial decision for an individual or group	

\*Students will complete Financial Decisions in Term 4 of Year 10 Commerce.

**The aims of this course are to:**

- Gain knowledge, skills and experience to manage the financial affairs of individuals, whānau, and local small entities including community organisations, while acting with integrity.
- Gain knowledge, skills and experience to make use of appropriate communication tools to process, report and interpret financial information for individuals, whānau and local small entities including community organisations.

**Where does this course lead?** To Level 2 and Level 3 Accounting courses, provided sufficient credits are gained.

**Cost:** Workbooks and study guides \$80.

## Accounting Level 2 12ACC

HOD: Mr Tyrone Calvert

**Entry Criteria:** Obtaining a Merit grade in Year 11 Accounting OR at the discretion of the HOD

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91175	Demonstrate understanding of accounting processing using accounting software	2	4	
91176	Prepare financial information for an entity that operates accounting sub-systems	2		5
91177	Interpret accounting information for entities that operate accounting sub-systems	2		4
91179	Demonstrate understanding of an accounts receivable sub-system for an entity	2	3	
91386	Demonstrate understanding of an inventory subsystem for an entity	2	3	

**The aims of this course are to:**

- Gain knowledge, skills and experience to manage the financial affairs of individuals, whānau, and local or regional small or medium entities including community organisations that operate accounting sub-systems, while acting with integrity.
- Gain knowledge, skills and experience to make use of appropriate communication tools and skills to process, report and interpret financial and non-financial information for individuals, whānau and local and regional small or medium entities including community organisations that operate accounting sub-systems.

**Where does this course lead?** To Level 3 Accounting Course provided sufficient credits are gained.

**Cost:** Workbooks and study guides \$80 and Field trip approximate costs of \$60.

## Accounting Level 3 13ACC

HOD: Mr Tyrone Calvert

**Entry Criteria:** Obtaining at least 14 credits in Level 2 Accounting  
OR obtaining 16 credits in both English AND Mathematics at Level 2, of which 10 are Merit or Excellence AND at the discretion of the HOD

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91405	Demonstrate understanding of accounting for partnerships	3	4	
91406	Demonstrate understanding of company financial statement preparation	3		5
91407	Prepare a report for an external user that interprets the annual report of a New Zealand reporting entity	3	5	
91408	Demonstrate understanding of management accounting to make a decision	3		4
91409	Demonstrate understanding of a job cost sub-system for an entity	3	4	

### The aims of this course are to:

- Gain knowledge, skills and experience to manage the financial affairs of individuals, whānau, and small, medium or large entities including community organisations that may be local, regional, national or global to enable internal and external users to make effective and ethical decisions.
- Gain knowledge, skills and experience to make use of appropriate communication tools and skills to process, report and interpret financial and non-financial information for individuals, whānau and small, medium or large entities including community organisations that may be local, regional, national or global.

### Where does this course lead?

NCEA Scholarship is available to selected students in this class. The content of this exam is the same as NCEA Level 3.  
Leads to Tertiary Accounting courses, provided sufficient credits are gained.

### Cost:

Workbooks and study guides \$80 and Field trip approximate costs of \$60.

## Economics Year 11 11ECO

HOD: Mr Tyronne Calvert

**Entry Criteria:** At least a passing grade in Year 10 English.  
Obtaining an **Achieved** grade in Year 10 Commerce would be an advantage  
OR at the discretion of HOD.

Topic	Descriptor	Level
<b>Demand</b>	Demonstrate understanding of consumer choices, using scarcity and/or demand	Assessments will be based on a combination of exams, assignments and common tests
<b>Decisions a producer makes</b>	Demonstrate understanding of decisions a producer makes about production	
<b>Supply</b>	Demonstrate understanding of producer choices, using supply	
<b>Market Equilibrium</b>	Demonstrate understanding of how consumer, producer and/or government choices affect society, using market equilibrium	
<b>Interdependence</b>	Demonstrate understanding of the interdependence of sectors of the New Zealand economy	
<b>Government Choice</b>	Demonstrate understanding of a government choice where affected groups have different viewpoints	

### The aims of this course are:

- To develop in students an understanding of why and how people as individuals and groups choose to satisfy their wants by allocating and managing scarce resources in the context of the New Zealand economy.
- To understand that the market is a central component of the New Zealand economy and by studying the mechanism by which scarce resources are allocated and prices determined, students should come to understand the forces that affect their own economic participation.
- To become aware of the changing nature of the economic environment and to take an effective part in economic activity and to contribute to economic well-being.

### Where does this course lead?

To Levels 2 and 3 Economics courses.

### Cost:

Workbooks and study guides \$80.



## Economics Level 2 12ECO

HOD: Mr Tyronne Calvert

**Entry Criteria:** Obtaining 14 credits in Level 1 Economics  
OR obtaining 12 credits in Level 1 English AND Level 1 Mathematics  
OR at the discretion of the HOD

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91222	Analyse inflation using economic concepts and models	2		4
91223	Analyse international trade using economic concepts and models	2		4
91224	Analyse economic growth using economic concepts/models	2		4
91225	Analyse unemployment using economic concepts and models	2	4	
91227	Analyse how government policies and contemporary economic issues interact	2	6	

**The aims of this course are:**

- To develop an understanding of the economic problems and processes, such as the marketplace, which attempt to solve the economic problem.
- To explore the economic issues of trade, growth and inflation.
- To develop and/or enlarge upon those skills and concepts to analyse and interpret economic information and thereby draw rational conclusions concerning economic affairs.
- To develop awareness of the social problems and attitudes involved in current economic issues.
- To develop a broad understanding of the New Zealand economy.

**Where does this course lead?**

To Level 3 Economics course.

**Cost:**

Workbooks and study guides \$90.

## Economics Level 3 13ECO

HOD: Mr Tyrone Calvert

**Entry Criteria:** Obtaining at least 12 credits in Level 2 Economics and must achieve any 2 External Standards  
OR obtaining 16 credits in English AND Mathematics, of which 10 are Merit or Excellence at Level 2  
OR at the discretion of the HOD

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91399	Demonstrate understanding of the efficiency of market equilibrium	3		4
91400	Demonstrate understanding of the efficiency of different market structures using marginal analysis	3		4
91401	Demonstrate understanding of micro-economic concepts	3	5	
91402	Demonstrate understanding of Government interventions to correct market failure	3	5	
91403	Demonstrate understanding of macro-economic influences on the New Zealand economy	3		6

### The aims of this course are:

To enable students to attain a level of economic literacy and understanding which would allow them to develop a continuing and critical interest in contemporary economic issues.

### The objectives are:

- To understand basic economic concepts, principles and simple analytical techniques and apply them to current economic issues.
- To inquire into and reason clearly and objectively about economic issues.
- To interpret and present economic data and arguments in a clear, concise and coherent manner.
- To develop an awareness of the inter-relationships between economic, social and political events.
- To provide you with the skills and the confidence necessary to effectively function in an increasingly complex financial world.

### Where does this course lead?

NCEA scholarship is available to selected students in this Class. The content of this exam is the same as NCEA Level 3.

It also leads to tertiary Economics courses provided sufficient credits are gained.

Top students are also offered an Economics course at Canterbury University (Econ199) which they will study extra-curricular and at their own cost (approx. \$500).

### Cost:

Workbooks and study guides \$100.

## Business Studies Year 11 11BUS

HOD: [Mr Tyrone Calvert](#)

**Entry Criteria:** At least an Achieved grade in Year 10 English  
Obtaining an **Achieved** grade in Year 10 Commerce would be an advantage  
OR at the discretion of the HOD

Topic	Descriptor	Assessments
<b>Internal Features</b>	Demonstrate an understanding of internal features of a small business	Assessments will be based on a combination of exams, assignments and common tests
<b>External Factors</b>	Demonstrate an understanding of external factors influencing a small business	
<b>Marketing Mix</b>	Apply the marketing mix to a new or existing product	
<b>Human Resource</b>	Investigate aspects of human resource processes in a business	
<b>Business Activity</b>	Carry out and review a product-based business activity within a classroom context with direction	

### The aims of this course are:

- Understand how, as a result of internal and external factors, small business owners make operational decisions that have consequences for the success of their business.
- Plan, carry out, and then review a one-off business activity, basing recommendations for the future on market feedback.
- Business themes for Year 11 include: business formation, functions of business, people in business, business management and business environment.

### Where does this course lead?

Levels 2 and 3 Business Studies courses.

### Cost:

- Workbooks and study guides \$80.
- Students contribute approx. \$20 per student in Term 2 as initial start-up capital for their Business Activity, which is partly or fully repaid when their Business Activity shows a profit.
- There is also a field trip to Rainbows End as part of the Human Resource Topic which will cost approximately \$60.

## Business Studies Level 2 12BUS

HOD: [Mr Tyrone Calvert](#)

**Entry Criteria:** Obtaining 14 credits in NCEA Level 1 Business Studies  
OR at the discretion of the HOD

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
90843	Demonstrate understanding of the internal operations of a large business.	2		4
90846	Conduct market research for a new or existing product.	2	3	
90847	Investigate the application of motivation theory in a business	2	3	
90848	Carry out, review and refine a business activity within a community context with guidance	2	9	

### The aims of this course are:

- Explore how and why large businesses in New Zealand make operational decisions in response to internal factors.
- Plan, take to market, review, and then refine a business activity incorporating a community well-being focus, basing recommendations for the future on market feedback.
- Business themes for Level 2 includes: business formation, functions of business, people in business, business management and business environment.

### Where does this course lead?

Level 3 Business Studies Course.

### Cost:

- Workbooks and study guides \$80.
- Students contribute approximately \$20 per student in Term 2 as initial start-up capital for their Business Activity, which is partly or fully repaid when their Business Activity shows a profit.
- There will be a field trip during the year to Spookers, costs to be confirmed.

## Business Studies Level 3 13BUS

HOD: Mr Tyronne Calvert

**Entry Criteria:** Obtaining 14 credits in NCEA Level 2 Business Studies and achieve at least 1 External Standard  
OR at the discretion of the HOD

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91379	Demonstrate an understanding of how internal factors interact within a business that operates in a global context	3		4
91382	Develop a marketing plan for a new or existing product	3	6	
91384	Carry out, with consultation, an innovative and sustainable business activity	3	9	

### The aims of this course are:

- Analyse how and why New Zealand businesses operating in global markets make operational and strategic decisions in response to interacting internal and external factors.
- Plan, take to market, review and then refine an innovative, sustainable business activity; analyse the activity and its success in the marketplace.
- Business themes for Level 3 includes: business functions, people in business, business management, business environment.
- Students will participate in the Lion Foundation Young Enterprise Scheme (YES) where students set up and run a real business, create a product or service and bring it to market. The students will have support from a Regional Coordinator, a business mentor and their local business community.

### Through the Lion Foundation Young Enterprise Scheme, students will:

- Learn about business planning and operations
- Develop a range of personal and business skills
- Consult with and create networks in their community

The 'YES' programme offers students great opportunities such as a share in a \$25,000 National prize pool, Regional awards, cash prizes, Tertiary Scholarships, attending National Business competitions and events and maintain business networks through the 'YES' Alumni and Business Incubator Programmes.

### Where does this course lead?

To Tertiary Commerce courses, provided sufficient credits are gained.

Aims to set students up to start their own businesses after leaving school.

### Cost:

Students contribute approximately \$100 per student in Term 1 as initial start-up capital for their Business Activity, which are partly or fully repaid when their Business Activity shows a profit.

The 'YES' fee is approximately \$35 per student.

There will also be a field trip during the year, costs to be confirmed.

## English | Te Reo Pākehā

Head of Department:

Mr Don Harland



English is about reading texts, writing about them, and creating them. Texts can be written, visual and oral. Visual texts are such things as film and the many texts that combine pictures and words. Oral texts include speeches and interviews.

The English programme at Years 11, 12 and 13 follow the Achievement Standards closely. At Level 2, the universities have a minimum literacy standard. Students are required to gain five credits in reading Standards and five in writing Standards. The purpose of this requirement is to ensure that students can read and write independently and at a level which will allow them to cope with university courses. Our programme is designed to ensure students gain this literacy requirement.

Excellence is fostered in the Senior school through speech contests: the Brother Remigius Cup at Year 11, the Brother Stephen Cup at Year 12, and the Pat Sheehan Memorial Trophy at Year 13. Excellence in creative writing is rewarded with the Toa Fraser Cup.

## English for Literacy

English for Literacy allows students to reach the literacy requirement over two years. Each student can complete similar coursework while attempting assessments at their own level. In other words, a student completing assessments in a Year 13 English for Literacy class may be awarded Level 3 or Level 2 credits, depending on the standard of their work. Students study texts of a similar theme in order to build both vocabulary and ideas related to this theme.

## Compulsory Subject

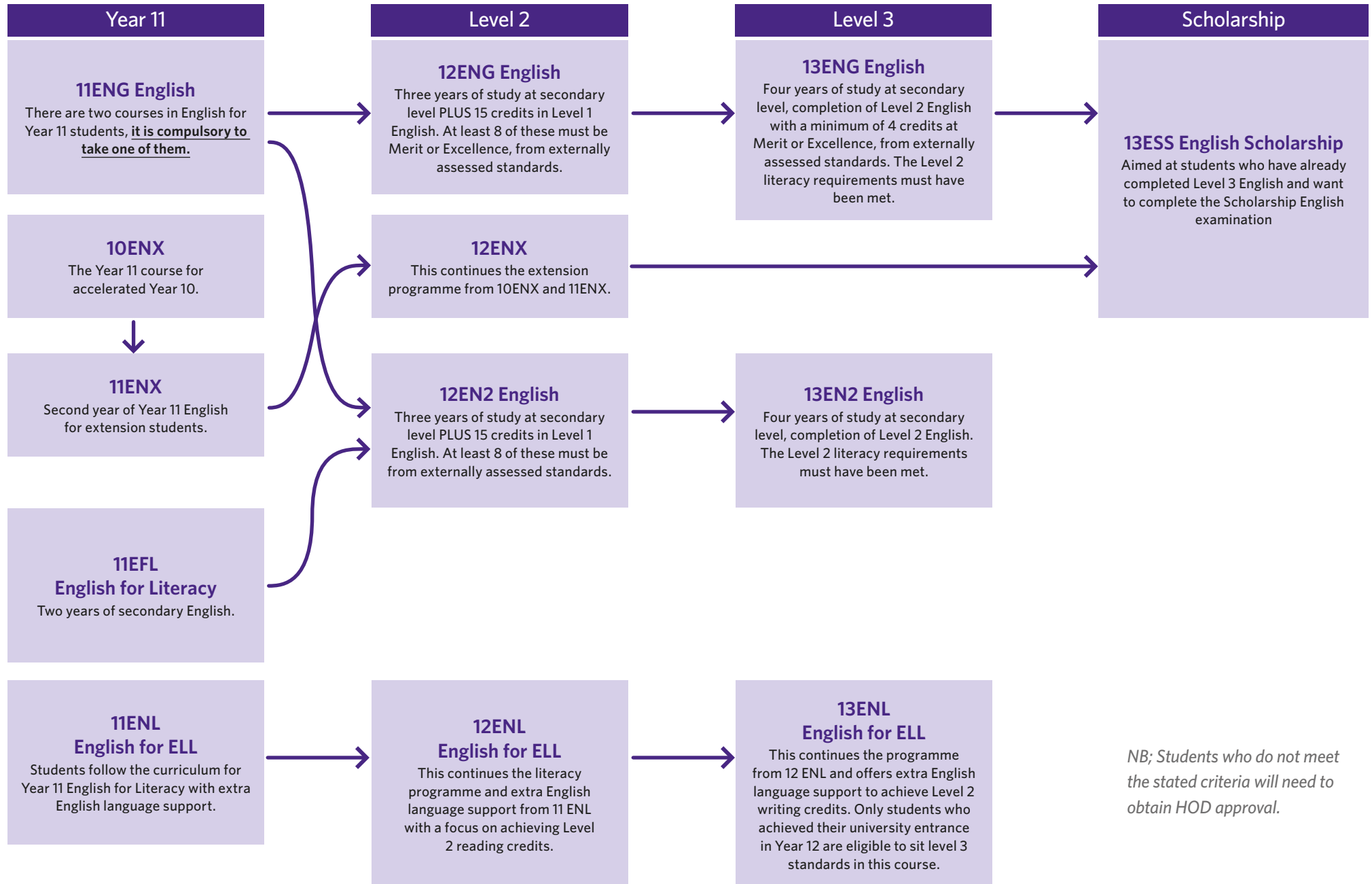
English is a compulsory subject until students gain NCEA Level 2. For most students the study of English does not lead directly to a career but develops the skills that are the building blocks of competence in most areas of endeavour.

## Course Pathways

For a closer look at where each English course leads and the pathways through the NCEA Levels, see the diagram on page 35 overleaf.

Year 11	Year 12 – Level 2	Year 13 – Level 3
English	English	English
English Language Learner (ELL)	English Language Learner (ELL)	English Language Learner (ELL)
English for Literacy	English for Literacy	English for Literacy
Drama	Drama	Drama
	Media Studies	Media Studies
	Classical Studies	Classical Studies

# English Courses – A guide to entry criteria



*NB; Students who do not meet the stated criteria will need to obtain HOD approval.*



<b>English Year 11 10ENX</b>  <b>HOD: <a href="#">Mr Don Harland</a></b>	<b>Entry Criteria:</b> By Head of department selection	
	<b>Topic</b>	<b>Descriptor</b>
	<b>Creative writing</b>	Produce creative writing
	<b>Formal writing</b>	Produce formal writing
	<b>Presenting</b>	Produce a dramatic monologue / speech
	<b>Reading</b>	Produce reading responses
	<b>Reading</b>	Demonstrate understanding of significant aspects of unfamiliar texts
	<b>Reading</b>	Read written texts to understand ideas and information
	<b>Writing</b>	Write texts to communicate ideas and information
	<b>Assessments</b>  Assessments will be based on a combination of exams, assignments and common tests	

**You will learn:**  
This course is designed to increase the breadth of learners' experience in this subject to provide them with a rich foundation of content and skills.

**Where does this course lead?**  
10ENX is part of preparation that ultimately culminates in 13ESS, Scholarship English. Students do not need to complete the 13ESS course, but will be well prepared by the Year 10, Year 11 and 12ENX courses for any literacy-based course of learning in the Senior school or at University.

<b>English Year 11 &amp; Level 2 11ENX</b>  <b>HOD: <a href="#">Mr Don Harland</a></b>	<b>Entry Criteria:</b> Successful completion of 10ENX	
	<b>Topic</b>	<b>Descriptor</b>
	<b>Writing</b>	Produce a portfolio of academic writing
	<b>Reading</b>	AS91100 NCEA Level 2 Unfamiliar text
	<b>Viewing</b>	AS91107 Close viewing of visual texts
	<b>Presenting</b>	AS01102 Present an oral text
	<b>Assessments</b>  Assessments will be based on a combination of exams, assignments and common tests	

**You will learn:**  
This course will continue to increase the breadth of learners' experience in this subject through the study of multiple texts. There will be a greater focus on writing than the 10ENX course. The Level 2 Standards completed are not designed to accelerate but as a means to assess skills learned.

**Where does this course lead?**  
11ENX is part of preparation that ultimately culminates in 13ESS, Scholarship English. Students do not need to complete the 13ESS course but will be well prepared by the 11 and 12ENX courses for any literacy based course of learning.

