



Sacred Heart College  
AUCKLAND

# Curriculum Handbook 2026





# Table of Contents

<b>Introduction</b>	<b>3</b>	<b>Course Information – Sacred Heart Certificate – Year 13</b>	<b>21</b>	<b>Music   Pūoru</b>	<b>67</b>
<b>Academic Curriculum - Years 9 - 13</b>	<b>4</b>	<b>Arts   Ngā Toi</b>	<b>21</b>	<b>Physical Education and Health   Te ako tinana</b>	<b>71</b>
<b>Year 9 Subject Selection</b>	<b>5</b>	Visual Art and Design	22	Physical Education	72
Year 9 Subject Selection	5	Painting	23	Physical Education A	73
Year 10 Subject Selection	7	Photography	24	Physical Education B	75
<b>Year 11 – 13 Curriculum Overview</b>	<b>15</b>	<b>Commerce   Tauhokohoko</b>	<b>25</b>	Sports Leadership	76
Courses at Year 11 (Sacred Heart Certificate)	15	Accounting	26	<b>Religious Education   Te wānanga whakapono</b>	<b>77</b>
Courses at Level 2 (Year 12)	16	Economics	28	<b>Science   Putaiao</b>	<b>81</b>
Courses at Level 3 (Year 13)	17	Business Studies	31	Science Courses – A guide to entry criteria	82
National Certificate of Educational Achievement (NCEA)	18	<b>English   Te Reo Pākehā</b>	<b>34</b>	Agricultural and Horticultural Science	83
NCEA Endorsements	19	English Courses – A guide to entry criteria	35	Biological Science	85
University Entrance	20	English and English for Literacy	36	Physical Science	85
Scholarships	20	English as an Additional Language (EAL) Overview	41	Biology	86
		English as an Additional Language (EAL) Courses – Course Pathway	42	Chemistry	89
		English as an Additional Language (EAL)	43	Physics	91
		Media Studies, Drama and Classical Studies Overview	46	<b>Social Sciences   Tikanga-ā-iwi</b>	<b>94</b>
		Media Studies	48	Geography	95
		Drama	49	History	97
		Classical Studies	52	<b>Technology   Hangarau</b>	<b>99</b>
		<b>Languages   Ngā Reo</b>	<b>53</b>	Hospitality and Catering	101
		Te Reo Māori	54	Carpentry	104
		Spanish	57	Mechanical Technology	106
		Chinese	59	Design and Visual Communication	107
		<b>Mathematics and Statistics   Pāngarau</b>	<b>61</b>	Computer Science	110
		Mathematics and Statistics Courses – A guide to entry criteria	62	Digital Media	113
		Mathematics and Statistics	63		

# 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 Year 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 – leads throughout 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 as an Additional Language (EAL)	English as an Additional Language (EAL)	English as an Additional Language (EAL)	English as an Additional Language (EAL)	English as an Additional Language (EAL)
			English for Literacy	English for Literacy	English for Literacy
			Media and Drama	Drama	Drama
				Media Studies	Media 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)
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
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
Social Sciences	Social Studies	Social Studies	Geography	Geography	Geography
			History	History	History
Technology	Food Technology	Food Technology	Hospitality and Catering	Hospitality and Catering	Hospitality and Catering
	Materials Technology	Materials Technology	Carpentry	Carpentry	Carpentry
			Mechanical Technology		
			Computer Science	Computer Science	Computer Science
	Digital Technology	Digital Technology	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)

*\*Students will require a Year 9 Scipad which will need to be held onto for use in Year 10 Science (this is in addition to the Year 10 Scipad).*

## Course Pathways

Refer to the Academic Curriculum on Page 4 for an overview of where each course leads throughout Years 9-13.

## 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 – (Creating Music)
- Performance – (Group and Individual)

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

### 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 (9MUI) is a separate accelerated class to the general Year 9 class (9MUS). This course continues the work from the Year 7 & 8 compulsory instrument programme and is designed for students to continue taking lessons on their instrument and participate in a concert band or string orchestra class. The accelerated 9MUI course enables students to study advanced work and to develop their musical performance skills as a soloist and in a group. Students will also develop composition skills and music theory knowledge.

Students who undertake the accelerated Music Institute programme will be working at a higher curriculum level and can complete Sacred Heart Certificate Music the following year in the 10MUI class. These students are then able to sit NCEA Level 2 music in Year 11. Students have the opportunity to complete most of the Music standards in Year 12 and may choose to work towards Scholarship Music in Year 13.

This course will help students to develop into confident performers who are well prepared to participate in premier co-curricular music groups and excel in NCEA study.

# Year 10 Subject Selection

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

## Compulsory subjects:

- English\*  
(or English as an Additional Language)
- 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 Sacred Heart Certificate 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.

## Common Assessment Activities

To gain an NCEA qualification students need to achieve the 20 credit Literacy (Reading and Writing) and Numeracy co-requisites. They achieve these by sitting external Common Assessment Activities (CAAs) which are digital exams. There are two opportunities to sit these each year until a student has passed them (typically May and September). At Sacred Heart College students attempt the Numeracy Assessment for the first time at Year 10. The Literacy assessments can be taken in both Year 10 and Year 11.

## 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 Sacred Heart Certificate.

### Accounting

Topics include:

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

### 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 Sacred Heart Certificate - Year 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 Sacred Heart Certificate 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 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. The Reading Plus programme furthers the reading mileage of each student.

Writing is another important component of our programme. The asTTle 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 Sacred Heart Certificate.

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

### Extension English Course

Some Year 10 students will be invited to be part of the Advanced English Course. The students chosen will have demonstrated their ability and commitment to learning through a range of activities. For example, students completing the Reading Plus Programme during Year 9 almost guarantee themselves a place in the ENX course.

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 Sacred Heart Certificate). At Year 12, these students will complete 12ENX.

### English as an Additional Language (EAL)

International students and new migrants to New Zealand, who speak English as an additional language, are eligible for this programme which is designed to provide tailored support to help students succeed in their academic and social integration at school.

The courses build on students' existing English skills, focusing on expanding vocabulary, strengthening grammar, and improving proficiency in reading, writing, listening, and speaking. Through engaging topic-based lessons, students will explore themes relevant to life in New Zealand and the values of our Catholic school community.

### 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.

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 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 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 Sacred Heart Certificate 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 in subsequent years.

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 Sacred Heart Certificate Music. It should be noted that instrumental/vocal lessons are compulsory.

### 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.

This course will help students to develop into confident performers who are well prepared to participate in premier co-curricular music groups and excel in NCEA study.

### 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 Sacred Heart Certificate 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 Identity/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 Sacred Heart Certificate 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 Sacred Heart Certificate 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 the Sacred Heart Certificate Hospitality and Catering course.

#### Materials Technology

Offers students an opportunity to gain knowledge and experience in problem-solving activities through utilising 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 programme in Computer Aided Design and practice printing simple products on the 3D printers.

Students taking this option will be equipped to continue onto Sacred Heart Certificate Mechanical Technology or Carpentry.

### Digital Technology (ICT)

Students study one or both strands of the new Digital Technology Curriculum:

- **Computational thinking**

Computational Thinking equips students with essential problem-solving and digital skills for the modern world. In this course, students will explore the core principles of programming and logical thinking, gaining hands-on experience with popular languages such as Python, HTML & CSS, and SQL. They will learn how to design and build their own websites, applying both technical and creative skills. This subject offers a solid foundation for future study or careers in technology, engineering, and design – while fostering critical thinking and innovation across all fields.

- **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 Sacred Heart Certificate.

### 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 the Sacred Heart Certificate Hospitality and Catering course.

## Courses at Year 11 (Sacred Heart Certificate)

Sacred Heart Certificate students are required to take seven subjects.

### Compulsory Subjects:

- English, English for Literacy or English as an Additional Language

- 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 – 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 Sacred Heart Certificate 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, English for Literacy or English as an Additional Language
- 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
- \*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 as an Additional Language
- 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 Sacred Heart Certificate.

**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

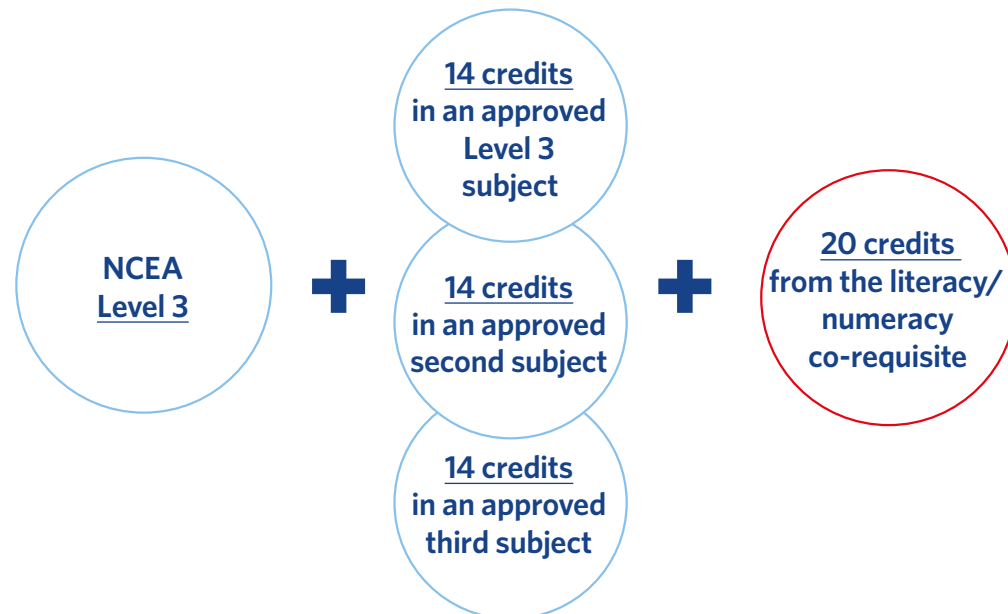
Course/subject endorsement provides recognition for a student who has performed exceptionally well in an individual course/subject. A student will gain an endorsement for a course if, in a single school year, they achieve:

- 14 or more credits at Achieved, Merit or Excellence, and
- At least three of these credits from externally assessed standards and three 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 five credits must be in Reading and five 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.*