## English Year 11 11ENG

HOD: [Mr Don Harland](#)

**Entry Criteria:** By teacher recommendation

Topic	Descriptor
Writing	Produce creative writing
Writing	Write texts to communicate ideas and information
Presenting	Produce a speech
Close Reading	Close reading of written texts
Reading	Read written texts to understand ideas and information

**Assessments**

Assessments will be based on a combination of exams, assignments and common tests

### You will learn:

Reading and writing skills from previous years will be built on through the study of a novel and a film. Speaking and presenting skills will also be enhanced.

### Where does this course lead?

This course leads to Level 2 (12ENG), provided a minimum of 15 credits are attained. Students must have gained at least 8 of these credits, at Merit or Excellence, from the externally examined Achievement Standards.

## English for Literacy Year 11 11EFL

HOD: [Mr Don Harland](#)

There are two courses offered in Year 11 English.

It is **compulsory** to take one of them.

**Entry Criteria:** By Head of department selection

Topic	Descriptor
Writing	Write texts to communicate ideas and information
Reading	Read written texts to understand ideas and information
Presenting	Produce a speech
Presenting	Produce a static image
Viewing	Close reading of visual texts

**Assessments**

Assessments will be based on a combination of exams, assignments and common tests

### You will learn:

Students will work at their own pace to build vocabulary and improve their ability to construct sentences. Students will read extensively with a view to increasing their reading mileage.

### Where does this course lead?

Successful completion of the literacy Standards will determine the 2025 course boys in EFL will complete.

## English Level 2 12ENG

HOD: Mr Don Harland

There are three courses in Level 2 English offered for Year 12 students.

It is **compulsory** to take one of them.

**Entry Criteria:** Three years of study at secondary level, PLUS at least 15 credits in English at Level 1  
Students must have gained at least 8 of these credits from the externally examined Achievement Standards at Merit and Excellence  
Some students with lesser grades may enter at the discretion of the HOD English

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91098	Analyse specified aspect(s) of studied written text(s), supported by evidence	2		4
91099	Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence	2		4
91101	Produce a selection of crafted and controlled writing	2	6	
91107	Analyse aspects of visual and/or oral texts through close viewing	2	3	
91102	Construct and deliver a crafted and controlled oral text	2	3	

### You will learn:

Reading and writing skills from previous years will be built on through the study of a novel and a film.  
Speaking skills will also be enhanced.

### Where does this course lead?

This course leads to Level 3 in Year 13, provided a minimum of 12 credits in Level 2 English are attained and the minimum literacy requirement is met.  
Students who gain 3 credits or less at Level 2 will need to re-enrol in a Level 2 English course in the subsequent year.

## English Level 2 12EN2

HOD: Mr Don Harland

There are three courses in Level 2 English offered for Year 12 students.

It is **compulsory** to take one of them.

**Entry Criteria:** Three years of study at secondary level, PLUS at least 15 credits in English at Level 1  
Students must have gained at least 8 of these credits from the externally examined Achievement Standards  
Some students with lesser grades may enter at the discretion of the HOD English

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91098	Analyse specified aspect(s) of studied written text(s), supported by evidence	2		4
91099	Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence	2		4
91101	Produce a selection of crafted and controlled writing	2	6	
91107	Analyse aspects of visual and/or oral texts through close viewing	2	3	
91102	Construct and deliver a crafted and controlled oral text	2	3	

### You will learn:

Reading and writing skills from previous years will be built on through the study of a novel and a film.  
Speaking skills will also be enhanced.

### Where does this course lead?

This course leads to Level 3 in Year 13, provided a minimum of 12 credits in Level 2 English are attained and the minimum literacy requirement is met.  
Students who gain 13 credits or less at Level 2 will need to re-enrol in a Level 2 English course in the subsequent year.

## English and English for Literacy (Cont.)

<b>English Level 2 &amp; Level 3 12ENX</b>  <b>HOD: <u>Mr Don Harland</u></b>  This continues the extension programme from 10ENX and 11ENX.	<b>Entry Criteria:</b> A Merit endorsement at Level 1 Some students with lesser grades may enter at the discretion of the HOD English				
	AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
	91474	Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence	3		4
	91098	Analyse specified aspect(s) of studied written text(s), supported by evidence	2		4
	91099	Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence	2		4
	91101	Produce a selection of crafted and controlled writing	2	6	
	91480	Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence	3	3	
	91102	Construct and deliver a crafted and controlled oral text	2	3	
	93001	Scholarship English	4		External Exam
	<b>You will learn:</b> Reading and writing skills from previous years will be built on through the study of a novel and a film. Some students will choose to sit the Scholarship exam for the first time. Speaking skills will also be enhanced.				
	<b>Where does this course lead?</b> This course leads to 13ESS				

<b>English Level 3 13ENG</b>  <b>HOD: <u>Mr Don Harland</u></b>  There are three courses in Level 3 English offered for Year 13 students, it is strongly recommended that one of these courses be taken in Year 13.	<b>Entry Criteria:</b> Four years of study at secondary level, completion of Level 2 English with a minimum of 4 credits at Merit or Excellence, from externally assessed standards The Level 2 literacy requirements must have been met.				
	AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
	91472	Respond critically to specified aspects of studied written texts	3	4	
	91473	Respond critically to specified aspects of studied visual or oral texts	3		4
	91477	Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence	3	3	
	91478	Respond critically to significant connections across texts, supported by evidence	3		4
	91476	Create and deliver a fluent and coherent oral text	3	3	
	<b>You will learn:</b> Reading and writing skills from previous years will be built on through the study of a novel and a film.				
	<b>Where does this course lead?</b> This course will prepare students for University study and for the Scholarship examination.				

## English and English for Literacy (Cont.)

<b>English Level 3 13EN2</b>  <b>HOD: <u>Mr Don Harland</u></b>  There are three courses in Level 3 English offered for Year 13 students, it is strongly recommended that one of these courses be taken in Year 13.	<b>Entry Criteria:</b> Four years of study at secondary level, completion of the Level 2 English course The Level 2 literacy requirements must have been met				
	AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
	91472	Respond critically to specified aspects of studied written texts	3		4
	91473	Respond critically to specified aspects of studied visual or oral texts	3		4
	91477	Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence	3	3	
	91478	Respond critically to significant connections across texts, supported by evidence	3	4	
	91476	Create and deliver a fluent and coherent oral text	3	3	
	91475	Produce a selection of fluent and coherent writing which develops, sustains and structures ideas	3	6	
	<b>You will learn:</b> Reading and writing skills from previous years will be built on through the study of a novel and a film. For each assessment, students can be awarded Level 2 credits if they do not attain the standard required at Level 3.				
	<b>Where does this course lead?</b> This course allows students to gain more literacy credits towards their University Entrance. This course will <b>NOT</b> equip students for Scholarship.				
<b>English Scholarship Level 3 &amp; Level 4 13ESS</b>  <b>HOD: <u>Mr Don Harland</u></b>	<b>Entry Criteria:</b> This course is aimed at students who have already completed their Level 3 English and want to complete the Scholarship English examination Year 13 students who are completing a Level 3 course may be invited to join the class The primary goal will be to pass the Scholarship examination Students can be reassessed in all of the Standards offered in the 13ENG course in order to gain at Excellence. This includes the Level 3 externally assessed Standards In addition, the Standard below is offered				
	AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
	91479	Develop an informed understanding of literature and/or language using critical texts	3	4	
	93001	Scholarship	4		External Exam
	<b>You will learn:</b> Reading and writing skills from previous years will be built on through the study of a novel and a film.				
	<b>Where does this course lead?</b> This course will be of great advantage to students engaging in University study in any subject.				

# English for English Language Learners (ELL)

## English for ELL Year 11 11ENL

HOD:  
Mrs Gudrun Browne

Students follow the curriculum for Year 11 English for Literacy with extra English language support.  
Students will complete the Year 11 assessments below or similar Year 11 EL assessments.

**Entry Criteria:** By teacher recommendation based on the ELLP assessment in the Placement Test and/or results in Year 10

Topic	Descriptor	Assessments
Writing	Produce formal writing	Assessments will be based on a combination of exams, assignments and common tests
Writing	Write texts for a practical purpose	
Oral text	Participate in an interview	
Presenting	Present on a familiar topic	
Listening	Demonstrate understanding of straightforward spoken instructions in a familiar context	
Reading	Read texts to understand ideas and information	

**You will learn:** Students will improve their English writing, reading, listening and speaking skills.  
Students will improve their ability to communicate in English in practical contexts and increase their range of vocabulary.

### Where does this course lead?

Successful completion will allow students to attempt reading and writing credits for university entrance in Year 12.

## English for ELL Level 2 12ENL

HOD:  
Mrs Gudrun Browne

This course focuses on improving academic English skills and achieving UE reading credits.

Students follow the curriculum for Level 2 English for Literacy with extra English language support.  
Students will complete the Level 2 Standards below or the Year 11 assessment may be offered as an alternative.

**Entry Criteria:** By teacher recommendation based on the ELLP assessment in the Placement Test and results in Year 11

AS / US No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91098	Analyse specified aspect(s) of studied written text(s), supported by evidence; OR	2		4
or 90849	Show understanding of specified aspect(s) of studied written text(s), using supporting evidence	1		
US 31016	Participate in a spoken interaction on a familiar topic	3	5	
AS 91101	Produce a selection of crafted and controlled writing; OR	2	5	
or US 30508	Write a short crafted text for a specified audience using resource material in English for an academic purpose	3	6	
91102	Construct and deliver a crafted and controlled oral text; OR	2	3	
or 90857	Construct and deliver an oral text	1		
AS 91106	Form developed personal responses to independently read texts, supported by evidence; OR	2	4	
or US 31008	Read and understand a range of written texts independently	3	5	

**You will learn:** Reading and writing skills from previous years will be built on through the study of a novel/short story and a film.  
Speaking, presenting and research skills will also be enhanced.

### Where does this course lead?

This course leads to Level 3 English for ELL 13ENL, provided an adequate number of credits in Level 2 are attained.

## English for English Language Learners (ELL) (Cont.)

### English for ELL Level 3 13ENL

HOD:

Mrs Gudrun Browne

It is strongly recommended to take this course in Year 13.

This course focuses on improving academic English skills and achieving UE writing credits.

Students follow the curriculum for Level 3 English for University Entrance Literacy with extra English language support. Students will complete the Level 3 Standards below or the Level 2 Standard may be offered as an alternative.

**Entry Criteria:** By teacher recommendation based on the ELLP assessment in the Placement Test and results in Year 12

AS / US No.	Descriptor	Level	Internally Assessed Credits
<b>US 31019</b>	Participate in sustained spoken interactions	<b>4</b>	<b>10</b>
<b>AS 91101</b>	Produce a selection of crafted and controlled writing; OR	<b>2</b>	<b>6</b>
<b>or US 22750</b>	Write a crafted text for a specified audience using researched material in English for an academic purpose	<b>4</b>	<b>6</b>
<b>AS 91106</b>	Form developed personal responses to independently read texts, supported by evidence; OR	<b>2</b>	<b>4</b>
<b>or US 22751</b>	Read and process information in English for academic purposes	<b>4</b>	<b>6</b>

**You will learn:**

Written and oral communication skills will be improved in practical contexts.

Students will read extensively to increase their range of vocabulary and gain a better understanding of the English language.

**Where does this course lead?**

Successful completion will allow students to gain university entrance or entry to foundation course at university.



# Media Studies, Drama and Classical Studies Overview

## Media Studies, Drama and Classical Studies

Head of Department:

Mr Don Harland

Teacher in Charge –  
Media Studies:

Ms Sasha Lascelles

Teacher in Charge – Drama:

Mr Scott Chalmers

Teacher in Charge –  
Classical Studies:

Mrs Stephanie Ioka



## Media Studies

At NCEA Level 2 and Level 3 students can select Media Studies. This subject deals with the skills necessary to create media products as well as the issues that the media brings to contemporary society. Students study the conventions of film genre and current theories of film-making. They will produce short films and also investigate how television positions its audience and advertisers seek to sell a message.

The subject provides an excellent link between English and the Visual Arts. Media Achievement Standards contribute to University Entrance literacy requirements. Successful achievement in this course will help students complete a Communications degree with a view to working in the media industries, public relations and/or marketing.

## Film

Students keen on making films are encouraged to enter the 48 Hour Film Festival which has a Secondary Schools section. This competition requires a high degree of competency with the production of film. Competitors must write, film, edit and present a complete film over the course of a weekend. There are many opportunities for students wishing to build a portfolio of finished productions.

## Drama

Drama offers students a wide range of learning opportunities through physical work. Students will explore existing scripts as well as devising their own original material. The nature of a Drama classroom means that students will develop their understanding of how Drama is created and communicated, as well as their ability to effectively communicate both to large audiences and within groups.

## Scholarship

Scholarship Drama is a practical exam which will require students to present two prepared monologues and perform an improvised piece. Scholarship is run separate to the Level 3 course and required the students to develop their own unique voice as well as having a solid understanding of Drama theory.

## Classical Studies

Classical Studies is a multi-disciplinary subject. Students explore Ancient Greece and Rome through their social histories, literature, art and architecture. Through this study, students gain an invaluable insight into the underpinnings of Western Civilisation. Over the course of their studies students will also be able to make significant connections with other subjects, such as English, History, Religious Education and the Visual Arts.

Students may choose to continue studying Classical Studies and Ancient History at university; therefore, the skills they acquire at school will assist them with their tertiary endeavours.

## Media Studies Level 2 12MED

HOD: [Mr Don Harland](#)

Teacher in Charge -  
Media Studies:  
[Ms Sasha Lascelles](#)

**Entry Criteria:** At least 14 credits in Level 1 English (must include AS90053 Formal Writing)  
At least 8 credits at Merit or Excellence from external examinations

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91248	Demonstrate understanding of the relationship between a media product and its audience	2		3
91251	Demonstrate understanding of an aspect of a media genre	2		4
91249	Demonstrate understanding of narrative in media texts	2	4	
91253	Produce a media product to meet the requirements of a brief	2	6	
91254	Demonstrate understanding of an ethical issue in the media	2	3	
91255	Write developed media text for a specific target audience	2	3	

### You will learn:

Media Studies at Year 12 is designed to develop students' media literacy; these skills are essential for communicating in an increasingly complex and technological world. Students will apply their critical thinking and formal writing skills to the analysis and production of a range of media texts.

### Where does this course lead?

This course leads to Level 3 Media Studies as long as the pre-requisite of 13 credits is met.

## Media Studies Level 3 13MED

HOD: [Mr Don Harland](#)

Teacher in Charge -  
Media Studies:  
[Ms Sasha Lascelles](#)

**Entry Criteria:** At least 13 credits in Level 2 Media Studies  
Students new to Media Studies may do this course with the permission of the HOD. They must be strong students of English

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91490	Demonstrate understanding of an aspect of a media industry	3		4
91093	Demonstrate understanding of a relationship between a media genre and society	3		4
91491	Demonstrate understanding of the meaning of a media text through different readings	3	3	
91496	Demonstrate understanding of a significant development in the media	3	3	
91497	Write a media text to meet the requirements of a brief	3	3	

### Optional Standard:

91495	Produce a media product to meet the requirements of a brief	3	6	
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### You will learn:

Media Studies at Level 3 is designed to extend students' media literacy and focuses on the links between media texts and society. The course is intended to provide an insight into specific media industries and the New Zealand media environment. Assessment work will involve the analysis and production of a range of media texts. Students must have the ability to critically analyse media texts and must possess strong formal writing skills.

### Where does this course lead?

This course will equip students for Scholarship in Media Studies. While it naturally leads to graduate study in communications (film and television studies, PR, advertising and journalism), the skills of critical analysis and written communication acquired should set students in good stead for all humanities and arts courses.

## Drama Year 11 11DRA

HOD: [Mr Don Harland](#)

Teacher in Charge:  
[Mr Scott Chalmers](#)

**Entry Criteria:** There is no minimum entry requirement  
This course will require students to have the right attitude, aptitude and commitment to working in groups and rehearsing outside of class time  
The TIC of Drama reserves the right to screen suitable applicants for this course

Topic	Descriptor	Assessments
Performance	Use Drama techniques in performance	Assessments will be based on a combination of performance and some written components
Performance	Perform an acting role in a scripted production	
Drama Creation	Devise and perform a piece of Drama	
Drama Studies	Perform using the conventions of a Theatre Form	
Drama Studies	Demonstrate understanding of Drama aspects in live theatre	

### You will learn:

Drama students will learn acting and presentation skills, as well as developing the ability to work with others in group situations to meet deadlines.  
Students will experience watching a range of live theatre as well as developing their own performances.

### Where does this course lead?

Level 2 Drama.  
Drama students will develop their confidence in their ability to present and speak in public situations.  
They will also be able to work in groups, communicating effectively and developing plans.  
The organisation skills gained through this course are easily transferable to many different situations.

### Cost:

\$30 – Students will need to attend live theatre performances during the year.

## Drama Level 2 12DRA

HOD: Mr Don Harland

Teacher in Charge:  
Mr Scott Chalmers

**Entry Criteria:** At least 8 credits, 4 of which must be at Merit or Excellence, in the Level 1 Drama externally assessed standards  
The TIC Drama reserves the right to screen suitable applicants for this course

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91213	Apply drama techniques in a scripted context	2	4	
91214	Devise and perform a drama to realise an intention	2	5	
91215	Discuss a drama or theatre form with reference to a text	2		4
91217	Examine the work of a playwright	2	4	
91218	Perform a substantial acting role in a scripted production	2	5	4
91220	Discuss drama elements, techniques, conventions and technologies within live performance	2		4
91221	Direct a scene for drama performance	2	4	

### You will learn:

- Level 2 offers students more freedom to explore ideas and texts.
- Students will extend their range of devising and performing skills by working with more sophisticated ideas.
- The drama course and number of internal assessments can be altered to suit the needs and abilities of individual students.

### Where does this course lead?

Level 3 Drama.

Drama students will develop their confidence in their ability to present and speak in public situations.

They will also be able to work in groups, communicating effectively and developing plans.

The organisation skills gained through this course are easily transferable to many different situations.

### Cost:

\$30 – Students will need to attend live theatre performances during the year.

## Drama Level 3 13DRA

HOD: Mr Don Harland

Teacher in Charge:  
Mr Scott Chalmers

**Entry Criteria:** At least 8 credits, 4 of which must be at Merit or Excellence, in the Level 2 Drama externally assessed standards  
The TIC Drama reserves the right to screen suitable applicants for this course

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91512	Interpret scripted text to integrate drama techniques in performance	3	4	
91513	Devise and perform a drama to realise a concept	3	5	
91517	Perform a substantial acting role in a significant production	3	5	
91518	Demonstrate understanding of live drama performance	3	4	
91516	Demonstrate understanding of the work of a drama theorist or practitioner	3		4
91514	Interpret a prescribed text to demonstrate knowledge of a theatre form or period	3		4

### You will learn:

- Level 3 is a natural extension of the course.
- Students will be challenged by difficult classic texts and will have the chance to explore challenging ideas and performance styles.
- Students will need to be dedicated to the class in order to make the most of the performance opportunities.
- Students may enter the course at Level 3, but an audition may be required by the Teacher in Charge.
- All students will work in groups for assessments and will learn valuable organisation and leadership skills.
- Drama students must be committed to rehearsals outside of class time if they are to achieve all of the available internal assessment credits.
- The drama course and number of internal assessments can be altered to suit the needs and abilities of individual students.
- The Scripting and Directing standards are optional.
- There is the opportunity for Level 3 students to sit the Drama Scholarship exam.

### Where does this course lead?

Drama can lead students to tertiary performing arts courses as well as being a sought-after skill for language rich courses such as Law and Medicine.

### Cost:

\$30 – Students will need to attend live theatre performances during the year.

## Classical Studies Level 2 12CLS

Teacher in Charge:  
Mrs Stephanie Ioka

**Entry Criteria:** Sufficient external Credits in English and/or History at Level 1 or higher

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91200	Examine ideas and values of the classical world	2		4
91201	Examine the significance of features of work(s) of art in the classical world	2		4
91204	Demonstrate understanding of the relationship between aspects of the classical world and aspects of other cultures	2	6	
91202	Demonstrate understanding of a significant event in the classical world	2	4	

### You will learn:

Classical Studies is the study of the History, Literature, Art and Architecture of ancient Greece and Rome, without the study of ancient languages. Level 2 topics focus on Ancient topics and include studies on Greek mythology, the Fall of Troy, Homer's *Odyssey* (Literature), the Persian Wars (History) and Athenian Art and Architecture (Art History).

### Where does this course lead?

- In the topics studied, many of the origins of Western Europe's art, architecture, engineering, literature, law, philosophy, politics and religion, are to be found. Furthermore, Greek and Latin are the foundations of the English language. This course provides an excellent preparation for Level 3 Classics and Scholarship level study. It also provides Level 2 literacy credits for both Reading and Writing.
- In addition, there may be an overseas trip in 2024. This will support any study or classes, however it is not essential.

**Cost:** \$15 for Curriculum Handbooklet and field excursions.

## Classical Studies Level 3 13CLS

Teacher in Charge:  
Mrs Stephanie Ioka

**Entry Criteria:** Sufficient external Credits in English and/or History at Level 1 or higher

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91395	Analyse the significance of a work(s) of art in the classical world	3		4
91396	Analyse the impact of a significant historical figure on the classical world	3		4
90514	Complete independent research on an area of the classical world	3	6	
91398	Demonstrate understanding of the lasting influences of the classical world on other cultures across time	3	6	

### You will learn:

Classical Studies is the study of History, Literature, Art and Architecture of Ancient Greece and Rome. Level 3 topics focus on Ancient Rome and include studies on the first emperor Augustus, ancient Roman society, Roman Art and Architecture and the influence this ancient society has had on later periods of history.

### Where does this course lead?

In the topics studied, many of the origins of Western Europe's art, architecture, engineering, literature, law, philosophy, politics and religion, are to be found. Furthermore, Greek and Latin are the foundations of the English language. Scholarship Classics is offered every year and the Level 3 course provides a strong foundation. Classical Studies provides an excellent preparation for University level study.

**Cost:** \$15 for Curriculum Handbooklet and field excursions.

## Languages | Ngā Reo

Head of Department –  
Te Reo Māori:

Mr Ben Christie

Head of Department –  
Chinese:

Ms Lanxin Ma

Head of Department –  
Spanish:

Ms Lanxin Ma

## Te Reo Māori

Te Reo Māori is an official language of New Zealand and studying Māori language acknowledges the value and importance of learning Te Reo Māori which is indigenous to Aotearoa. It is a taonga recognised under the Treaty of Waitangi, a primary source of our nation's self-knowledge and identity. By understanding and using Te Reo Māori, New Zealanders become more aware of the role played by the indigenous language and culture in defining and asserting our point of difference in the wider world. By learning Te Reo and becoming increasingly familiar with tikanga, students strengthen their identities and new learners move toward shared cultural understandings.

All who learn Te Reo Māori help to secure its future as a living, dynamic and rich language; as they learn, they come to appreciate that diversity is a key to unity. Te Reo Māori underpins Māori cultural development and supports Māori social and economic growth in Aotearoa New Zealand and internationally. Understanding Te Reo Māori stretches learners cognitively, enabling them to think in different ways and preparing them for leadership.

## Chinese

By learning Chinese, students will be able to communicate with more people, more effectively. China is the world's fastest-growing economy. New Zealand students will grow up in a world where there will be more business and trade opportunities for people who could communicate in Chinese. A student who has a working knowledge of Chinese is likely to boost their employment prospects, particularly as more companies and organisations develop links and relationships with China. By learning Chinese, students can also gain unique insights into the culture of one of the world's oldest civilisations.

## Spanish

Spanish is the official language in 21 countries and is one of the most widely spoken languages in the world. It is a great language to learn for business and travel opportunities. The course develops students' knowledge of the Spanish language and culture. Students learn the skills of reading, writing, listening and speaking.

Year 11	Year 12 – Level 2	Year 13 – Level 3
Te Reo Māori	Te Reo Māori	Te Reo Māori
Spanish	Spanish	Spanish
Chinese	Chinese	Chinese



## Te Reo Māori Year 11 11MAO

HOD: [Mr Ben Christie](#)

<b>Entry Criteria:</b> Year 10 Māori automatic entry and/or those who are able to demonstrate a real and committed ability to learn Te Reo Māori Entry will be at the discretion of the Teacher in Charge and will involve an interview – kanohi ki te kanohi		
<b>Topic</b>	<b>Descriptor</b>	<b>Assessments</b>
<b>Spoken Language</b>	Whakarongo kia mōhio ki te reo o tōna ao The student understands spoken language from familiar contexts	Assessments will be based on a combination of exams, tests, and practicals as appropriate for the course
<b>Spoken Topic</b>	Kōrero kia whakamahi i te reo o tōna ao The student is able to speak on a topic from familiar contexts	
<b>Written Language</b>	Pānui kia mōhio ki te reo o tōna ao The student understands written language from familiar contexts	
<b>Written Topic</b>	Tuhi i te reo o tōna ao The student is able to write on a topic from familiar contexts	
<b>You will learn:</b> The Year 11 Course aims to improve students’ ability in both written and spoken Māori. The basic grammatical structures of Year 10 are built on, in order to allow students to gain greater fluency in their speech and writing. By the end of this year students can converse with Te Reo Māori speakers in familiar social situations and cope with some less familiar ones. They can use basic Māori language patterns spontaneously. They show a willingness to experiment with new language and to read independently. They can write short passages, personal letters, and simple formal letters in Te Reo Māori. Students are increasingly confident in using a range of strategies for learning Te Reo Māori and for communicating with others in predominantly Māori social contexts.		
<b>Where does this course lead?</b> Year 11 Te Reo Māori is a requirement for advancement to Level 2 Te Reo Māori. The advantages of having achieved some proficiency in Te Reo Māori are apparent in terms of careers, education in life-skills and appreciation of our indigenous culture. Study of Māori Language offers many areas for graduates to pursue careers in teaching, research, archives, property, administration, policy advice, health work and social work. Knowledge of Māori is increasingly expected and required of those seeking to study in Postgraduate courses at University.		

## Te Reo Māori Level 2 12MAO

HOD: [Mr Ben Christie](#)

**Entry Criteria:** Students at this Level should have written and oral skills supported by Achieved in Te Reo Māori Level 1 in 12 of the 24 available Achievement Standard credits  
OR be a Kura Kaupapa student OR have a Māori-speaking parent

AS No.	Descriptor	Level	Ā-roto Internally Assessed Credits	Ā-waho Externally Assessed Credits
91288	Waihanga tuhinga auaha, I te reo o te ao torotoro	2	6	
91285	Kōrero kia whakamahi i te reo o te ao torotoro	2	6	
91286	Pānui kia mōhio ki te reo o te ao torotoro	2		6
91287	Tuhi i te reo o te ao torotoro	2		6

### You will learn:

The Year 12 course follows through with a full year of Te Reo Māori language development in listening, speaking, reading and writing. Essentially the basic building blocks of the language.

Students can take part in general conversation with speakers of Te Reo Māori, understand most of what is said, and contribute relevant comments. They can explain and discuss many of their own ideas and use Te Reo Māori creatively. They can distinguish between facts and opinions, recognise intentions to persuade and influence and effectively communicate about future plans.

Students can 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.

Unit Standards for Mahi Raranga and Mau rākau also provided.

### Where does this course lead?

This Course leads on to Level 3 Te Reo Māori.

The advantages of having achieved some proficiency in Te Reo Māori are apparent in terms of careers, education in life-skills and appreciation of our indigenous culture. Study of Māori Language offers many areas for graduates to pursue careers in; teaching, research, archives, property, administration, policy advice, health work and social work.

Knowledge of Māori is increasingly expected and required of those seeking to study in Postgraduate courses at University.

## Te Reo Māori Level 3 13MAO

HOD: [Mr Ben Christie](#)

**Entry Criteria:** Students at this level should have written and oral skills supported by Achieved in Te Reo Māori Level 2 in at least 10 of the credits available  
OR be a kura kaupapa Māori student

AS No.	Descriptor	Level	Ā-roto Internally Assessed Credits	Ā-waho Externally Assessed Credits
91650	Whakarongo kia mōhio ki te reo Māori o te ao whānui	3	4	
91651	Kōrero kia whakamahi i te reo Māori o te ao whānui	3	6	
91652	Pānui kia mōhio ki te reo Māori o te ao whānui	3		6
91653	Tuhi i te reo Māori o te ao whānui	3		6
91654	Waihanga tuhinga whai take i te reo Māori o te ao whānui	3	6	

### You will learn:

This subject encourages students of Māori descent to have pride in their heritage and encourages all students to share in this heritage. Students will be expected to use language two years in advance of that used for NCEA Level 1. Students will derive enjoyment and satisfaction from the development of competence in oral and written Māori, the cultivation of Wairua Māori by developing an understanding of, a sensitivity towards, and a respect for Te Ao Māori and tikanga Māori (with emphasis on local tikanga).

Students can take part in general conversation with speakers of Te Reo Māori, understand most of what is said, and contribute relevant comments. They can explain and discuss many of their own ideas and use Te Reo Māori creatively.

They can distinguish between facts and opinions, recognise intentions to persuade and influence and effectively communicate about future plans.

Students can 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.

Another option is the credits in Level 4 Performing Arts of 15 credits. A full year study of special genre to study and present.

Opportunity to sit Scholarship exam for more able students.

### Where does this course lead?

The advantages of having achieved some proficiency in Te Reo Māori are apparent in terms of careers, education in life-skills and appreciation of our indigenous culture. Study of Māori Language offers many areas for graduates to pursue careers in; teaching, research, archives, property, administration, policy advice, health work and social work.

Knowledge of Māori is increasingly expected and required of those seeking to study in Postgraduate courses at University.

Spanish Year 11 11SPA  HOD: <a href="#">Ms Lanxin Ma</a>  Teacher in Charge: <a href="#">Mr Leon Dolphin</a>	Entry Criteria:		Students must have completed Year 10 Spanish and achieved in all four skills in the End of Year exams OR at the discretion of the HOD		
	Topic	Descriptor	Assessments		
	Listening	Demonstrate understanding of a variety of spoken Spanish texts on areas of most immediate relevance	Assessments will be based on a combination of exams, tests, and practicals as appropriate for the course		
	Spoken Presentation	Give a spoken presentation in Spanish that communicates a personal response			
	Conversation	Interact using spoken Spanish to communicate personal information, ideas and opinions in different situations			
	Reading	Demonstrate understanding of a variety of Spanish texts on areas of most immediate relevance			
	Writing	Write a variety of text types in Spanish on areas of most immediate relevance			
	You will learn: The course is a continuation of the Year 10 programme. You will gain further understanding of the Spanish language and culture. The four skills of listening, reading, writing and speaking will be developed. Year 11 allows students to respond to basic situations in a Spanish speaking environment.				
	Where does this course lead? Year 11 Spanish is a prerequisite for advancing to Level 2 Spanish.				
	Cost: Language Perfect registration and Cuaderno Blanco \$30. Kerboodle at \$20.				

Spanish Level 2 12SPA  HOD: <a href="#">Ms Lanxin Ma</a>  Teacher in Charge: <a href="#">Mr Leon Dolphin</a>	Entry Criteria: Students at this level should have written and oral skills supported by Achieved in Year 11 Spanish OR come from a fluent speaking home base				
	AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
	91148	Demonstrate understanding of a variety of spoken Spanish texts on familiar matters	2		5
	91149	Interact using spoken Spanish to share information and justify ideas and opinions in different situations	2		5
	91150	Give a spoken presentation in Spanish that communicates information, ideas and opinions.	2	4	
	91151	Demonstrate understanding of a variety of written and/or visual Spanish text(s) on familiar matters	2		5
	91152	Write a variety of text types in Spanish to convey information, ideas and opinions in genuine contexts	2	5	
	You will learn: The Year 12 course follows through with a full year of the Spanish Language, further developing their skills in oral speaking, listening and reading.				
	Where does this course lead? Level 3 Spanish.				
	Cost: Language Perfect registration and Cuaderno Blanco \$30. Kerboodle at \$20.				

<b>Spanish</b> <b>Level 3</b> <b>13SPA</b>  <b>HOD: <a href="#">Ms Lanxin Ma</a></b>  <b>Teacher in Charge:</b> <b><a href="#">Mr Leon Dolphin</a></b>	<b>Entry Criteria:</b> Students at this level should have written and oral skills supported by Achieved in Level 2 Spanish OR come from a fluent speaking home base				
	AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
	91568	Demonstrate understanding of a variety of extended spoken Spanish texts	3		5
	91569	Give a clear spoken presentation in Spanish that communicates a critical response to stimulus material	3	3	
	91571	Demonstrate understanding of a variety of extended written and/or visual Spanish texts	3		5
	91572	Write a variety of text types in clear Spanish to explore and justify varied ideas and perspectives	3	5	
	Optional 91570	Interact clearly using spoken Spanish to explore and justify varied ideas and perspectives in different situations	3	6	
	<b>Where does this course lead?</b> Students who achieve at Level 3 will comfortably handle first-year University Spanish. The advantages of having achieved some proficiency in Spanish are apparent in terms of careers and education in life-skills. Graduates can pursue careers in teaching, research, administration, policy advice, health work and social work. Opportunity to sit Scholarship exam for more able students.				
	<b>Cost:</b> Language Perfect registration and Cuaderno Blanco \$30. Kerboodle at \$20.				

## Chinese – Mandarin Year 11 11CHI

HOD: [Ms Lanxin Ma](#)

<b>Entry Criteria:</b>		Students must have completed Year 10 Chinese and Achieved in all four skills for the End of Year Exams Also, any student with a Chinese-speaking background; (this will involve an interview)
<b>Topic</b>	<b>Descriptor</b>	<b>Assessments</b>
<b>Listening</b>	Demonstrate understanding of a variety of spoken Chinese texts on areas of most immediate relevance	Assessments will be based on a combination of exams, tests, and practicals as appropriate for the course
<b>Spoken Presentation</b>	Give a spoken presentation in Chinese that communicates a personal response	
<b>Conversation</b>	Interact using spoken Chinese to communicate personal information, ideas and opinions in different situations	
<b>Reading</b>	Demonstrate understanding of a variety of Chinese texts on areas of most immediate relevance	
<b>Writing</b>	Write a variety of text types in Chinese on areas of most immediate relevance	
<b>You will learn:</b> This course is a continuation of the Year 10 Chinese programme. You will not only gain an understanding of the Chinese language, but many cultural aspects will be included. The four skills: Listening, Reading, Writing and Speaking will be developed. Year 11 allows students to respond to basic situations in a Chinese speaking environment.		
<b>Where does this course lead?</b> Year 11 Chinese is a requirement for advancement to Level 2 Chinese. Having a solid, fundamental knowledge of Chinese is essential as we are living in a changing world and it may widen your career choices in the future.		
<b>Cost:</b> Year 11 Curriculum Handbook/Language Perfect is \$50.		

## Chinese – Mandarin Level 2 12CHI

HOD: [Ms Lanxin Ma](#)

<b>Entry Criteria:</b>		Students should have completed a minimum of 14 credits at Level 1 at Achieved level (*at least 5 achieved credits from the Year 11 external assessments) Some exceptions may be granted to students who are native speakers of Chinese		
<b>AS No.</b>	<b>Descriptor</b>	<b>Level</b>	<b>Internally Assessed Credits</b>	<b>Externally Assessed Credits</b>
<b>91108</b>	Demonstrate understanding of a variety of spoken Chinese on familiar matters	<b>2</b>		<b>5</b>
<b>Optional 91109</b>	Interact using spoken Chinese to share information and justify ideas and opinions in different situations	<b>2</b>	<b>5</b>	
<b>91110</b>	Give a spoken presentation in Chinese that communicates information, ideas and opinions	<b>2</b>	<b>4</b>	
<b>91111</b>	Demonstrate understanding of a variety of written and/or visual Chinese text(s) on familiar matters	<b>2</b>		<b>5</b>
<b>91112</b>	Write a variety of text types in Chinese to convey information, ideas, and opinions in genuine contexts	<b>2</b>	<b>5</b>	
<b>You will learn:</b> Students deepen their knowledge of structure, vocabulary and culture and increase their ability to communicate in Chinese.				
<b>Where does this course lead?</b> Level 2 Chinese is a pre-requisite for advancement to Level 3 Chinese.				
<b>Cost:</b> Level 2 Curriculum Handbook/Language Perfect is \$50.				

## Chinese – Mandarin Level 3 13CHI

HOD: [Ms Lanxin Ma](#)

**Entry Criteria:** Students should have completed a minimum of 14 credits at Level 2 at Achieved level (\*at least 5 achieved credits from the Level 2 external assessments).  
Some exceptions may be granted to students who are native speakers of Chinese

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
<b>Optional 91534</b>	Give a clear spoken presentation in Chinese that communicates a critical response to stimulus material	<b>3</b>	<b>3</b>	
<b>Optional 91533</b>	Demonstrate understanding of a variety of extended spoken Chinese texts	<b>3</b>		<b>5</b>
<b>91535</b>	Interact clearly using spoken Chinese to explore and justify varied ideas and perspectives in different situations	<b>3</b>	<b>6</b>	
<b>91536</b>	Demonstrate understanding of a variety of extended written and/or visual Chinese texts	<b>3</b>		<b>5</b>
<b>91537</b>	Write a variety of text types in clear Chinese to explore and justify varied ideas and perspectives	<b>3</b>	<b>5</b>	

**You will learn:**

Students further extend their linguistic and cultural understanding and their ability to interact appropriately with other speakers; this will lead them to new ways of thinking about, questioning, and interpreting the world and their place in it.  
Opportunity to sit Scholarship exam for more able students.

**Where does this course lead?**

Students who achieve at Level 3 will comfortably handle first-year University Chinese and, with exceptional results, may be granted direct entry to second-year Chinese studies.