## 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.

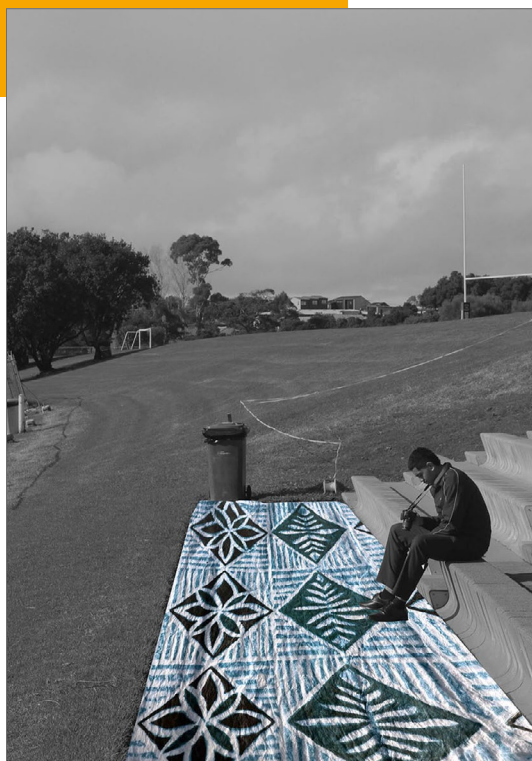
Individual scholarships are awarded to the top 3% of candidates in each subject and approximately the top 0.5% are awarded an outstanding scholarship. As well as this there are other monetary awards for high performing scholarship candidates in multiple subjects.

Students can choose to sit one or more scholarship assessments with advice from their teachers or senior leaders. Heads of Department and subject teachers will recommend entry to suitable students usually at Years 12 and 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.

Sacred Heart Certificate	Year 12 – Level 2	Year 13 – Level 3
Visual Art	Art – Design	Art – Design
	Art – Painting	Art – Painting
	Art – Photography	Art – Photography

Visual Art Sacred Heart Certificate 11ART  HOD: <a href="#">Mr Marc Petersen</a>	Entry Criteria: Completed Year 10 Art or at the discretion of the HOD				
	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		
	Folio - Part 1	Create a sustained body of related artworks in response to an art making proposition.			
	Folio - Part 2	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: Obtaining a minimum of 50% in Sacred Heart Certificate or a portfolio of DVC and ICT work, OR at the discretion of the 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.					

## Art – Painting Level 2 12PNT

HOD: [Mr Marc Petersen](#)

**Entry Criteria:** Obtaining a minimum of 50% in Sacred Heart Certificate Art OR at the discretion of the HOD

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
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

### You will learn:

The Level 2 Painting course teaches students the basics of painting. This course is made to lead onto Level 3 Painting and Art School.

### Where does this course lead?

To Level 3 Painting and Art School.

### Cost:

Students need to buy their own folio boards and art equipment, which may be purchased through the Art Department at \$15.

## Art – Painting Level 3 13PNT

HOD: [Mr Marc Petersen](#)

**Entry Criteria:** Level 2 Painting at Achieved level, OR at the discretion of the HOD

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
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

### Where does this course lead?

To Art School. Opportunity to submit a portfolio and workbook for Scholarship.

### Cost:

Students need to buy their own paints and folio boards, which may be purchased through the Art Department at \$52.

## Photography Level 2 12PHO

HOD: [Mr Marc Petersen](#)

**Entry Criteria:** Obtaining a minimum of 50% in Sacred Heart Certificate Art OR at the discretion of the HOD

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

### You will learn:

The students will learn digital photography.

### Where does this course lead?

This course is made to lead onto Level 3 Photography and Art School.

### Cost:

- 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

## Photography Level 3 13PHO

HOD: [Mr Marc Petersen](#)

**Entry Criteria:** 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

### You will learn:

- Students will learn digital photography
  - Full course – 22 credits
  - Half course – eight credits
- There will be an opportunity to submit a portfolio for Scholarship.

### Where does this course lead?

To Art School.

### Cost:

- 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:  
Mrs Caren Leyland



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.

Sacred Heart Certificate	Year 12 - Level 2	Year 13 - Level 3
Accounting	Accounting	Accounting
Economics	Economics	Economics
Business Studies	Business Studies	Business Studies

## Accounting Sacred Heart Certificate 11ACC

HOD: Mrs Caren Leyland

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

Topic	Descriptor	Assessments
Accounting Concepts	Demonstrate an understanding of accounting concepts for small entities.	Assessments will be based on a combination of exams, assignments and common tests
Financial Transactions	Process financial transactions for a small entity.	
Financial Statements	Prepare financial statements for sole proprietors.	
Community Organisation	Prepare financial information for a community organisation's annual general meeting.	
Financial Decisions*	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: Mrs Caren Leyland

**Entry Criteria:** Obtaining a minimum of 50% in Sacred Heart Certificate 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: Mrs Caren Leyland

**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 Sacred Heart Certificate 11ECO

HOD: Mrs Caren Leyland

**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: [Mrs Caren Leyland](#)

**Entry Criteria:** Obtaining at least 50% in Sacred Heart Certificate Economics  
OR obtaining at least 50% in Sacred Heart Certificate English  
AND Sacred Heart Certificate Mathematics

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91222	Analyse inflation 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?

In Level 2 we start to encourage Scholarship, therefore we offer Level 3 External Achievement 91403 'Macro Economics' for those who want to do this in Level 3.

### Cost:

Workbooks and study guides \$90.

## Economics Level 3 13ECO

HOD: [Mrs Caren Leyland](#)

**Entry Criteria:** Obtaining at least 12 credits in Level 2 Economics and must achieve any two 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	

### 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 Sacred Heart Certificate 11BUS

HOD: Mrs Caren Leyland

**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 Sacred Heart Certificate 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 \$80

## Business Studies

### Level 2

### 12BUS

HOD: [Mrs Caren Leyland](#)

**Entry Criteria:** Obtaining at least 50% in Sacred Heart Certificate 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, approximately \$70 per student

## Business Studies Level 3 13BUS

HOD: Mrs Caren Leyland

**Entry Criteria:** Obtaining 14 credits in NCEA Level 2 Business Studies and achieve at least one 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 \$45 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 in the Senior School begins with the Sacred Heart Certificate Course in Year 11. This course is designed to prepare boys with skills and knowledge of concepts that will facilitate the Years 12 and 13 courses which 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 Sacred Heart Certificate, 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

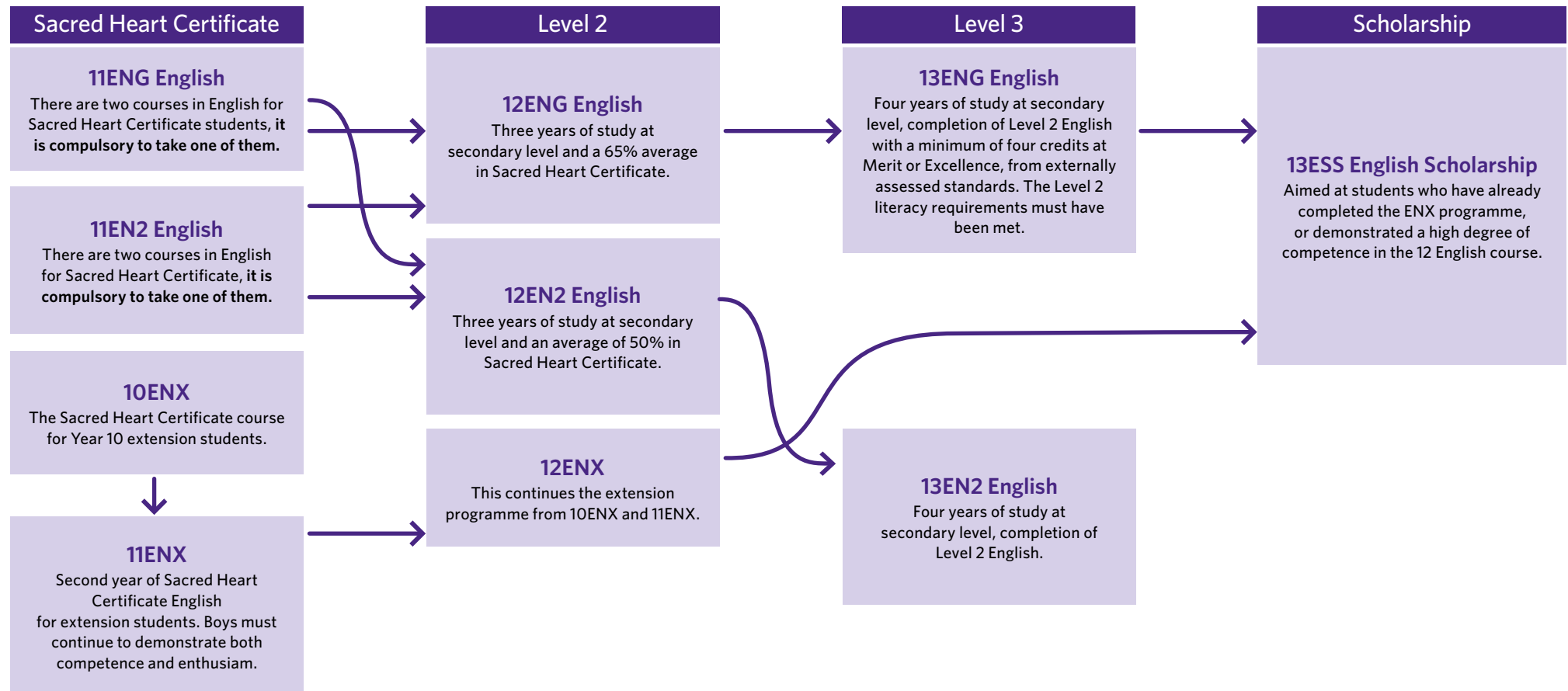
English is a compulsory subject until students gain NCEA Level 2. For most students the study of English does not lead directly to a career but develops the skills that are the building blocks of competence in most areas of endeavour.

## Course Pathways

For a closer look at where each English course leads and the pathways through the NCEA Levels, see the diagram on English Courses – A guide to entry criteria 35 overleaf.