**Cost:**

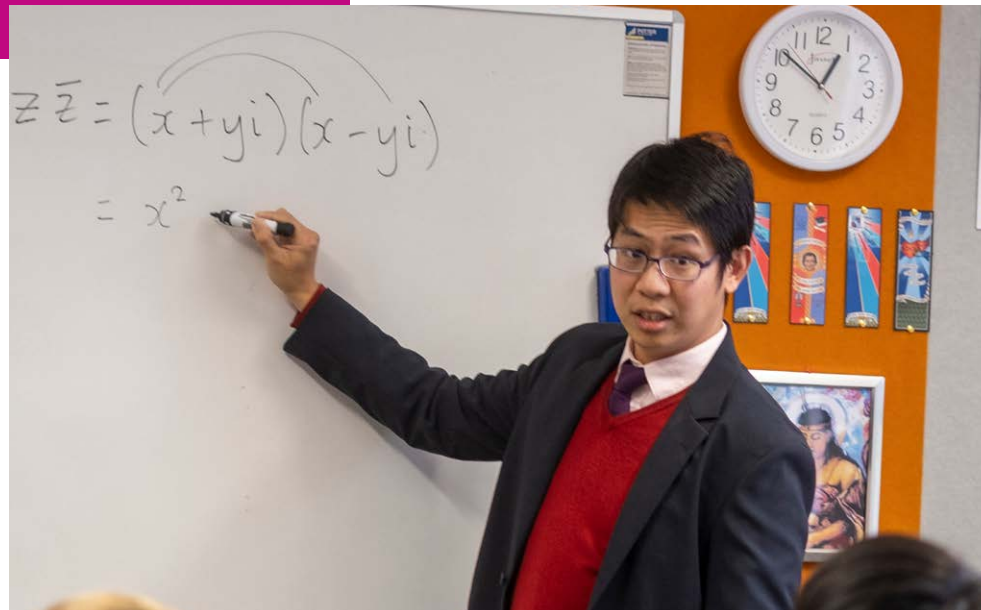
Level 3 Curriculum Handbook/ Language Perfect is \$50.



# Mathematics and Statistics | Pāngarau

## Mathematics and Statistics | Pāngarau

Head of Department:  
Mrs Susan Hurring



Mathematics is the exploration and use of patterns and relationships in quantities, space and time. Statistics is the exploration and use of patterns and relationships in data. These two disciplines are related, but they present different ways of thinking and of solving problems. Both disciplines equip students with effective means for investigating, interpreting, explaining and making sense of the world in which they live.

By studying Mathematics and Statistics, students develop the ability to think creatively, critically, strategically and logically. They learn to structure and to organise, to carry out procedures flexibly and accurately, to process and communicate information, and to enjoy intellectual challenge. This subject teaches them to create models and predict outcomes, to conjecture, to justify and verify and to seek patterns and generalisations. Students learn to estimate using reason, calculate with precision and understand when results are precise and when they must be interpreted with uncertainty.

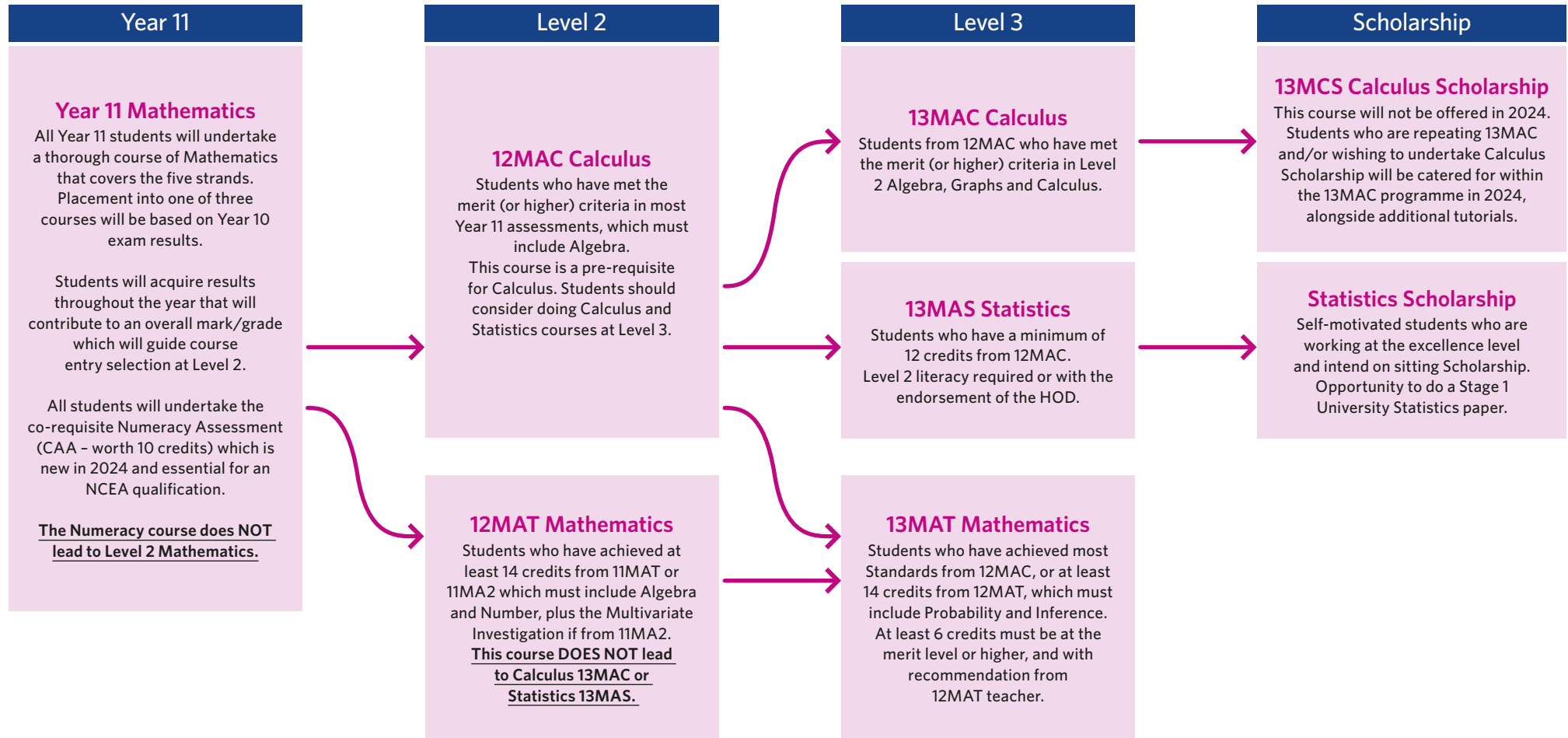
Mathematics and Statistics offer a broad range of practical applications in everyday life, in other learning areas and in workplaces. Success in Mathematics will provide students with greater choice for future study and career options.

### Course Pathways

For a closer look at where each Mathematics and Statistics course leads and the pathways through the NCEA Levels, see the diagram on page 58 overleaf.

Year 11	Year 12 - Level 2	Year 13 - Level 3
Mathematics	Mathematics (Calculus)	Mathematics (Calculus)
		Mathematics (Statistics)
Mathematics (Applied)	Mathematics (Applied)	Mathematics (Applied)
Mathematics for Numeracy		

# Mathematics and Statistics Courses – A guide to entry criteria



*NB; Students who do not meet the stated criteria will need to obtain HOD approval.*

## Mathematics Year 11 11MAT / 10MAX

HOD: Mrs Susan Hurring

Mathematics is a **compulsory** subject in Year 11. There are three courses available.

Entry Criteria:		Mostly at Merit level or above in majority of the Year 10 Maths assessments, which must include Merit in Algebra OR at the discretion of the HOD	
Topic	Descriptor	Assessments	
Number	Apply numeric reasoning in solving problems	Assessments will be based on a combination of exams, assignments and common tests	
Algebra and Graphs	Apply algebraic procedures in solving problems, and Investigate relationships between tables, equations and graphs		
Measurement	Apply measurement in solving problems		
Geometry and Trigonometry	Apply geometric reasoning in solving problems		
Statistics and Probability	Investigate data sets/understand chance and data		
<b>You will learn:</b> In a range of meaningful contexts, students will be engaged in thinking mathematically and statistically. Students will solve problems and model situations in Number and Algebra, Geometry and Measurement, and Statistics.			
<b>Where does this course lead?</b> To Level 2 Mathematics (12MAC or 12MAT), based on end of year results.			
<b>Cost:</b> Workbooks and revision material – TBC			

## Mathematics (Applied) Year 11 11MA2

HOD: Mrs Susan Hurring

Mathematics is a **compulsory** subject in Year 11. There are three courses available.

<b>Entry Criteria:</b>		Achieved Level in most of the Year 10 Mathematics assessments OR at the discretion of the HOD	
<b>Topic</b>	<b>Descriptor</b>	<b>Assessments</b>	
<b>Number</b>	Apply numeric reasoning in solving problems	Assessments will be based on a combination of exams, assignments and common tests	
<b>Algebra and Graphs</b>	Apply algebraic methods and linear algebra in solving problems		
<b>Measurement</b>	Apply measurement in solving problems		
<b>Geometry and Trigonometry</b>	Apply geometric reasoning in solving problems		
<b>Statistics and Probability</b>	Investigate a given multivariate data set using the statistical enquiry cycle		
<b>You will learn:</b> In a range of meaningful contexts, students will be engaged in thinking mathematically and statistically. Students will solve problems and model situations in Number and Algebra, Geometry and Measurement, and Statistics.			
<b>Where does this course lead?</b> To Level 2 Mathematics (12MAT) based on end of year results.			
<b>Cost:</b> Workbooks – TBC			

## Mathematics for Numeracy Year 11 11MA3

HOD: Mrs Susan Hurring

Mathematics is a **compulsory** subject at Year 11. There are three courses available.

Entry Criteria:		HOD selection, designed for those who find Mathematics very challenging	
Topic	Descriptor	Assessments	
Number	Apply numeric reasoning in solving problems	Assessments will be based on a combination of exams, assignments and common tests	
Algebra and Graphs	Apply algebraic methods and linear algebra in solving problems		
Measurement	Apply measurement in solving problems		
Geometry and Trigonometry	Apply geometric reasoning in solving problems		
Statistics and Probability	Investigate a given multivariate data set using the statistical enquiry cycle		
<b>You will learn:</b> In a range of meaningful contexts, students will be engaged in thinking mathematically and statistically. Students will solve problems and model situations in Number and Algebra, Geometry and Measurement, and Statistics.			
<b>Where does this course lead?</b> This is a terminating course and <b>does not lead to Level 2 Mathematics.</b>			
<b>Cost:</b> Resource fee - TBC			

## Calculus Level 2 12MAC / 11MAX

HOD: Mrs Susan Hurring

Mathematics is not a compulsory subject at Year 12, but students are strongly encouraged to continue their study of this subject.

Entry Criteria: Merit or above in Algebra and most other Level 1 assessments OR at the discretion of the HOD				
AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91256	Apply co-ordinate geometry methods in solving problems	2	2	
91257	Apply graphical methods in solving problems	2	4	
91259	Apply trigonometric relationships in solving problems	2	3	
91261	Apply algebra methods in solving problems	2		5
91262	Apply calculus methods in solving problems	2		5
<b>Where does this course lead?</b> Level 3 Maths with Calculus and Level 3 Statistics courses in Year 13, provided sufficient credits are gained.				
<b>Cost:</b> Workbooks and revision material \$60.				

## Mathematics and Statistics (Cont.)

### Mathematics Level 2 12MAT

HOD: Mrs Susan Hurring

Mathematics is not a compulsory subject at Year 12, but students are strongly encouraged to continue their study of this subject.

**Entry Criteria:** At least 14 credits from Level 1 which must include Algebra (MCAT), Number, and Multivariate Data, (if from 11MA2)  
OR at the discretion of the HOD

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91256	Apply co-ordinate geometry methods in solving problems	2	2	
91258	Apply sequences and series in solving problems	2	2	
91259	Apply trigonometric relationships in solving problems	2	3	
91260	Apply network methods in solving problems	2	2	
91264	Use statistical methods to make an inference	2	4	
91267	Apply probability methods in solving problems	2		4
91268	Investigate a situation involving elements of chance using a simulation	2	2	

**Where does this course lead?**

To Level 3 Applied Mathematics (MAT) in Year 13, provided 14 credits are achieved, which must include Probability and Inference AND with the recommendation of the 12MAT Teacher. At least 6 credits must be at Merit or higher.

**Cost:**

Workbooks and revision material \$60.

### Calculus Level 3 13MAC

HOD: Mrs Susan Hurring

One or both of Calculus 13MAC and Statistics 13MAS may be taken by students who meet the minimum entry requirements.

**Entry Criteria:** Students must attain Merit or above in Level 2 Algebra, Graphs and Calculus Achievement Standards  
OR at the discretion of the HOD

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91575	Apply trigonometric methods in solving problems	3	4	
91577	Apply algebraic methods in solving problems	3		5
91578	Apply differentiation methods in solving problems	3		6
91579	Apply integration methods in solving problems	3		6

**You will learn:**

This is a course of Mathematics suitable for students with a major interest in the continued study of mathematics or the physical sciences, engineering, commerce and in general any field where mathematical analysis is the important tool.

**Cost:**

Workbook and revision material \$60.

## Statistics Level 3 13MAS

HOD: Mrs Susan Hurring

One or both of Calculus 13MAC and Statistics 13MAS may be taken by students who meet the minimum entry requirements.

**Entry Criteria:** At least 12 credits in Mathematics 12MAC OR at HOD discretion. Level 2 literacy required

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91574	Apply linear programming methods in solving problems	3	3	
91580	Investigate time series data	3	4	
91581	Investigate bivariate measurement data	3	4	
91582	Use statistical methods to make a formal inference	3	4	
91585	Apply probability concepts in solving problems	3		4
91586	Apply probability distributions in solving problems	3		4

**You will learn:**

This is a course of Mathematics suitable for students with an interest in quantitative aspects of the biological and social sciences, medicine and administration and, in general, any field where the collection, analysis and interpretation of quantitative data is important.

**Cost:**

Workbooks and revision material \$60.

## Mathematics Level 3 13MAT

HOD: Mrs Susan Hurring

**Entry Criteria:** Students from 12MAC require achievement in most Standards  
Students from 12MAT require 14 credits, which must include Probability and Inference  
AND at least 6 credits at merit or higher AND with the recommendation of the 12MAT Teacher

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91574	Apply linear programming methods in solving problems	3	3	
91576	Use critical path analysis in solving problems	3	2	
91580	Investigate time series data	3	4	
91581	Investigate bivariate measurement data	3	4	
91585	Apply probability concepts in solving problems	3		4
91587	Apply systems of simultaneous equations in solving problems	3	3	

**You will learn:**

This course has been created for students who want to continue with some Mathematics.

**Cost:**

Workbooks and revision materials \$50.

## Calculus Scholarship Level 3

**This course will not be offered in 2024.**

Students who are repeating 13MAC and/or wishing to undertake Calculus Scholarship will be catered for within the 13MAC programme in 2024, alongside additional tutorials.



## Music | Pūoru

Head of Department:  
Mr Jonny White



Music is the researched and known 'brain development' subject. It is made up of language, science, maths and practical fun performance; these all serve to increase the number of left and right brain cell connections.

A research team exploring the link between music and intelligence reports that "music training is far superior to computer instruction in dramatically enhancing children's abstract reasoning skills necessary for learning maths and science".

*Dr Frances Rauscher and Dr Gordon Shaw, Neurological Research, University of California at Irvine.*



Year 11	Year 12 - Level 2	Year 13 - Level 3
Music	Music	Music

## Music Year 11 11MUS

HOD: [Mr Jonny White](#)

Year 11 Music covers all the main aspects of both academic and practical music including performance, composition, aural, theory and history.

Students in Year 11 Music can select an individual course.

**Entry Criteria:** Year 10 Music or evidence of achievement in practical or music theory from music lessons or success in music examinations  
Students must already play a musical instrument and intend to continue instrument lessons

Topic / UN Number	Descriptor	Assessments
<b>Solo performance</b>	Perform two pieces of contrasting music as a featured soloist	Assessments will be based on a combination of exams, assignments and common tests
<b>Ensemble skills</b>	Demonstrate ensemble skills through performing a piece of music as a member of a group	
<b>Composition</b>	Compose two original pieces of music	
<b>Aural and theoretical skills</b>	Demonstrate aural and theoretical skills through transcription	
<b>Conventions</b>	Demonstrate knowledge of conventions used in music scores	
<b>Music works</b>	Demonstrate knowledge of two music works from contrasting contexts	
<b>UN27656</b>	Demonstrate and apply introductory knowledge of music technology equipment and techniques	

### You will learn:

This course contains a mixture of practical and theoretical standards, in which students can work to their strengths and interests. Students will learn to perform as an individual and in a group, compose their own original music and gain theoretical and aural skills.

### Where does this course lead?

To Level 2 Music.

### Cost:

Instrumental/Vocal lessons are compulsory, \$350 for the year.



## Music Level 2 12MUS

HOD: [Mr Jonny White](#)

Level 2 Music covers all the main aspects of both academic and practical music including performance, composition, aural, theory and history.

**Entry Criteria:** Students are required to have completed Level 1 Music  
Students with previous formal music training or performance experience may enter this level at the discretion of the HOD Music

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
<b>Making Music</b>				
91270	Perform two substantial pieces of music as a featured soloist	2	6	
91274	Perform a substantial piece of music as a featured soloist on a second instrument	2	3	
91272	Demonstrate ensemble skills by performing a substantial piece of music as a member of a group	2	4	
91271	Compose two substantial pieces of music	2	6	
91275	Demonstrate aural understanding through written representation	2		4
<b>Music Studies</b>				
91276	Demonstrate knowledge of conventions in a range of music scores	2		4
91277	Demonstrate understanding of two substantial contrasting music works	2		6
91273	Devise an instrumentation for an ensemble	2	4	
91278	Investigate an aspect of New Zealand music	2	4	
<b>Total possible credits</b>			<b>41</b>	

### You will learn:

This course continues student's development as performers both as individuals and in groups.  
Students will compose original music and develop theoretical and aural skills.  
Students will also develop research and presentation skills through investigating an aspect of New Zealand music.

### Where does this course lead?

To Level 3 Music.

### Cost:

Instrumental/Vocal lessons are compulsory, \$350 for the year.

## Music Level 3 13MUS

HOD: Mr Jonny White

Level 3 Music covers all the main aspects of both academic and practical music including performance, composition, aural, theory and history.

**Entry Criteria:** Students who have achieved Level 2 Music gain automatic entry  
Students who have not previously taken music may enter if they have sufficient performance experience or are making their own music or have taken lessons outside of school  
Interested students must discuss this with the HOD Music.

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
<b>Making Music</b>				
91416	Perform two programmes of music as a featured soloist	3	8	
91417	Perform a programme of music as a featured soloist on a second instrument	3	4	
91418	Demonstrate ensemble skills by performing two substantial pieces of music as a member of a group	3	4	
91419	Communicate musical intention by composing three original pieces of music	3	8	
91420	Integrate aural skills into written representation	3		4
91849	Compose three original songs that express imaginative thinking	3	8	
<b>Music Studies</b>				
91421	Demonstrate understanding of harmonic and tonal conventions in a range of music scores	3		4
91422	Analyse a substantial music work	3	4	
91423	Examine the influence of context on a substantial music work	3		4
91424	Create two arrangements for an ensemble	3	4	
91425	Research a music topic	3	6	

### You will learn:

This course offers an exciting range of Standards that may be mixed and matched to suit an individual's strengths and areas of interest. A student may choose a mixture of Music Studies and Making Music standards if they have an interest in Music but are emerging in their musical ability. Students will continue to develop as performers, compose original music, and develop theoretical and aural skills. Opportunity to submit portfolio for Scholarship.

### Where does this course lead?

Tertiary level courses at either University/Technical Institutes or providers such as MAINZ.

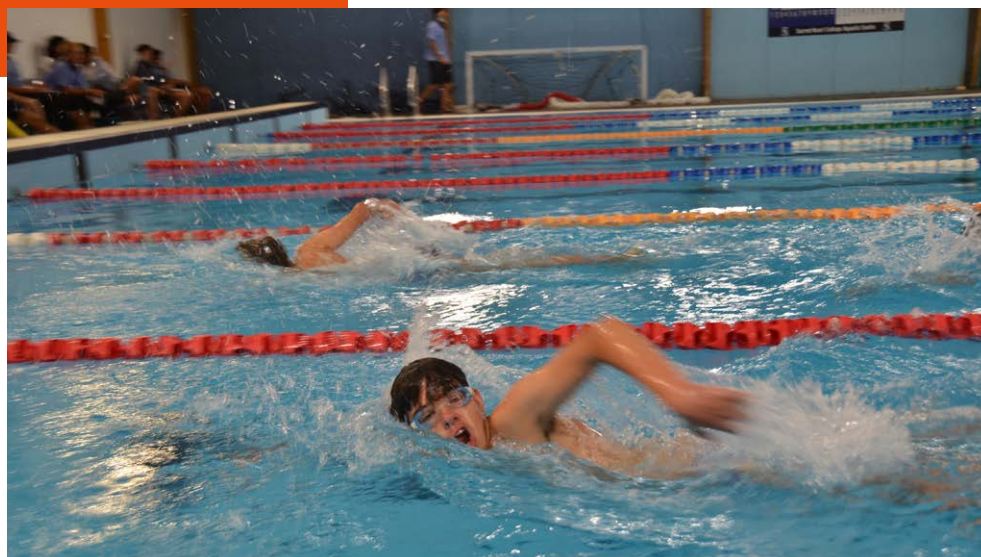
### Cost:

Instrumental/Vocal lessons for those choosing 'Making Music' stream, \$350 for the year.

## Physical Education and Health | Te ako tinana

Head of Department:  
Mr Rhys Taucher

Physical Education is compulsory for Year 11 students. At Years 12 and 13 students begin to explore in depth the biophysical and sociocultural constructs of a physically active world. There are a range of courses to suit student needs and all boys will be challenged both physically and academically.



For our top students, Scholarship in Year 13 is the pinnacle of academic Physical Education study, and the department has a proud record of success in this prestigious Level 4 examination.

## Sports Leadership

The two-year course is designed to allow you to experience as many different aspects of Physical Activity and Sports Leadership as possible. The course explores the role of physical activity in our lives and uses applied leadership and outdoor education settings to examine theories around how it is used in society. It is designed to help guide towards a lifestyle outside of school that uses physical activity as a pathway.

Year 11	Year 12 – Level 2	Year 13 – Level 3
Physical Education	Physical Education	Physical Education
	Sports Leadership	Sports Leadership

## Physical Education Year 11 11PED

HOD: [Mr Rhys Taucher](#)

The course is **compulsory** for all Year 11 students.

Entry Criteria: The course is compulsory for all Year 11 students		
Topic	Descriptor	Assessments
Participation	Participate with a high level of effort and engagement in a wide variety of physical activities throughout the year	Assessments will be based on a combination of exams, tests, and practicals as appropriate for the course
Body Function	Understanding human energy systems, exercise physiology and anatomical movements	
Performance	Demonstrate quality performance in the aquathon and touch or football	
Society	Investigate and take part in 'Sports of the World'	
IP Skills	Demonstrate use of inter-personal skills in a team-tournament environment	
Strategies to Improve	Investigate and implement learning strategies, to improve your touch skills	
<b>You will learn:</b> <ul style="list-style-type: none"> <li>To fully engage in a wide range of practical physical activities</li> <li>How the body works during exercise</li> <li>To perform in varied sporting contexts</li> <li>Why sports become significant for different cultures and societies</li> <li>What IP skills are and how to use them, as well as their impact on team performance</li> <li>How various strategies can be implemented to improve our performance outcomes</li> </ul>		
<b>Where does this course lead?</b> Leads to Level 2 and Level 3 Physical Education courses provided that sufficient credits are gained.		

## Physical Education Level 2 12PED

HOD: [Mr Rhys Taucher](#)

**Entry Criteria:** Achieved at least 12 credits at Level 1 PE (must include P.E. 90963 – 5 credits)  
OR at the discretion of HOD PE, based on other Level 1 subject results

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91328	Demonstrate understanding of how and why biophysical principles relate to the learning of physical skills	2	5	
91329	Demonstrate understanding of the application of biophysical principles to training for physical activity	2	4	
91330	Perform a physical activity in an applied setting	2	4	
91331	Explain the significance for self, others and society of a sporting event, physical activity, or festival	2	4	
91333	Analyse the application of risk management strategies to a challenging outdoor activity	2	3	
91334	Consistently demonstrate social responsibility through application of a social responsibility model in physical activity	2	3	

### You will learn:

- How principles of anatomy and biomechanics relate to a sporting action of your choice.
- How to apply principles and methods of training to an endurance event.
- How to apply principles of skill learning and sports psychology to a related physical activity.
- The sociological significance of a sporting event, physical activity or festival. (Super Rugby/World Cup Rugby etc).
- How to apply a social responsibility model consistently in a Mountain-craft activity camp situation. (Mountain-craft may include, but isn't limited to, ice climbing, building an ice cave, ice step making, orienteering.).
- How to demonstrate and apply safety management procedures in the above Mountain-craft physical activities.

**You will also:** Demonstrate performance in two contrasting physical activities; Softball and an endurance activity.

### Where does this course lead?

It will generally lead into Level 3 Physical Education and then potentially into many fields of Tertiary study or it can provide a comprehensive knowledge base for those wishing to complete a rounded course at Level 2 or those wishing to move into the physical activity industry.

The course is well suited to those students who are academically able and who wish to gain endorsements in Level 2 NCEA of Merit and/or Excellence.

### Cost:

All Level 2 students go on a compulsory Physical Education Camp in Ohakune and Mt Ruapehu, which includes skiing or snowboarding, for up to 3 days at the end of Term 3. (Costs will vary from year to year but is generally in the range of \$480 per student).

## Physical Education Level 3 13PED

HOD: [Mr Rhys Taucher](#)

**Entry Criteria:** Achieved 15 credits at Level 2 PE  
OR at the discretion of HOD PE, based on other Level 2 results

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91499	Analyse a physical skill performed by self or others	3	3	
91501	Demonstrate quality performance of a physical activity in an applied setting (Triathlon/Scuba Diving)	3	4	
91498	Analyse Issues in Safety Management for Outdoor Activity to devise safety management strategies	3	3	
91502	Examine a current physical activity event, issue or trend, and its impact on NZ society.	3	4	
91789	Devise strategies for a physical activity outcome	3	4	

### You will learn:

- How to analyse the performance of a physical skill such the Tennis serve, incorporating bio-mechanical analysis of the motor skills.
  - How to plan for your own training towards a major sporting activity. Investigating and applying principles of programme development including goal setting, principles and methods of training, periodisation and time management amongst others. This is a comprehensive and relevant application to the student's own requirements based on their own lifestyle demands.
  - How to set a target for the successful completion of an externally run Triathlon.
  - How to develop your own physical performance to reach the demanding Level 3 standards.
  - Understanding, analysing and applying safety management strategies and processes in an applied setting.
  - Investigate issues in physical activity and examine the implications of these on New Zealand society.
- Opportunity to submit portfolio for Scholarship.

### Where does this course lead?

This is an approved University Entrance subject.  
It can lead into many fields of tertiary study or it can provide a comprehensive knowledge base for those wishing to move into the physical activity industry.  
The course is well suited to those students who are academically able and who wish to gain endorsements in Level 3 NCEA for Merit and/or Excellence.

### Cost:

All students will be required to complete an independently organised Triathlon event in Term 1.  
The cost of entry is approximately \$60.

**NOTE:** Additional costs may include wetsuit and/or bike hire on the day of the Triathlon.

And a Scuba-Diving course and day trip/dive at Goat Island Marine Reserve (Term 3) – the cost of the Course and the trip is approximately \$150.

## Sports Leadership Level 2 12SLS

HOD: [Mr Rhys Taucher](#)

**Entry Criteria:** Students must have attained a grade of Good (or better) in Level 1 PE Reports for effort and behaviour.  
Students must have achieved at least 8 credits in Level 1 Physical Education,  
OR at the discretion of the HOD PE, based on other Level 1 results

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91330	Perform a physical activity to achievement level of the Physical Education Performance Standards for Level 2, in an applied setting (Snorkelling)	2	4	
91332	Apply and explain appropriate leadership strategies that contribute to the effective functioning of a group (Volleyball and Aussie Rules)	2	4	
91333	Analyse the application of risk management strategies to a challenging outdoor activity (Snorkelling at Goat Island)	2	3	
91335	Explain the implementation and outcomes of a physical activity event or opportunity (Year 9 Dodgeball Tournament)	2	3	
91336	Explain group processes in physical activity (Adventure Based Learning Games)	2	3	

### You will learn:

This course is designed to let you experience different aspects of the Leadership while earning credits. The theoretical content of the course is completed in as much of a practical context as possible. A large part of this course is self-directed learning; this means there will be a lot of time where you will be working individually, or in groups, towards a goal where the Teacher's role is to be there only to guide your progress. Students must be prepared to lead and teach their peers. This course is challenging and fun! There will be things that are asked of you that will push your limits in many ways, but the rewards from pushing yourself are worth it. Life is about challenging yourself, being positive, and experiencing as many things as possible and this course offers you this.

### Where does this course lead?

This course is the first part of a two-year course, leading to Year 13 Sports Leadership. Students who complete the course will be well equipped to enter work or tertiary courses in the Health and Leisure Industry (e.g., MIT, AUT).

**Cost:** The Sports Leadership course and day trip will cost approximately \$85 per student.

## Sports Leadership Level 3 13SLS

HOD: Mr Rhys Taucher

**Entry Criteria:** Achieved 14 credits in Level 2 Sports Science or PE (or a combination of two)  
OR at discretion of HOD PE, based on all other Level 2 results

US/AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
AS 91789	Examine contemporary leadership principles applied in a physical activity context	3	4	
AS 91498	Evaluate physical activity experiences to devise strategies for lifelong well-being	3	4	
AS 91504	Analyse issues in Safety management for outdoor activity to devise safety management strategies	3	3	
AS 91501	Demonstrate quality performance of a physical activity in an applied setting (Scuba and Volleyball)	3	4	

### You will learn:

A large part of this course is self-directed learning. This means there will be a lot of time where you will be working individually or in groups towards a goal where the Teacher's role is to be there only to guide your progress.  
Students must be prepared to lead and teach their peers.  
How to safely prepare for an overnight tramp (Pinnacles).

### Where does this course lead?

This is an approved University Entrance subject.  
It can lead into many fields of tertiary study or it can provide a starting knowledge base for those wishing to move into the physical activity industry.

### Cost:

The overnight 'Pinnacles' Trip will cost approximately \$60 per student.



## Religious Education | Te wānanga whakapono

Head of Department:  
Fr Stephen Berecz

Sacred Heart College is a Catholic Marist and Champagnat boys' school. Our vision is to prepare each student to leave the College well grounded in their faith, and ready and able to participate in a complex and changing world.

Religious Education is core to the Special Character of Sacred Heart College. Centred in Christ following the way of Mary, we bring each student to a greater understanding of their faith. Depth of understanding, through sound education practice, gives freedom to the individual to commit themselves in a fuller and more responsible way to a life in Christ.



Year 11	Year 12 - Level 2	Year 13 - Level 3
Religious Education	Religious Education	Religious Education

## Religious Studies Year 11 11RST

HOD: [Fr Stephen Berecz](#)

**Entry Criteria:** Completion of Year 10 Religious Education course

Topic	Descriptor	Assessments
<b>Reformation and Beyond</b>	Describe a significant development within a religious tradition	Assessments will be based on a combination of exams, assignments and common tests
<b>Understanding the Gospel Story</b>	Describe the purpose of a sacred text within a religious tradition	
<b>Conscience, Morality and Values</b>	Describe the application of the key ethical principle (s) of a religious tradition to an issue	

### You will learn:

The Religious Studies course follows the New Zealand National Religious Education Curriculum Statement as determined by the New Zealand Catholic Bishops' Conference (2010) and is a full academic course.  
Students who study 6 subjects at Year 11 will have two periods from different subjects, to ensure their Religious Education course is covered.

### Where does this course lead?

To Religious Studies in Years 12 and 13.

## Religious Studies Level 2 12RST

HOD: [Fr Stephen Berecz](#)

**Entry Criteria:** 6 credits in Level 1 Religious Education and Level 1 Literacy

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
<b>90823</b>	<b>Religions of The World and Loss, Death, Grief and Dying</b> Explain the significance of a key belief within two Religious traditions	<b>2</b>	<b>6</b>	
<b>91724</b>	<b>Biblical Studies</b> Explain a significant theme in a sacred text within a religious tradition	<b>2</b>	<b>6</b>	
<b>90822</b>	<b>Social Justice</b> Explain how a contemporary social action derives from the ethical principles of a religious tradition	<b>2</b>	<b>6</b>	

### You will learn:

The Religious Studies course follows the New Zealand National Religious Education Curriculum Statement as determined by the New Zealand Catholic Bishops' Conference (2010) and is a full academic course.  
The course is assessed through Achievement Standards. Course assessments are subject to change.  
Retreats are run at class level, throughout the year, with opportunities for students to participate in the Eucharist and Reconciliation.  
Major feast days of the Church are also celebrated.

### Where does this course lead?

To Religious Studies in Year 13.

<b>Religious Studies Level 3 13RST</b>  <b>HOD: <a href="#">Fr Stephen Berecz</a></b>	<b>Entry Criteria:</b> Completion of Year 12 Religious Education course				
	AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
	90826	<b>Ethics</b> Analyse the response of a religious tradition to a contemporary ethical issue	3	6	
	91725	<b>Jesus the Christ</b> Analyse the meanings in a sacred text within a religious tradition	3	6	
	90827	<b>Finding Meaning</b> Analyse the key beliefs of a religious tradition and a secular world view in relation to ultimate questions	3	6	
<b>You will learn:</b> The Religious Education course follows the New Zealand National Religious Education Curriculum Statement as determined by the New Zealand Catholic Bishops' Conference (2010) and is a full academic course. The course is assessed through Achievement Standards. Course assessments are subject to change. Major feast days of the Church are also celebrated.					

<b>Religious Studies Level 2 and Scholarship 12RSS</b>  <b>HOD: <a href="#">Fr Stephen Berecz</a></b>	<b>Entry Criteria:</b> 6 credits in Level 1 Religious Education and Level 1 Literacy				
	AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
	90823	<b>Religions of The World and Loss, Death, Grief and Dying</b> Explain the significance of a key belief within two Religious traditions	2	6	
	91724	<b>Biblical Studies</b> Explain a significant theme in a sacred text within a religious tradition	2	6	
	90822	<b>Social Justice</b> Explain how a contemporary social action derives from the ethical principles of a religious tradition	2	6	
93603			Scholarship	4	External Exam
<b>You will learn:</b> This course incorporates NCEA Level 2 and Scholarship topics. The Religious Studies course follows the New Zealand National Religious Education Curriculum Statement as determined by the New Zealand Catholic Bishops' Conference (2010) and is a full academic course. Retreats are run at class level, throughout the year, with opportunities for students to participate in the Eucharist and Reconciliation. Major feast days of the Church are also celebrated.					
<b>Where does this course lead?</b> To Religious Studies in Years 13.					
<b>Cost:</b> Costs to be confirmed					

## Religious Studies Level 3 and Scholarship 13RSS

HOD: [Fr Stephen Berecz](#)

**Entry Criteria:** Completion of Year 12 Religious Education course

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
90826	<b>Ethics</b> Analyse the response of a religious tradition to a contemporary ethical issue	3	6	
91725	<b>Jesus the Christ</b> Analyse the meanings in a sacred text within a religious tradition	3	6	
90827	<b>Finding Meaning</b> Analyse the key beliefs of a religious tradition and a secular world view in relation to ultimate questions	3	6	
93603	Scholarship	4		External Exam

### You will learn:

This course incorporates NCEA Level 3 and Scholarship topics.  
The Religious Studies course follows the New Zealand National Religious Education Curriculum Statement as determined by the New Zealand Catholic Bishops' Conference (2010) and is a full academic course.  
Major feast days of the Church are also celebrated.

## Religious Education for ELL Level 2 & Level 3 12REL/13REL

HOD: [Fr Stephen Berecz](#)

Teacher in Charge:  
[Mr Don Harland](#)

This course is offered to English Language Learners (ELL) to facilitate University Entrance Literacy credits.

**Entry Criteria:** All English Language Learners new to the school should enrol in this course, unless Placement Tests indicate that English language proficiency is sufficient to perform well in other subject areas

US No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
US 22749	Write a text under test conditions in English for an academic purpose <b>University Literacy Credits available - Writing</b>	4 v4	5	
US 22750	Write a crafted text for a specified audience using researched material in English for an academic purpose <b>University Literacy Credits available - Reading AND Writing</b>	4 v4	6	
US 22751	Read and process information in English for academic purposes <b>University Literacy Credits available - Reading</b>	4 v4	6	

### Where does this course lead?

Year 12 students complete all assessments as preparation for Year 13. The same assessment will be used in Year 13, but the content students will read and write about will be different. Year 12 students who complete these Standards successfully complete a Year 13RE course.

## Science | Putaiao

Head of Department:  
Mrs Anna Mortiaux



Science has become such an integral part of everyday experience that a comprehensive knowledge of Science has become more necessary for each person to be able to understand the world around them. This knowledge enables us to make informed decisions about a wide range of everyday activities.

There are so many new technological and medical developments, as well as threats to our environment, and many of these require informed ethical decisions – from global warming to the cost of medicines, genetic engineering to the use of robots, to name a few!

We must all become capable and informed enough to take part in these discussions and decisions about these issues. No longer can anyone abandon the study of Science simply because they do not imagine themselves following a Science-based career. The Science that students undertake at Sacred Heart College is directed at arming them with the information and skills to be able to make a meaningful contribution to society in the 21st century.

## Year 11

In Year 11, Science is divided into different courses and all students must undertake one of these but may take two. These courses are:

- **Agricultural Science** for those who are interested in horticulture, viticulture, apiculture and agriculture.
- **Biological Sciences** for those interested in Biology and Chemistry.
- **Physical Science** for those interested in Physics and Chemistry.