Sacred Heart Certificate	Year 12 – Level 2	Year 13 – Level 3
English	English	English
English as an Additional Language (EAL)	English as an Additional Language (EAL)	English as an Additional Language (EAL)
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 Sacred Heart Certificate 10ENX</b> <b>HOD: <u>Mr Don Harland</u></b>	<b>Entry Criteria:</b> By Head of Department selection	
	<b>Topic</b>	<b>Descriptor</b>
	<b>Shakespeare</b>	Close reading of selected scenes from a chosen play.
	<b>Modern Shakespeare</b>	Film review of a Shakespeare adaptation.
	<b>Oratory</b>	Persuasive speech.
	<b>Writing</b>	Creative writing.
	<b>Reading responses</b>	Five responses submitted over the course of the year.
	<b>Literacy Co-Requisite 32403</b>	Read written texts to understand ideas and information.
	<b>Literacy Co-Requisite 32405</b>	Write texts to communicate ideas and information.
	<b>Unfamiliar texts AS 91927</b>	Demonstrate understanding of significant aspects of unfamiliar texts.
<b>Assessments</b>  Assessments will be based on a combination of exams, assignments and common tests  Each assessment is graded against a 20 point scale and reported as a percentage grade  Boys will complete the NCEA Literacy Co-requisites AND a Sacred Heart Certificate External		
<b>You will learn:</b> This course is designed to increase the breadth of learners' experience in this subject and to provide them with a rich foundation of content and skills.		
<b>Where does this course lead?</b> 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, Sacred Heart Certificate and 12ENX courses for any literacy-based course of learning in the Senior school or at University.		

<b>English Sacred Heart Certificate 11ENX</b> <b>HOD: <u>Mr Don Harland</u></b>	<b>Entry Criteria:</b> Successful completion of 10ENX	
	<b>Topic</b>	<b>Descriptor</b>
	<b>Reading responses</b>	Five responses submitted over the course of the year.
	<b>Academic Essay</b>	An essay focussed on a studied Novel.
	<b>Academic Essay</b>	An essay focussed on a studied Film.
	<b>Oratory</b>	Present a seminar that compares two texts.
	<b>Close Viewing</b>	Analyse a short scene from a film.
	<b>Unfamiliar texts AS 91100</b>	Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence.
<b>Assessments</b>  Assessments will be based on a combination of exams, assignments and common tests.  Each assessment is graded against a 20 point scale and reported as a percentage grade.  Boys will complete NCEA L2 external examination.		
<b>You will learn:</b> 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 Standard completed is not designed to accelerate but as a means to assess skills learned.		
<b>Where does this course lead?</b> 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 course of learning that relies on reading and writing.		



<b>English Sacred Heart Certificate 11ENG</b> <b>HOD: <u>Mr Don Harland</u></b>	<b>Entry Criteria:</b> By Head of Department Selection		<b>Assessments</b>  Assessments will be based on a combination of exams, assignments and common tests  Each assessment is graded against a 20 point scale and reported as a percentage grade
	<b>Topic</b>	<b>Descriptor</b>	
	<b>Academic Essay</b>	Common assessment on the studied text: novel.	
	<b>Academic Essay</b>	End of year exam on the studied text: film.	
	<b>Making Connections</b>	Write a report about connections between texts.	
	<b>Oratory</b>	Oral presentation based on a current event.	
	<b>Close Viewing</b>	Analyse a short scene from a film.	
	<b>Creative Writing</b>	Produce writing based on an aspect of a studied text.	
	<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. Speaking and presenting skills will also be enhanced.		
	<b>Where does this course lead?</b> This course is seen as a building block for Level 2 NCEA.		

<b>English for Literacy Sacred Heart Certificate 11EN2</b> <b>HOD: <u>Mr Don Harland</u></b>  There are two courses offered in Sacred Heart Certificate English.  It is <b>compulsory</b> to take one of them.	<b>Entry Criteria:</b> By Head of Department selection		<b>Assessments</b>  Assessments will be based on a combination of exams, assignments and common tests  Each assessment is graded against a 20 point scale and reported as a percentage grade
	<b>Topic</b>	<b>Descriptor</b>	
	<b>Academic Essay</b>	Common assessment on the studied text: novel.	
	<b>Academic Essay</b>	End of year exam on the studied text: film.	
	<b>Making Connections</b>	Write a report about connections between texts.	
	<b>Co Requisite 32403</b>	Produce a static image.	
	<b>Co Requisite 32405</b>	Read written texts to understand ideas and information.	
	<b>Close Viewing</b>	Analyse a short scene from a film.	
	<b>You will learn:</b> Reading and writing skills from previous years will be built on culminate in the successful completion of the Literacy Co-requisites. Speaking and presenting skills will also be enhanced.		
	<b>Where does this course lead?</b> This course is seen as a building block for Level 2 NCEA.		

## English and English for Literacy (Cont.)

### 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:** Obtaining a minimum of 55% in Sacred Heart Certificate English PLUS both of the CAA Standards: 32403 & 32405

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 three 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:** Obtaining a minimum of 55% in Sacred Heart Certificate English PLUS both of the CAA Standards: 32403 & 32405

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 and English for Literacy (Cont.)

<b>English 12ENX</b>  <b>HOD: <u>Mr Don Harland</u></b>  This continues the extension programme from 10ENX and 11ENX.	<b>Entry Criteria:</b> Obtaining a minimum of 55% in Sacred Heart Certificate English PLUS both of the CAA Standards: 32403 & 32405				
	<b>AS No.</b>	<b>Descriptor</b>	<b>Level</b>	<b>Internally Assessed Credits</b>	<b>Externally Assessed Credits</b>
	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	
	91102	Construct and deliver a crafted and controlled oral text.	2	3	
	93001	Scholarship English.	4		External Exam
	<b>You will learn:</b> <ul style="list-style-type: none"> <li>Reading and writing skills from previous years will be built on through the study of a novel and a film</li> <li>Some students will choose to sit the Scholarship exam for the first time</li> <li>Speaking skills will also be enhanced</li> </ul>				
	<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 four credits at Merit or Excellence, from externally assessed standards The Level 2 literacy requirements must have been met.				
	<b>AS No.</b>	<b>Descriptor</b>	<b>Level</b>	<b>Internally Assessed Credits</b>	<b>Externally Assessed Credits</b>
	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
	91480	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.)

### English Level 3 13EN2

HOD: Mr Don Harland

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.

**Entry Criteria:** 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	

**You will learn:**

- 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

**Where does this course lead?**

- This course allows students to gain more literacy credits towards their University Entrance
- This course will **NOT** equip students for Scholarship

### English Scholarship Level 3 & Level 4 13ESS

HOD: Mr Don Harland

**Entry Criteria:** Head of Department selection

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91473	Respond critically to specified aspects of studied visual or oral texts.	3	External	4
91472	Respond critically to specified aspects of studied written texts.	3	External	4
91478	Respond critically to significant connections across texts.	3	Internal	4
91480	Respond critically to significant aspects of visual and/or oral texts through close reading.	3	Internal	3
91476	Create and deliver a fluent and coherent oral text.	3	Internal	3
91475	Produce a selection of fluent and coherent writing which develops, sustains and structures ideas.	3	Internal	6
93001	Scholarship English.	4	External	

**You will learn:**

This course provides a standard Level 3. Students will capitalise on their broad knowledge of texts and investigate more sophisticated texts that explore increasingly complex concepts. The content offered will set boys up for success at both Level 3 and Scholarship.

**Where does this course lead?**

This course will set boys up for success at University. Endorsements gained, and success in the Scholarship exam, will facilitate further applications.

# English as an Additional Language (EAL) Overview

## English as an Additional Language (EAL)

Head of Department:  
Mrs Gudrun Browne



The EAL programme in the Senior School features EAP (English for Academic Purposes) and PPE (Pearson Programme of English).

### PPE (Pearson Programme of English)

The PPE programme will focus on learning English through the internationally recognised Pearson curriculum, a leading English Language programme that prepares students for the Pearson Test of English (PTE).

From Year 11, Academic English skills will become the primary focus, utilising PTE1 courseware (CEFR B1) followed by PTE2 (CEFR B2). These courses will also include instruction in test-taking strategies, equipping students to achieve a competitive PTE test score by the end of the course. Students are strongly encouraged to take an official PTE test at the end of Term 3 at one of the authorised testing centres in Auckland.

In addition, the PTE courses will offer English Language Unit Standards, enabling students to gain NCEA Level 2, 3 and 4 credits.