We also offer:

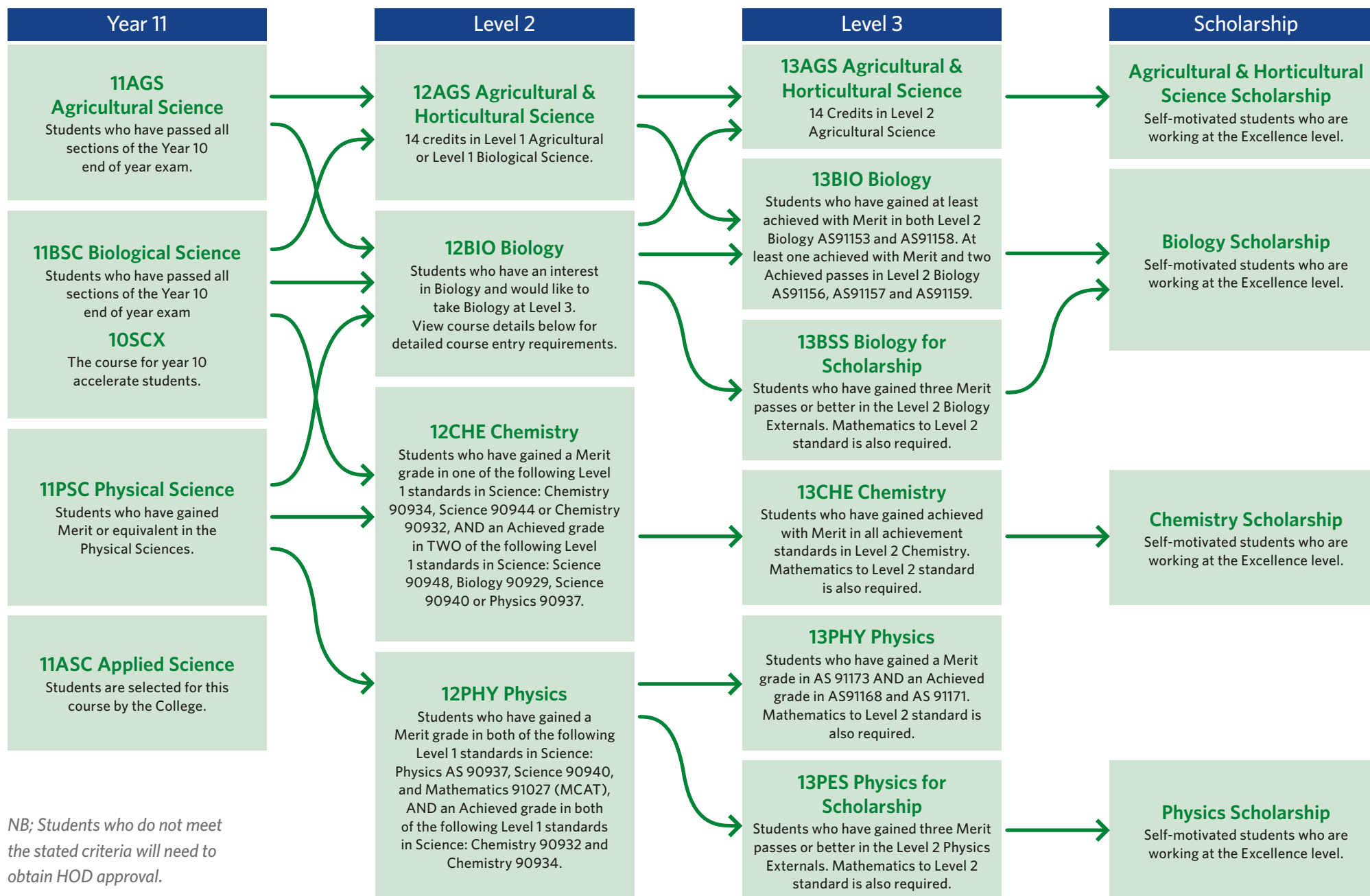
- **Applied Science** for those who find Science challenging. Students are invited into this course, numbers are strictly limited.

## Course Pathways

For a closer look at where each Science course leads and the pathways through the NCEA Levels, see the diagram on page 78 overleaf.

Year 11	Year 12 – Level 2	Year 13 – Level 3
Agricultural Sciences	Agricultural Sciences	Agricultural Sciences
Biological Sciences	Biology	Biology
Physical Sciences	Chemistry	Chemistry
	Physics	Physics
Applied Science		

# Science Courses – A guide to entry criteria



NB; Students who do not meet the stated criteria will need to obtain HOD approval.

## Agricultural Science Year 11 11AGS

HOD: [Mrs Anna Mortiaux](#)

**Entry Criteria:** An Achieved grade in all sections in the end-of-year Year 10 Science exam  
OR by negotiation with the HOD Science

Topic	Descriptor	Assessments
Plant Propagation	Demonstrate knowledge of basic plant propagation techniques	Assessments will be based on a combination of exams, assignments and common tests
Plant Management	Demonstrate knowledge of the practices in plant management and relate this to plant physiology	
Agriculture and Horticulture in Aotearoa	Demonstrate knowledge of the geographic distribution of agricultural and horticultural primary production in New Zealand	
Soil Management	Demonstrate knowledge of soil management practices	
Horticultural Investigation	Carry out a practical agricultural or horticultural investigation	

**You will learn:**

Students will learn the basic concepts needed to continue in Agricultural or Horticultural Sciences.

**Where does this course lead?**

This course leads to Level 2 Biology or Level 2 Agricultural & Horticultural Science.

**Cost:**

Workbook \$35

## Agricultural and Horticultural Science Level 2 12AGS

HOD: [Mrs Anna Mortiaux](#)

**Entry Criteria:** 14 Credits in Level 1 Agriculture or Level 1 Biological Science  
OR at the discretion of the HOD

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91293	Demonstrate understanding of livestock reproductive techniques in commercial production in New Zealand	2	4	
91291	Demonstrate understanding of advanced plant propagation techniques used for commercial production in New Zealand	2	4	
91296	Produce a landscape plan	2	4	
91294	Demonstrate understanding of how New Zealand commercial management practices influence livestock growth and development	2		4
91290	Demonstrate understanding of techniques used to modify physical factors of the environment for New Zealand plant production	2		4

**You will learn:**

Students will learn how to sustainably obtain maximum yields from crops and herds in New Zealand.

**Where does this course lead?**

Level 3 Agricultural & Horticultural Science and/or Level 3 Biology.



## Agricultural and Horticultural Science Level 3 13AGS

HOD: Mrs Anna Mortiaux

Class availability subject to numbers.

**Entry Criteria:** 14 Credits in Level 2 Agricultural Science or Level 2 Economics

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91532	Analyse a New Zealand primary production environmental issue	3		5
91531	Demonstrate understanding of how the production process meets market requirements for a New Zealand primary product(s)	3		4
91528	Carry out an investigation into an aspect of a New Zealand primary product or its production	3	4	
91529	Research and report on the impact of factors on the profitability of a New Zealand primary product	3	6	

### You will learn:

Students will learn the relevance of Agriculture and Horticulture to the New Zealand economy.

### Where does this course lead?

Agriculture, Agricultural Science, Environmental Management, Viticulture.

## Applied Science

## Applied Science Year 11 11ASC

HOD: Mrs Anna Mortiaux

**Entry Criteria:** Students are selected for this course by the HOD Science

US/AS No   Topic	Descriptor	Level	Internally Assessed Credits	Assessments
US6402	Provide resuscitation	1	1	
US6400	Manage first aid in emergency situations	3	2	
US6401	Provide first aid	2	1	
US25899	Describe honeybees, beehives, bee stings, bee diseases, and honey harvesting and processing	2	2	
AS25158	Demonstrate knowledge of the vegetable production industry	2	5	
Food Science	Show knowledge of the science ideas involved in bread and yogurt making.			Assessments will be based on a combination of exams, assignments and common tests
Sport Science	Show knowledge of the human anatomy and physiology in sporting contexts			
Vehicle Science	Show knowledge of the science ideas involved in different forms of transport and their respective components			

### You will learn:

Students will learn the science ideas involved in many different everyday activities as well as first aid, beekeeping, and vegetable growing

### Where does this course lead?

This course does not directly lead to any Level 2 Science courses.

If students wish to continue with Science after this course, they could take either Year 11 Biological Sciences or Year 11 Agricultural Science.

**Cost:** Workbooks \$40, Education Perfect \$20.



# Biological Science

## Biological Science

Year 11

11BSC / 10SCX

HOD: [Mrs Anna Mortiaux](#)

**Entry Criteria:** An Achieved grade in all sections in the end-of-year Year 10 Science exam  
OR by negotiation with the HOD Science  
OR as the first year of the Year 10 Advanced programme

Topic	Descriptor	Assessments
Micro-organisms	Demonstrate knowledge of micro-organisms	Assessments will be based on a combination of exams, assignments and common tests
Acids and Bases	Demonstrate knowledge of acids, bases and concentration	
Eukaryotes	Demonstrate knowledge of animals and plants	
Human Systems	Demonstrate knowledge of human systems	
Chemistry Investigation	Investigate in a chemical context	
Biology Investigation	Investigate in a biological context	

**You will learn:** Students will learn about the biological world and the chemistry that supports it.

### Where does this course lead?

Level 2 Biology, Level 2 Agricultural and Horticultural Science or Level 2 Chemistry.  
Students could also choose to take another Year 11 Science following this course.

**Cost:** Workbooks \$40, Education Perfect \$20.

# Physical Science

## Physical Science

Year 11

11PSC

HOD: [Mrs Anna Mortiaux](#)

**Entry Criteria:** A Merit grade in the Physical World and the Material World sections of the Year 10 Science end-of-year exam  
AND grades of at least Achieved in Year 10 Mathematics  
OR by negotiation with HOD Science  
OR as the second year of the advanced year 10 programme

Topic	Descriptor	Assessments
Mechanics	Demonstrate an understanding of mechanics	Assessments will be based on a combination of exams, assignments and common tests
Electricity and Magnetism	Demonstrate an understanding of electricity and magnetism	
Chemical Reactions	Investigate selected chemical reactions	
Carbon Chemistry	Demonstrate an understanding of carbon chemistry	
Physics investigation	Carry out a practical physics investigation and develop a linear relationship	

### You will learn:

Students will learn the fundamental physics and chemistry they will need to continue in these areas.  
The physics topics looked at include the basic physics concepts involved in Mechanics and Electromagnetism.  
The chemistry topics involve the basics of carbon chemistry and selected chemical reactions.

**Where does this course lead?** To Level 2 Biology, Chemistry and Physics.

**Cost:** Workbooks \$35, Education Perfect \$25.

## Biology Level 2 12BIO

HOD: Mrs Anna Mortiaux

This course is designed for those who have a particular interest in Biology and would like to take Biology at Level 3.

**Entry Criteria:** A Merit grade in the following Level 1 standards in Science:

- Science 90948 – Demonstrate an understanding of genetic variation and
- Biology 90929 – Demonstrate an understanding of mammals as consumers

**AND** An Achieved grade in BOTH of the following Level 1 standards in Science:

- Biology AS 90925 – Carry out a Biology investigation with direction
- Science 90944 – Demonstrate an understanding of aspects of acids and bases

**OR** A Merit in the following standard

- AS 90924 Demonstrate knowledge of horticultural plant management practices and related plant physiology

**AND** An Achieved in the following standard

- AS 90919 Demonstrate knowledge of soil management practices

**OR** 16 credits from Level 1 Physical Sciences (4 at Merit level)

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91153	Carry out a practical investigation in a biology context, with supervision	2	4	
91156	Demonstrate understanding of life processes at the cellular level	2		4
91157	Demonstrate understanding of genetic variation and change	2		4
91158	Investigate a pattern in an ecological community, with supervision	2	4	
91159	Demonstrate understanding of gene expression	2		4

### You will learn:

Students will learn about some of the key areas of Biology.

These are Ecology, Cells and Cell process, Genetics and Evolution and Gene Expression.

### Where does this course lead?

To Level 3 Biology or Level 3 Agricultural & Horticultural Science.

### Cost:

Bio-zone Workbook approx. \$30. There is a Field trip to Tahuna Torea in Term 1 (AS91158). AME \$25. Education Perfect \$25.

## Biology Level 3 13BIO

HOD: [Mrs Anna Mortiaux](#)

**Entry Criteria:** At least achieved with Merit in both of the following Level 2 Internal standards in Biology:

- AS91153
- AS91158

At least one achieved with Merit and two Achieved passes in the following External Level 2 standards in Biology:

- AS91156
- AS91157
- AS91159

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91602	Integrate biological knowledge to develop an informed response to a socio-scientific issue	3	3	
91603	Demonstrate understanding of the responses of plants and animals to their external environment	3		5
91605	Demonstrate understanding of evolutionary processes leading to speciation	3		4
91604	Demonstrate understanding of how an animal maintains a stable internal environment	3	3	
91607	Demonstrate understanding of human manipulations of genetic transfer and its biological implications	3	3	

### You will learn:

The Biology course covers a broad range of Biology topics and is ideal preparation for study of Biology at University.

Topics range from the in-depth study of speciation and evolution through to animal and plant responses and the techniques and applications associated with biotechnology.

This course is designed for those who have a particular interest in Biology and would like to take Biology at University.

### Where does this course lead?

Botany, Zoology, Medicine, Dentistry, Pharmacy, Nutrition, Veterinary Science, Sports Science, Physical Education, Biochemistry, Physiology, Microbiology, Anatomy and Ecology, to name a few!

### Cost:

Workbook \$30, Education Perfect \$25.

## Biology for Scholarship Level 3 and Level 4 13BSS

HOD: Mrs Anna Mortiaux

**Entry Criteria:** At least achieved with Merit in both of the following Level 2 Internal standards in Biology:

- AS91153
- AS91158

At least three achieved with Merit or Excellence in the following External Level 2 standards in Biology:

- AS91156
- AS91157
- AS91159

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91602	Integrate biological knowledge to develop an informed response to a socio-scientific issue	3	3	
91603	Demonstrate understanding of the responses of plants and animals to their external environment	3		5
91605	Demonstrate understanding of evolutionary processes leading to speciation	3		4
91604	Demonstrate understanding of how an animal maintains a stable internal environment	3	3	
91607	Demonstrate understanding of human manipulations of genetic transfer and its biological implications	3	3	
91606	Demonstrate understanding of trends in human evolution	3		4
93101	Scholarship	4		External Exam

### You will learn:

The Biology course covers a broad range of Biology topics and is ideal preparation for study of Biology at University.

Topics range from the in-depth study of speciation and evolution through to animal and plant responses and the techniques and applications associated with biotechnology.

This course is designed for those who have a particular interest in Biology and would like to take Biology at University.

### Where does this course lead?

Botany, Zoology, Medicine, Dentistry, Pharmacy, Nutrition, Veterinary Science, Sports Science, Physical Education, Biochemistry, Physiology, Microbiology, Anatomy and Ecology, to name a few!

### Cost:

Workbook \$32, Education Perfect \$25, Scholarship workbook \$30.

## Chemistry Level 2 12CHE

HOD: [Mrs Anna Mortiaux](#)

**Entry Criteria:** A Merit grade in one of the following Level 1 standards in Science:

- Chemistry 90947 – Investigate selected chemical reactions
- Science 90944 – Demonstrate an understanding of chemical ideas relating to acids and bases
- Chemistry 90932 – Demonstrate understanding of aspects of carbon chemistry

**AND** an Achieved grade in **TWO** of the following Level 1 standards in Science:

- Science 90948 – Demonstrate an understanding of biological ideas relating to genetics
- Biology 90929 – Demonstrate an understanding of mammals as consumers
- Science 90940 – Demonstrate an understanding of aspects of mechanics
- Physics 90937 – Demonstrate an understanding of electricity and magnetism

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91911	Carry out qualitative analysis	2	3	
91164	Demonstrate understanding of bonding, structure, properties and energy changes	2		5
91165	Demonstrate understanding of the properties of selected organic compounds	2		4
91166	Demonstrate understanding of chemical reactivity	2		5
91167	Demonstrate understanding of oxidation-reduction	2	3	
91163 (Optional)	Demonstrate understanding of chemistry in a current technology	2	3	

### You will learn:

The reactions, structure and principles involved in chemical reactions of all types.

### Where does this course lead?

Level 3 Chemistry as well as Level 2 and 3 Physical Education.

### Cost:

Chemistry Workbook \$37, Education Perfect \$25.

## Chemistry Level 3 13CHE

HOD: [Mrs Anna Mortiaux](#)

**Entry Criteria:** Achieved with Merit in both of the Internally Assessed Credits in Level 2 Chemistry  
**AS WELL AS** at least Merit achievement in **ALL 3** Level 2 external Achievement Standards  
Mathematics to a Level 2 standard is also required

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91388	Demonstrating an understanding of spectroscopic data in Chemistry	3	3	
91390	Demonstrate understanding of thermochemical principles and the properties of particles and substances	3		5
91391	Demonstrate understanding of the properties of organic compounds	3		5
91392	Demonstrate understanding of equilibrium principles in aqueous systems	3		5
91393	Demonstrate understanding of oxidation-reduction processes	3	3	

**You will learn:**

This Course investigates the structure of Matter, Energy Changes, Aqueous Solutions, Chemical Changes, Organic and Inorganic Chemistry. Opportunity to sit Scholarship exam for more able students.

**Where does this course lead?**

Engineering, Geology, Analytical Chemistry, Biochemistry, Medicine and associated courses.

**Cost:**

Chemistry Workbook \$37, Education Perfect \$25.

## Physics Level 2 12PHY

HOD: [Mrs Anna Mortiaux](#)

**Entry Criteria:** A Merit grade in BOTH of the following Level 1 Science Standards:

- Physics AS 90937 – Demonstrate understanding of aspects of electricity and magnetism
- Science 90940 – Demonstrate an understanding of aspects of mechanics

**AND**

- Mathematics 91027 – Apply algebraic methods in solving problems (MCAT)

An Achieved grade in **BOTH** of the following Level 1 Standards in Science:

- Chemistry 90932 – Demonstrate understanding of aspects of carbon chemistry
- Chemistry 90947 – Demonstrate understanding of selected chemical reactions

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91168	Carry out a practical physics investigation that leads to a non-linear mathematical relationship	2	4	
91170	Demonstrate understanding of wave systems	2		4
91171	Demonstrate understanding of mechanical systems	2		6
91172	Demonstrate understanding of atomic and nuclear physics	2	3	
91173	Demonstrate understanding of electricity and electromagnetism	2		6

**Where does this course lead?**

Astronomy, meteorology, geophysics, medicine (e.g. surgeon, general practitioner and radiologist), engineering, architecture, surveying, pilot, telecommunications, computing, technician, electrician.

**Cost:**

Physics Workbooks \$37, Education Perfect \$25.

## Physics Level 3 13PHY

HOD: Mrs Anna Mortiaux

### Entry Criteria: A Merit grade in:

- AS 91173 Demonstrate understanding of electricity and electromagnetism

### AND an Achieved grade in:

- AS 91168 Carry out a practical physics investigation that leads to a non-linear mathematical relationship
- AS 91171 Demonstrate understanding of mechanical systems

Mathematics to Level 2 standard is also required

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91521	Carry out a practical investigation to test a physics theory relating two variables in a non-linear relationship	3	4	
91524	Demonstrate understanding of mechanical systems	3		6
91525	Demonstrate understanding of Modern Physics	3	3	
91526	Demonstrate understanding of electrical systems	3		6
92523	Demonstrate understanding of wave systems	3		4

### You will learn:

The course is an extension of Level 2 Physics, exploring mechanics, electricity, and modern physics in greater detail.

### Where does this course lead?

Astronomy, meteorology, geophysics, medicine (e.g. surgeon, general practitioner and radiologist), architecture, surveying, pilot, telecommunications, computing, technician, electrician.

### Cost:

Physics Workbook \$43, Education Perfect \$25.