### EAP (English for Academic Purposes)

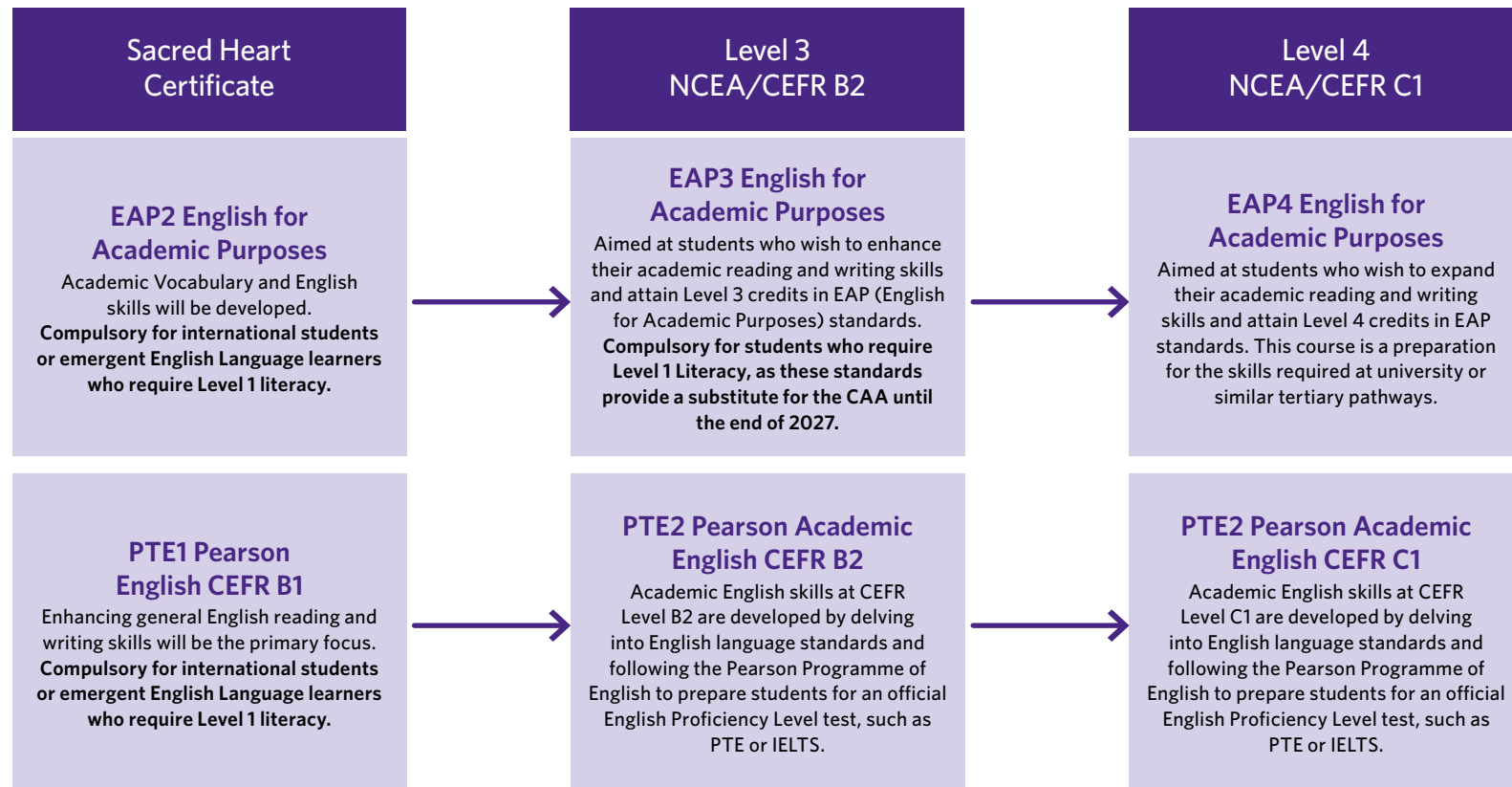
The EAP programme is designed to develop students' academic English skills which they require in mainstream subjects and later on at university. Year 12 students will work toward Level 3 EAP standards, while Year 13 students will advance to Level 4 EAP. The latter allows students to attain six UE reading and six UE writing credits, granting University Entrance (UE).

Both the PTE and EAP courses are aligned with the skills required to pass the new Literacy Co-requisite, also known as Common Assessment Activity (CAA), which is essential for high school graduation in New Zealand. The EAP Level 3 standards offered in the EAP3 course will serve as a substitute for the CAA literacy requirement until the end of 2027.

It is recommended for international students to take as many EAL options as possible:

- Students who require 14 or more Level 3 English Credits are advised to take ENG (mainstream English) as a third English option from Year 12.
- Students who require UE literacy through English or 17 or more Level 2 or 3 Credits from English Standards are advised to take this as a third English option from Year 12.

# English as an Additional Language (EAL) Courses – Course Pathway





# English as an Additional Language (EAL)

## English for Academic Purposes EAP2

HOD:

Mrs Gudrun Browne

This course will enhance general English skills and allow successful students to gain Level 1 Literacy.

Students follow the curriculum for the Sacred Heart Certificate of English as an additional language. Students will complete the Sacred Heart Certificate assessments below or Sacred Heart Certificate adapted 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	Write formal texts for practical purposes	Assessments will be based on a combination of exams, assignments and common tests
Presenting	Present on a familiar topic	
Listening	Listen and understand spoken texts	
Reading	Read texts to understand ideas and information	
CAA 32403	Demonstrate understanding of ideas and information in written texts	
CAA 32405	Write texts to communicate ideas and information	

**You will learn:** You will improve your general English listening, reading, and speaking skills, and develop your academic vocabulary and writing abilities with a deeper understanding of English grammar and syntax. You will gain Literacy Level 1 on successful completion of the CAA standards.

### Where does this course lead?

Successful completion will enhance students' understanding across all their subjects and prepare them for the EAP (English for Academic Purposes) standards in EAP3.

## English for Academic Purposes EAP3

HOD:

Mrs Gudrun Browne

This course will develop academic writing and reading skills, general English listening and speaking skills, as well as expand academic vocabulary.

**Entry Criteria:** By teacher recommendation based on the ELLP assessment in the Placement Test and results in Sacred Heart Certificate

Topic	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
30511	Read and process information on a familiar topic in English for an academic purpose	3	6	
30507	Write a short text under test condition in English for an academic purpose	3	5	
30508	Write a short crafted text using resource material in English for an academic purpose	3	6	
31016	Participate in a spoken interaction on a familiar topic in English Language	3	5	
30982	Listen to and understand an English language spoken text on a familiar topic	3	5	
91106	Form developed personal responses to independently read texts, supported by evidence.	2	4 UER	

### You will learn:

This course will focus on English speaking, listening, reading and writing skills. Students will expand their range of academic vocabulary, deepen their understanding of English grammar, and enhance their academic writing skills over a range of texts.