## Physics for Scholarship Level 3 and Level 4 13PES

HOD: Mrs Anna Mortiaux

**Entry Criteria:** Three Merit passes or better in the Level 2 Physics External  
Mathematics to Level 2 standard is also required

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91521	Carry out a practical investigation to test a physics theory relating two variables in a non-linear relationship	3	4	
91523	Demonstrate understanding of wave systems	3		4
91524	Demonstrate understanding of mechanical systems	3		6
91525	Demonstrate understanding of Modern Physics	3	3	4
91526	Demonstrate understanding of electrical systems	3		6
93103	Scholarship	4		External Exam

### You will learn:

The course is an extension of Level 2 Physics, exploring mechanics, electricity, waves and modern physics in greater detail with an emphasis on meeting the entry criteria of 16 external credits in Physics for Engineering at Auckland University.

### Where does this course lead?

Astronomy, meteorology, geophysics, medicine (e.g. surgeon, general practitioner and radiologist), architecture, surveying, pilot, telecommunications, computing, technician, electrician, and engineering.

### Cost:

Workbook \$64, Education Perfect \$25.

**Please note:** Students taking more than one science at a year level only need to pay for one Education Perfect licence.

## Social Sciences | Tikanga-ā-iwi

Head of Department:  
Ms Lucy Stone

The Social Sciences provide students with a wide range of opportunities to broaden their experiences and skills to enable them to be engaged, socially aware members of society.



## Geography

Geography is the study of people and the environment. In Years 11 to 13, a wide variety of topics and settings is covered including resources, patterns, coastal processes, development, and natural environments. Several field trips are held each year. Geography is an elective subject.

## History

History is the study of a range of key historical events and the impact of these events on individuals and groups. Perspectives and historical interpretations are also covered. Themes include conflict, protest and nationalism.

Year 11	Year 12 – Level 2	Year 13 – Level 3
Geography	Geography	Geography
History	History	History

<div>Geography</div> <div>Year 11</div> <div>11GEO</div> <div>Teacher in Charge:</div> <div>Ms McKee</div>	Entry Criteria: Teacher judgement based on Year 10 performance		
	Topic	Descriptor	Assessments will be based on a combination of exams, assignments and common tests
	Spatial Patterns	Demonstrate understanding of the spatial distribution of phenomena and its impacts within te taiao	
	Data	Explore te taiao using data	
	Natural Processes	Demonstrate understanding of how natural processes operate within te taiao	
	Geographic Skills	Geographic skills applied to te taiao	
	<div>You will learn:</div> <div>The Year 11 course covers topics such as:</div> <div><ul style="list-style-type: none"><li>▪ Research into weather comparisons</li><li>▪ Looking in depth into a Current Issue facing New Zealand</li><li>▪ Extreme Natural Events – such as Earthquakes</li><li>▪ Cocoa Production Patterns.</li></ul></div> <div>Geographic skills and concepts are integrated into the geography course throughout the year, which establish solid foundations for future study.</div>		
	<div>Where does this course lead?</div> <div>To Level 2 Geography</div>		
	<div>Cost:</div> <div>Field work is an integral part of the course. Students are required to purchase a Skills Book to support their learning for the Skills External.</div> <div>The total cost for this is \$30.</div>		

<b>Geography</b> <b>Level 2</b> <b>12GEO</b>  <b>Teacher in Charge:</b> <b>Ms McKee</b>	<b>Entry Criteria:</b> Students must have gained at least “Achieved” grading in all assessments at Level 1 Geography OR at the discretion of the TIC Geography. NB: It is possible to enter this subject at this level with the approval of the HOD			
	<b>AS No.</b>	<b>Descriptor</b>	<b>Level</b>	<b>Internally Assessed Credits</b>
	91245	Current Issue – Tongariro	2	3
	91246	Global Topic – Maritime Piracy	2	3
	91244	Research – Tongariro Crossing	2	5
	91243	Skills	2	4
	91242	Development – Tanzania	2	4
	<b>You will learn:</b> The Level 2 course covers topics such as: <ul style="list-style-type: none"> <li>A global study of Maritime Piracy</li> <li>The Tongariro Volcanic Centre</li> <li>Vegetation at the Tongariro Crossing</li> <li>The study of people crossing Tongariro</li> <li>Differences in development in Tanzania.</li> </ul> An emphasis on Geographic skills and concepts continue to be integrated into the geography course throughout the year.			
	<b>Where does this course lead?</b> To Level 3 Geography			
	<b>Cost:</b> Field work is an integral part of the course. A fee may be asked throughout the year covering the cost of a trip and to take part in the Tongariro Crossing in Term 1 and \$30 charge for Skills book.			

## Geography Level 3 13GEO

Teacher in Charge:  
Ms McKee

**Entry Criteria:** Students must have gained at least “Achieved” grading in all assessments at Level 2 Geography  
OR at the discretion of the TIC Geography.  
NB: It is possible to enter this subject at this level with the approval of the HOD

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91431	Contemporary Geographic Issue – Cats as predators	3	3	
91432	Geographic topic at a global scale – Tropical Coral Reefs	3	3	
91430	Conduct geographic research with consultation – Sustainable Tourism Rotorua	3	5	
91426	How interacting natural processes shape a New Zealand geographic environment – the Muriwai Coastal Environment	3		4
91427	How Cultural Processes shape Geographic Environments - Rotorua Tourism Development	3		4

### You will learn:

The Level 3 course covers topics such as:

- Cultural processes operating in Rotorua in the form of Tourism Development
- The coastal processes operating at Muriwai Beach
- A study of global patterns
- Geographic research and fieldwork in Rotorua about Sustainable Tourism

An emphasis on Geographic skills and concepts continue to be integrated into the Geography course throughout the final year, to benefit future study.  
Opportunity to sit Scholarship exam for more able students.

### Where does this course lead?

To further Tertiary study. Geography is a subject that can be studied as an Art or Science degree, career fields of teaching, engineering, research, demography, environmental science, cartography, law, and statistics.

**Cost:** Field work is an integral part of the course.

A fee may be asked throughout the year, covering the cost of a trip to Rotorua.

## History Year 11 11HIS

HOD: [Ms Lucy Stone](#)

Entry Criteria:	None	
Topic	Descriptor	Assessments
Primary Sources	Engage with a range of Primary Sources	Assessments will be based on a combination of exams, assignments and common tests
Historical Significance	Demonstrate Knowledge of Significance in an Historical Setting	
Historical Concepts	Demonstrate understanding of Historical concepts significant to Aotearoa, New Zealand	
Perspectives	Demonstrate understanding of perspectives on an historical context	
<p><b>You will learn:</b> The past is alive, dynamic, controversial and hugely relevant. History is constantly being written and rewritten, contested and reinterpreted. History is much more than simply looking backwards, studying the past, and remembering lots of dates and facts. It is also about the present and the future. History gives greater insight into the possible future shape of the world we inhabit. This course also develops a broad range of skills that are useful well beyond the classroom; recognising specific points of view; forming your own perspectives; bias and propaganda; presenting an argument. History is both a science and an art, combining the careful analysis of evidence with compelling storytelling. Topics could include 9/11 Terrorist Attacks, Nazi Germany, Springbok Tour Protest 1981, Nuclear Free NZ.</p> <p>“We are not makers of History – we are made by History” – <i>Martin Luther King, Junior</i>.</p>		
<p><b>Where does this course lead?</b> Level 2 History.</p>		

## History Level 2 12HIS

HOD: [Ms Lucy Stone](#)

<b>Entry Criteria:</b>	Students should have achieved across all assessments in Level 1 History OR at the discretion of the HOD Social Sciences.			
<b>AS No. and Version</b>	<b>Descriptor</b>	<b>Level</b>	<b>Internally Assessed Credits</b>	<b>Externally Assessed Credits</b>
91229 v2	Carry out an inquiry of an historical event, or place, that is of significance to New Zealanders – Cold War or Political Revolution	2	4	
91232 v2	Interpret different perspectives of people in an historical event that is of significance to New Zealanders – Dawn Raids or Conscientious Objectors	2	5	
91230 v2	Examine an historical event, or place of significance to New Zealanders – New Zealand involvement in Vietnam War or the Waterfront strikes of the 20th century	2	5	
91234 v2	Examine how a significant historical event affected New Zealand society, Vietnam, WW1 or a topic to be specified.	2		5
<p><b>You will learn:</b> This course involves the detailed study of a range of topics that could include The Cold War, NZ Involvement in WW1, NZ involvement in Vietnam, Dawn Raids and the Polynesian Panther Movement. This course will also develop a broad range of skills that are useful well beyond the History classroom; recognising specific points of view; forming your own perspectives; bias and propaganda; presenting an argument. History is both a science and an art, combining the careful analysis of evidence with compelling storytelling.</p> <p>“Those who do not remember the past are condemned to repeat it” – <i>George Santayana, Spanish Philosopher</i>.</p>				
<b>Where does this course lead?</b> Level 3 History				

History  
Level 3  
13HIS

HOD: Ms Lucy Stone

Entry Criteria: Students should have achieved across all assessments in Level 2 History OR at the discretion of HOD Social Sciences				
AS No. and Version	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91434 v2	Research an historical event, or place of significance to New Zealanders, using primary and secondary sources	3	5	
91435 v2	Analyse an historical event, or place, of significance to New Zealanders	3	5	
91437 v2	Analyse different perspectives of a contested event of significance to New Zealanders	3	5	
91438 v2	Analyse the causes and consequences of a significant historical event	3		6
<b>You will learn:</b> The Year 13 History programme encompasses events occurring in New Zealand and/or global events involving or influencing New Zealanders. Historical scholarship encourages students to look for points of connection and for similarities and differences, trends and patterns, and to focus on research that transcends the boundaries of nation states. In this programme some comparisons will be made to events in other contexts outside New Zealand and in different time periods to the 20th Century. <ul style="list-style-type: none"><li>Historical significance</li><li>Contested event: 1619 vs 1776, or the Bombing of Hiroshima and Nagasaki</li><li>New Zealand History: Colonialism – The Invasion of the Waikato</li><li>Inquiring into Contested Events – Own choice individual research topic</li></ul>				
<b>Where does this course lead?</b> To further tertiary education in the fields of Law, Communications, Politics, Journalism, Business, Teaching, the Arts, Social work, Police Force, and/or Medicine.				

History  
Scholarship  
Level 3 & Level 4  
13HSS

HOD: Ms Lucy Stone

Entry Criteria: Students should have achieved across all assessments in Level 2 History OR at the discretion of HOD Social Sciences				
AS No. and Version	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91434v2	Research an historical event, or place of significance to New Zealanders, using primary and secondary sources	3	5	
91435v2	Analyse an historical event, or place, of significance to New Zealanders	3	5	
91437v2	Analyse different perspectives of a contested event of significance to New Zealanders	3	5	
91438v2	Analyse the causes and consequences of a significant historical event	3		6
93403	Scholarship	4		External exam
<b>You will learn:</b> This course incorporates NCEA Level 3 and Scholarship topics.				
<b>Where does this course lead?</b> To further tertiary education in the fields of Law, Communications, Politics, Journalism, Business, Teaching, the Arts, Social work, Police Force, and/or Medicine.				

## Technology | Hangarau

Head of Department:  
Mr Chris Edey



There are five pathways in Technology that run from Year 11 to Year 13. These are:

- **Carpentry:** trade skills leading to pre-apprenticeship and apprenticeship programmes, and also University Entrance at Level 3.
- **Computer Science** (optional Scholarship): this is a University Entrance subject

- **Design and Visual Communication** (optional scholarship): this is a University Entrance subject
- **Digital Media** (optional Scholarship): this is a University Entrance subject
- **Hospitality and catering**

In addition, we run a **Mechanical Technology** course in Year 11.

## Hospitality and Catering

This practical-based programme will provide an introduction to food production in the hospitality industry.

## Carpentry

Students taking this course will be working towards a seamless transition from Secondary to Tertiary education in Technology and/or a trades-based career. It is aimed specifically at students who are looking at the Carpentry, Construction and Furniture-making based industries. The full programme commences at Year 11 and concludes in Year 13. If the students achieve all standards at Level 3, they can achieve one subject towards University Entrance.

## Mechanical Technology

This is a practically focused programme and provides an introduction to Mechanical Engineering practices and techniques. Currently this program is only available at Year 11.

Year 11	Year 12 - Level 2	Year 13 - Level 3
Food Skills Technology	Hospitality and Catering	Hospitality and Catering
Carpentry	Carpentry	Carpentry
Mechanical Technology		
Computer Science	Computer Science	Computer Science
Digital Media	Digital Media	Digital Media
Design and Visual Communication	Design and Visual Communication	Design and Visual Communication



# Technology | Hangarau (Cont.)

## Computer Science

Computer Science would be of interest to students wishing to pursue a career in the software industry, web development or those who have an interest in computer hardware. Computer science involves problem solving and is suitable for analytical mathematical thinkers.

## Design and Visual Communications

Design and Visual Communications requires students to solve real life problems and communicate these solutions, visually. The course is structured around a number of major projects lasting many weeks. Project management skills are critical to the course, as students are required to present substantial, completed projects to a deadline.

This is a challenging, design-focused course, with creative elements. It has a clear pathway through to Scholarship in Year 13 and would suit any student interested in a Design focused career.

## Digital Media

This course would be of interest to students who are creative and have strengths in Design and who are keen on working in computer environments. This is a challenging, design-focused course, with practical Digital Technology elements. It has a clear pathway through to Scholarship in Year 13 and would suit any student interested in a Digital Technology careers.





**Food Skills  
Technology  
Year 11  
11FDT**

**HOD:**  
**Ms Sheena Pranker**

**Entry Criteria:** None – but Year 10FDT preferred

Topic	Descriptor	Assessments
Prepare and present simple meals for teens	Demonstrate knowledge of personal hygiene, food safety and kitchen safety. Learn about recipe modification and costings	Assessments will be based on a combination of practical tasks, assignments and evidence
Develop a food item to meet the requirements of a brief	Develop a brief, establish stakeholder requirements and create a food item to meet the brief	
Bakery - skills development	Learn the DKO science of baking, develop skills to create a range of bakery items	
Event catering	Develop project management, design a menu and test catering an event	
Prepare and present food items in a safe and hygienic manner	Learn food safety practices and knowledge.	

**You will learn:**

The course has been designed to allow students to develop knowledge and skills of practical cookery.

**Where does this course lead?**

To Level 2 Hospitality and Catering.

The course is a valuable subject for any student wishing to explore the area of food production or Hospitality as a future career. Those who do not pursue this as a career would have valuable qualifications recognised by employers; qualifications that could be used to gain part-time work to assist tertiary training applications.

**Cost:**

There are no fees for consumable items or course materials.

## Hospitality and Catering Level 2 12HOS

Head of Hospitality  
and Catering:  
Ms Sheena Pranker

**Entry Criteria:** Five or more Unit Standards from 11FDT  
OR those interested in a career in the Hospitality industry  
OR subject to Teacher approval

US No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
167	Practise food safety methods in a food business	2	4	
17285	Demonstrate knowledge of espresso coffee equipment and recipes	2	4	
13276	Cook food items by grilling.	2	2	
13285	Handle and maintain knives	2	2	
13272	Cook food item by baking	2	2	
13283	Prepare and present salads for service	2	2	
13281	Prepare and present basic sandwiches for service	2	2	
13278	Cook food items by roasting	2	2	
13271	Cook food items by frying	2	2	

### You will learn:

This practical-based programme will further embed the knowledge and skills of food production in the hospitality industry.

The course framework is derived from Pre-Tertiary Unit Standards and certificates of achievement provided by the Hospitality Industry Training Organisation, Service IQ.

It involves working with a range of food types, supplemented by skills in Barista coffee making.

The credits can be used towards NCEA Level 2.

### Where does this course lead?

To Level 3 Hospitality.

This course gives industry-recognised qualifications and is valuable to students wishing to pursue a career in Hospitality whether in hospitality management, as a chef or in hospitality service.

### Cost:

There are no fees for consumable items or course materials.

## Hospitality and Catering (Cont.)

### Hospitality and Catering Level 3 13HOS

Head of Hospitality  
and Catering:  
Ms Sheena Pranker

**Entry Criteria:** Students should have passed US 167 from Level 2, and five or more Unit Standards from the Level 2 Hospitality and Catering course  
OR subject to Teacher approval

US No.	Descriptor	Level	Internal/MIT Assessed Credits	Externally Assessed Credits
13314	Prepare and cook egg dishes in a commercial kitchen	3	4	
13316	Prepare and cook basic pasta dishes in a commercial kitchen	3	3	
13331	Prepare and cook pickles, chutneys, and preserves in a commercial kitchen	3	4	
13282	Prepare, assemble, and present complex sandwiches for service in a commercial kitchen	3	2	
17288	Prepare and present espresso beverages for service	3	5	
<b>Extension</b>	(For selected students)			

#### **You will learn:**

This practical-based programme will develop and extend the knowledge skills gained in the Level 2 Hospitality and Catering course.  
This programme is taught in conjunction with Manukau Institute of Technology School of Catering and Hospitality.  
Practical assessments will take place at MIT using commercial equipment.  
The qualification gained from this course is recognised by industry trainers and employers.

The main components of the course are:

- Interaction with customers.
- Preparing and cooking egg, pasta-based dishes.
- Preparing complex sandwiches and a range of pickles, chutneys and preserves.
- The Art of Coffee (Barista Training standards) – **Extension Activity**

#### **Where does this course lead?**

This course gives industry recognised qualifications and is valuable to students wishing to pursue a career in Hospitality whether in Hospitality Management, as a Chef or in Hospitality service.

**NOTE:** This is not a University accredited subject.

#### **Cost:**

There are no fees for consumable items or course materials.

<div>Carpentry</div> <div>Year 11</div> <div>11CAR</div> <div>HOD: <u>Mr Chris Edey</u></div>	<b>Entry Criteria:</b> None but 10MTE preferred		
	<b>Topic</b>	<b>Descriptor</b>	<b>Assessments</b>
	<b>Engineering/Industrial health and safety requirements.</b>	Demonstrate knowledge of Engineering / Industrial safety requirements. Apply Engineering / Industrial safety requirements in a practical setting	Assessments will be based on a combination of practical tasks, assignments and evidence
	<b>Major Practical Project - Manufacture the front forks for a pocket motor bike.</b>	Use Tools / Machines / Fabricating and Joining Techniques correctly to produce a functioning set of Motor Bike forks. Draw and explain how the Motor Bike forks have been produced. Complete the Motor Bike Forks to specification.	
	<b>Major Practical Project - Design and develop a handlebar bracket for the motor bike front fork assembly.</b>	Confirm and Design the spec of the Handle Bar bracket to be produced. Outline the Skills and tools to be used in the development of the Handle Bar bracket. Functionally Model and test out techniques and processes. Complete and test the Handle Bar Brackets to Specification.	
	<b>You will learn:</b> Students are expected to complete a number of projects during the year, all of which will be assessed.		
	<b>Where does this course lead?</b> Level 2 Carpentry. This course is suited to those who are seriously looking at trades-based career after leaving College.		
	<b>Cost:</b> There are no fees for consumable items or course materials – this is a STAR funded course.		

<b>Carpentry</b> <b>Level 2</b> <b>12CAR</b>  <b>HOD: <u>Mr Chris Edey</u></b>	<b>Entry Criteria:</b> Students will have Achieved at least 3 Unit Standards in Level 1 Carpentry or all standards from Level 1 Mechanical Technology OR by negotiation with the HOD				
	<b>US/AS No.</b>	<b>Descriptor</b>	<b>Level</b>	<b>Internally Assessed Credits</b>	<b>Externally Assessed Credits</b>
	<b>US 2199</b>	Use hand tools in making furniture	<b>2</b>	<b>4</b>	
	<b>US 14995</b>	Construct free-hand drawings for use in furniture making	<b>2</b>	<b>2</b>	
	<b>US 18918</b>	Apply woodworking techniques to construct a basic carcass in furniture making	<b>2</b>	<b>6</b>	
	<b>US 16232</b>	Use portable power tools for furniture making	<b>2</b>	<b>4</b>	
	<b>US 25536</b>	Operate a bandsaw to produce furniture components	<b>2</b>	<b>3</b>	
	<b>AS 91344</b>	Implement advanced procedures using resistant materials to make a specified product with special features	<b>2</b>	<b>6</b>	
	<b>You will learn:</b> This is the 2nd year of a 3-year programme, concluding with a more advanced and academic program in Year 13 at Level 3 Carpentry. Students are expected to complete one major project during the year, which will be assessed using Unit and Achievement Standards, making a total of 25 credits. All credits count towards NCEA Level 2.				
	<b>Where does this course lead?</b> The Level 3 Carpentry course is for students who are seriously looking at trades-based career after leaving College.				
	<b>Cost:</b> There are no fees for consumable items or course materials				

## Carpentry Level 3 13CAR

HOD: Mr Chris Edey

**Entry Criteria:** A pass in the Year 12 Carpentry or by negotiation with the HOD

US/AS No.	Descriptor	Level	Internal/MIT Assessed Credits	Externally Assessed Credits
AS 91609	Undertake project management to support technological practice	3	4	
AS 91622	Implement complex procedures to make a specified product using a 3D Printer	3	4	
AS 91620	Implement complex procedures to integrate parts using resistant materials to make a specified product	3	6	
US 4251	Plan a career pathway	3	3	
US 29790	Apply digital tools to create and monitor a project plan	3	3	

### You will learn:

This course provides students with the opportunity to gain 20 credits towards NCEA Level 3. Students taking the course will be working in three focused areas:

#### Practical project:

Planning and working to a clear given brief, by constructing a complex product, consisting of a range of materials and parts and providing clear evidence and review of the manufacturing process.

#### Theoretical Career and Project Planning units:

Researching and implementing project management practices by scheduling and planning the manufacture of their major practical project.

#### 3D Printing:

Students carry out a 3D printing activity demonstrating understanding of the printer, the code that drives the printer and refinement and reflection of the processes used in printing.

#### NOTE:

If the students gain all three achievement standards, they will have achieved the required 14 credits towards Technology UE.  
Technology is a UE accredited subject.

### Where does this course lead?

This course can lead into tertiary courses at MIT or UNITEC or into a relevant approved apprenticeship programme.  
If the student meets the requirements for UE, described above, access to other Tertiary courses becomes available.

**Cost:** There are no fees for consumable items or course materials.

## Mechanical Technology Year 11 11MTE

HOD: Mr Chris Edey

**Entry Criteria:** There is no minimum entry requirement but 10MTE preferred

Topic	Descriptor	Assessments
<b>Workplace health and safety requirements</b>	Demonstrate knowledge of workplace safety requirements and apply workplace safety requirements in a practical setting	Assessments will be based on a combination of practical tasks, assignments and evidence
<b>Basic hand joints used in furniture making</b>	Use Tools correctly to produce a hand joint	
<b>Job specifications</b>	Confirm the job spec to be produced. Outline the Skills and tools to be used in the development. Draw the product to be manufactured.	
<b>Major Practical Project - Manufacture a Spice Cupboard</b>	Complete the Spice Cupboard to specification so it functions as intended.	
<b>Major Practical Project - Design and develop a door for the spice cupboard</b>	Design a unique door using functionally Model possible outcomes. Produce a prototype door that functions as intended.	

### You will learn:

Students will work toward a National Certificate in Mechanical Engineering, which is an introductory qualification developed for Secondary School students interested in mechanical engineering or wishing to pursue careers in maintenance, general engineering, marine and fabrication engineering, machining, toolmaking, plumbing, gas fitting, lock-smithing and the automotive trades.

Students will be provided with a well-balanced, practical course that combines the following skills and knowledge:

- Using centre lathes, milling machines and welding equipment
- Using a variety of metals
- Fastening and assembly processes
- Design and construction methods
- Knowledge of hand tools

Safety and personal responsibility are highly important when using lathes, milling machines and welding equipment, as these are extremely hazardous pieces of equipment. Students will have to be aware that a number of the lessons will be allocated to theory work and that every lesson will not be a practical hands-on session.

### Where does this course lead?

This course is suited for students who are looking at a trades-based programme, after leaving College.

Students also have the option of choosing Carpentry Level 2 if they have completed Mechanical Engineering at Year 11.

### Cost:

There are no fees for consumable items or course materials – this is a STAR funded course.

## Design and Visual Communication Year 11 11DVC

HOD: Mr Chris Edey

**Entry Criteria:** There is no minimum entry requirement. If the course is over-subscribed, those students who have studied 10DVC will be given priority

Topic	Descriptor	Assessments
Develop a spatial design in response to a brief (architecture / interior / landscape)	Explore the context, identify an issue and need, identify and interview stakeholders. Reflect on the social and physical environment. Use the work of an influential architect to inform and explain the physical and functional attributes.	Assessments will be based on a combination of design activities and presentation events
Develop a spatial design in response to a brief (architecture / interior / landscape)	Implement a final brief conceptual statement using aesthetic and functional specifications.	
Initiate design ideas through exploration & apply rendering techniques to communicate form (freehand sketching & rendering)	Use an experience to generate starting ideas. Interrogate and re-generate ideas towards conceptual design ideas and use rendering techniques to communicate the form of design ideas.	
Develop a spatial design in response to a brief (architecture / interior / landscape)	Explore and refine design ideas that draw on spatial design knowledge. Make design judgements on the positive and negative aspects of aesthetic and functional features of the design in response to the brief. Use paraline drawing techniques (floorplans; elevations; isometric to scale). Learn 2-point perspective drawing techniques (rendered). Demonstrate understanding of research and presentation set-up.	
Develop a spatial design in response to a brief (architecture / interior / landscape)	Use Digital 3D modelling, physical modelling and Design evaluation.	
Understanding of presentation concepts	Use presentation techniques, and implement the application of compositional principles, modes and media to promote design outcomes.	

### You will learn:

CAD (Computer Aided Design) related skills will be an integral aspect of the course, aiding the development and the presentation of final design solutions.

### Where does this course lead?

This course leads to Level 2 Design and Visual Communication or by negotiation with HOD into 12DVC.

### Cost:

The course fee is \$30. The Technology department will provide a comprehensive pack of graphics resources, which are included in the resource fee.

## Design and Visual Communication (Cont.)

Design and Visual  
Communication  
Level 2  
12DVC  
HOD: Mr Chris Edey

**Entry Criteria:** Minimum 14 credits gained in Level 1 Design and Visual Communication or by negotiation with the HOD

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91337	Use visual communication techniques to generate design ideas <b>(Optional Extension)</b>	2		3
91340	Use the characteristics of a design movement or era to inform own design ideas	2	3	
91341	Develop a spatial design through graphics practice	2	6	
91343	Use visual communication techniques to compose a presentation of a design	2	4	
91354	Undertake brief development to address an issue	2	4	

**You will learn:**

Students can achieve 17 to 20 credits towards NCEA Level 2 and have the ability to gain an endorsement of Merit or Excellence in the subject.

**Level 2 Design and Visual Communication is divided into three focus areas of study:**

**Part 1** – The student will undertake brief development where they address an issue within a context. This brief leads the students into their architectural/spatial design achievement standard.

**Part 2** – requires students to communicate visually, solving an architectural/spatial design brief. They use inspiration from a range of sources to demonstrate innovation and creativity in their own conceptual ideas and development.

**Part 3** -The students will take their portfolio of work and plan and produce a visual presentation / exhibition.

Use of ICT related skills will be an integral aspect of the course, aiding the development and the presentation of final design solutions.

**Where does this course lead?**

This course leads on to Level 3 Design and Visual Communication.

**Cost:**

The course fee is \$55 (if Art case required) or \$40 (if no Art case required). This fee will cover the cost of all the drawing equipment and graphics materials required to complete their assignments successfully over the academic year. Laptop and mouse required - iPad is not sufficient.



## Design and Visual Communication (Cont.)

### Design and Visual Communication Level 3 13DVC

HOD: Mr Chris Edey

**Entry Criteria:** 14 credits gained in Level 2 DVC

Students who have achieved Merit endorsement or higher in Design in Year 12 may be able to join the course by negotiation with the HOD

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91608	Undertake brief development to address an issue within a determined context	3	4	
91629	Resolve a spatial design through graphics practice	3	6	
91628	Develop a visual presentation that exhibits a design outcome to an audience	3	6	
91627	Initiate design ideas through exploration <b>(Optional Extension)</b>	3		4

#### You will learn:

Students can achieve 16 to 20 credits towards NCEA Level 3 and have the ability to gain an endorsement of Merit or Excellence in the subject.

#### Level 3 Design and Visual Communication is divided into three focus areas of study:

**Part 1** – The students will undertake brief development to address an issue in a determined context. Their final developed brief will lead them into their architectural/spatial design achievement standard.

**Part 2** – requires students to communicate visually, solving a real life architectural/spatial design brief that the student generates. They use inspiration from a range of sources to demonstrate innovation and creativity in their own conceptual ideas and development.

**Part 3** -The students will take their portfolio of work and plan and produce a visual presentation / exhibition.

Use of ICT related skills will be an integral aspect of the course, aiding the development and the presentation of final design solutions.

Opportunity to submit a portfolio for Scholarship.

#### Where does this course lead?

This course leads on to a range of tertiary studies at degree level if the University Entrance criteria are met.

Students who take Level 3 Design and Visual Communication earn credits in the University Entrance subjects of “Technology” or “Design and Visual Communication”.

#### Cost:

The course fee is \$55 (if Art case required) or \$40 (if no Art case required).

This fee will cover the cost of all the drawing equipment and graphics materials required to complete their assignments successfully over the academic year.

Adobe Licence Costs -\$15

Laptop and mouse required: Chromebooks and iPads are not sufficient

## Computer Science Year 11 11CSC

HOD: [Mr Chris Edey](#)

**Entry Criteria:** There is no minimum entry requirement for this subject  
If the course is oversubscribed, Year 10 Maths grades will be used as entrance onto the course  
Year 10ICT preferred

Topic	Descriptor	Assessments
<b>Manage a project in Github using basic iterative processes to develop and test a Website</b>	Learn how to use appropriate project management tools and techniques to plan the development of a digital technologies outcome, including, using collaboration tools, using simple version control software applications, using project tools to plan tasks and milestones, adjusting key actions and tasks where appropriate	Assessments will be based on a combination of exams and assignments, which involve coding
<b>Design a website applying basic mockup tools focussing on User Experience Methodologies</b>	Prototyping Software tools and techniques Evaluation of fitness for purpose including relevant implications	
<b>Using programming tools to develop a website using HTML/CSS in Python</b>	Learning VS Code IDE, Git GUI and Git command line instructions Using Python Web Server Gateway Interface	
<b>Create a database using Sqlite/Pocketbase to manage assets from the website</b>	Learn SQL Software tools and techniques Evaluation of fitness for purpose including relevant implications	

### You will learn:

Students learn a programming language and then apply this to a range of situations. Students who are dedicated and who are willing to put extra time and effort into programming at home will enjoy and make a success of this course. All students will also follow a short course, looking at the internal architecture of a computer and applying this by servicing and fault finding a computer.

### The course is structured around the following topics:

- Practical concepts of computer programming
- The theoretical study of algorithms
- Simple functioning program design
- Computer architecture and components, and servicing a basic PC

Throughout the year, students are expected to produce a detailed ICT portfolio containing evidence of their technological computing practice. The course contains a written component, and students will have to do research and write evaluative reports documenting the development of their computing outcomes.

### Where does this course lead?

This course leads onto Level 2 Computer Science.

**Cost:** There are no course fees.

## Computer Science Level 2 12CSC

HOD: Mr Chris Edey

**Entry Criteria:** A pass in Level 1 Computer Science standards (14 credits)  
OR as a new learner to the course, Merit/Excellence grades in Level 1 Mathematics (Algebra & Number) are a requirement

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91895	Use advanced techniques to develop a network	2	4	
91896	Use advanced programming techniques to develop a computer program	2	6	
91897	Use advance processes to develop a digital technologies outcome	2	6	
91898	Demonstrate understanding of a Computer Science concept	2		3

### You will learn:

In this course students are required to solve authentic issues using computer programming, in a specified programming environment. Throughout the year, students are expected to produce a detailed portfolio containing evidence of their technological computing practice. The course contains a written component and students will have to do research, interview people and write evaluative reports documenting the development of their computer programme outcomes. All students will also follow a short course, looking at the architecture of a Local Area Network and applying this by servicing and fault finding a basic Local Area Network.

### The course is structured around the following topics:

- Computer programming concepts, planning and prototyping.
- Designing and producing and planning a Computer Science outcome.
- Understanding and implementing Local Area Networks.

### Where does this course lead?

This course leads onto Level 3 Computer Science and could also lead to students gaining entry into University or Tertiary courses post Level 3.

### Cost:

The course fee is \$40.

## Computer Science Level 3 13CSC

HOD: Mr Chris Edey

**Entry Criteria:** A pass in Level 2 Computer Science standards (14 Credits)

OR as a new learner to the course, Merit/Excellence grades in level 2 Mathematics

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91906	Use complex programming techniques to develop a computer program – Path 1 & 2	3	6	
91908	Analyse an area of Computer Science – Path 1 & 2	3		3
91901	Apply user experience methodologies to develop a design for a digital technologies outcome – Path 1 & 2	3	3	
91907	Use complex processes to develop a digital technologies outcome – Path 1	3	6	

### You will learn:

Students can achieve up to 18 credits towards NCEA Level 3 and have the ability to gain an endorsement of Merit or Excellence in the subject. For suitable students, the course provides a bank of exemplar evidence which can contribute towards the Technology Scholarship award.

In this course students are required to solve an authentic design issue using computer programming, in a computing environment. Throughout the year, students are expected to produce a detailed portfolio containing evidence of their technological computing practice. The course contains a written component and students will have to do research, interview people and write evaluative reports documenting the development of their computer programmes.

### The course is structured around the following topics:

- Computer programming planning, concept and outcome development, for a specified task and client.
- Design and produce a product using the 3D printer.

### Where does this course lead?

Students who take Level 3 Computer Science earn the 20+ credits in the University Entrance subject of “Technology” or “Digital Technologies”. This course leads onto University or Tertiary studies in a range of disciplines.

### Cost:

The course fee is \$30.

## Digital Media

Year 11

11DME

HOD: [Mr Chris Edey](#)

**Entry Criteria:** There is no minimum entry requirement for this subject, but a pass in Year 10 ICT would be an advantage

Topic	Descriptor	Assessments
Develop a design for a digital media outcome following a brief (print/digital magazine)	Research design ideas and evaluation of fitness for purpose	Assessments will be based on a combination of assignments and practical digital design activities
Develop a digital media outcome following a brief (print/digital magazine)	Learn Software tools and techniques Evaluation of fitness for purpose including relevant implications	
Manage a project using project management tools	Learn Project management tools, version control, and file management	
Develop a digital media outcome following a brief (gif web ad)	Learn Software tools and techniques Evaluation of fitness for purpose including relevant implications	
Design a digital media outcome (presentation design - portfolio)	Learn Research and design ideas, software tools and techniques, testing and iteration	
Understanding of digital media concepts	Implement design principles understanding and application Learn Copyright understanding and application	

### You will learn:

Throughout the year, students are expected to produce a detailed Digital Technology design portfolio, containing evidence of their technological Digital Media practice. The course contains written components and students will have to do research and write reflective evaluative reports. These will document the development of their own Digital media outcomes by comparing, contrasting and critically analysing the designs of professionally produced Digital outcomes with their own. Students work in a range of software, with the main focus being the Adobe suite of software applications.

### Where does this course lead?

This course leads onto Level 2 Digital Media.

### Cost:

There are no course fees.

## Digital Media Level 2 12DME

HOD: [Mr Chris Edey](#)

**Entry Criteria:** A pass in 14 Level 1 Digital Media credits, or by discretion of the HOD

US/AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91897	Use advanced processes to develop a digital media outcome	2	6	
91891	Apply conventions to develop a design for a digital technology outcome	2	3	
91893	Use advanced techniques to develop a Digital Media outcome	2	4	
91899	Present a summary of developing a digital outcome	2		3
US29773	Produce digital images for a range of digital media	2	3	

### You will learn:

Students can achieve up to 19 credits towards NCEA Level 2 and have the ability to gain an endorsement of Merit or Excellence in the subject. The course contains a written component and students will do research, interview people and write evaluative reports documenting their progress through Digital Media assessments.

### The course is structured around the following topics:

- Understanding Digital Media concepts and processes.
- Producing Digital Media outcomes.
- Writing a reflective report on their design practice.

It will be expected of students to produce a design portfolio containing evidence of their technological practice undertaken throughout the year and an exemplar portion of this portfolio will be submitted for assessment.

### Where does this course lead?

This course leads onto Level 3 Digital Media and could also lead to students entering University or Tertiary courses post Year 13.

### Cost:

The course fee is \$20.

## Digital Media Level 3 13DME

HOD: [Mr Chris Edey](#)

**Entry Criteria:** A pass in 14 Level 2 Digital Media credits, or by discretion of the HOD

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91907	Use complex processes to develop a digital technologies outcome	3	6	
91903	Use complex techniques to produce a specified digital media outcome	3	4	
91610	Develop a conceptual design considering fitness for purpose in the broadest sense	3	6	
91909	Present a reflective analysis of developing a digital outcome	3		3

### You will learn:

Students can achieve up to 19 credits towards NCEA Level 3 and have the ability to gain an endorsement of Merit or Excellence in the subject. For suitable students, the course provides a bank of exemplar evidence that can contribute towards the Technology Scholarship Award. In this course students will be required to solve an authentic design issue, possibly working with a real client, through the use of Digital Technology and Digital Media. The course contains a written component, and students will research, interview people and write evaluative reports.

### The course is structured around the following topics:

- Working with a **real client** to develop conceptual ideas and produce an outcome, fit for purpose, to solve a Digital Technology or Digital Media issue (major project).
- Comparing, contrasting and critically judging professionally produced Digital Media outcomes.
- Writing a reflective report on their design practice.

It will be expected of students to produce a Digital Media portfolio containing evidence of their technological practice undertaken through the year, supported by an exemplar written report thoroughly documenting the outcome produced and processes worked through. This will be submitted for assessment on a given deadline.

### Where does this course lead?

Students who take Level 3 Digital Media can earn the 19 credits towards the University Entrance subject of "Technology" or "Digital Technologies". This course leads onto University or Tertiary studies in a range of disciplines.

### Cost:

The course fee is \$20.



# Sacred Heart College

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