### Where does this course lead?

Successful completion will enhance students' understanding across all their subjects, prepare them for the EAP (English for Academic Purposes) standards in EAP4 as well as university.

## English as an Additional Language (EAL) (Cont.)

### English for Academic Purposes EAP4

**HOD:**

Mrs Gudrun Browne

This course will enhance academic English skills and allow successful students to gain UE literacy.

Students who wish to gain 17 or more English credits are advised to take 13 ENG in addition.

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

Topic	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
22751	Read and process information in English for academic purposes	4	6 UE R	
22749	Write a text under test condition in English for an academic purpose	4	5	
22750	Write a crafted text using researched material in English for an academic purpose	4	6 UE W	
31019	Participate in sustained spoken interactions in English Language	4	10	
30986	Listen to and understand moderately complex English language spoken instructions in an applied context	3	5	

**You will learn:**

This course will focus on English speaking, listening, reading and writing skills. Students will expand their range of academic vocabulary, deepen their understanding of English grammar, and enhance their academic writing skills over a range of texts.

**Where does this course lead?**

This course serves as a preparation for the skills required at university and its contents align with Foundation programmes offered at universities in New Zealand.

### Pearson English CEFR B1 PTE1

**HOD:**

Mrs Gudrun Browne

This course will enhance general English skills and prepare for official English tests, such as PTE, IELTS or equivalent.

Students follow the curriculum for the Sacred Heart Certificate of English as an Additional Language.

Students will follow the Pearson Programme of English to enhance their English language skills and prepare for a standardised English test such as PTE or IELTS.

**Entry Criteria:** IELTS 4.0 / CEFR A2 / ELLP 1 or equivalent

Topic	Descriptor	Assessments
Writing	Write texts to communicate ideas and information	Assessments will be based on a combination of exams, assignments and common tests
Speaking	Participate in spoken interactions	
Listening	Listen and understand spoken texts	
Reading	Demonstrate understanding of ideas and information in written texts	
Vocabulary	Expand your range of vocabulary to 2000 - 2500 word families for simple academic contexts and everyday situations	

**You will learn:**

You will improve your general English listening, reading, and speaking skills, and develop your academic vocabulary and writing abilities with a deeper understanding of English grammar and syntax.

**Where does this course lead?**

Successful completion will enhance students' understanding across all their subjects and prepare them for the PTE (Pearson Academic English Test).

## English as an Additional Language (EAL) (Cont.)

### Pearson Academic English CEFR B2 PTE2

HOD:

Mrs Gudrun Browne

This course will develop academic English skills and prepare for official English tests, such as PTE, IELTS or equivalent.

Students follow the Pearson Programme of English and are expected to take an official PTE test at the end of Term 3. Students also have the chance to gain 20 Level 2 and 3 NCEA credits.

**Entry Criteria:** IELTS 4.5 / CEFR B1 / ELLP 2 or equivalent

Topic	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
28000	Write a simple text for a practical purpose in English language	2	5	
31020	Participate in an interview on a familiar topic in English language	2	5	
30985	Listen to and understand straightforward English language spoken instructions in a familiar context	2	5	
31004	Read and understand an English language written text for a practical purpose	3	5	

**You will learn:**

Expand your range of vocabulary to 2500 - 3000 word families for academic contexts and participation in discussions. You will build on your reading and academic writing abilities, and grow your understanding of English grammar.

**Where does this course lead?**

Successful completion will enhance students' understanding across all their subjects and prepare them for the PTE (Pearson Academic English Test).

### Pearson Academic English CEFR C1 PTE2

HOD:

Mrs Gudrun Browne

This course will enhance academic English skills and prepare for official English tests, such as PTE, IELTS or equivalent.

Students follow the Pearson Programme of English and are expected to take an official PTE test at the end of Term 3. Students also have the chance to gain 20 Level 3 NCEA credits.

**Entry Criteria:** IELTS 5 / CEFR B1 / ELLP 3 / PTE 36 or equivalent

Topic	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
28069	Write a text for a practical purpose in English language	3	5	
31015	Participate in a moderately complex spoken interaction in an applied context in English language	3	5	
30987	Listen to and understand English language spoken instructions in a familiar context	3	5	
31003	Read and understand an English language written text for a practical purpose in an applied context	3	5	

**You will learn:**

Expand your range of vocabulary to 3000-5000 word families for handling more complex academic materials and expressing your opinions in writing or speaking. You will improve your reading skills, and academic writing abilities, and gain a deeper understanding of English grammar.

**Where does this course lead?**

Successful completion will enhance students' understanding across all their subjects and prepare them for the PTE (Pearson Academic English Test).

# Media Studies, Drama and Classical Studies Overview

## Media Studies, Drama and Classical Studies

Head of Department:  
Mr Don Harland



### Media Studies

Students who have been accepted into the 11ENX course can apply to complete Level 2 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.

Drama offers students the opportunity to build confidence in performing both existing scripts and creating their own work. Drama is taught in a combined level 1, 2 and 3 class, which allows students to learn from each other and build group and leadership skills. Students will learn through practical work in class performances as well as watching live performance and developing an understanding of the theoretical aspects of performing.

Students will also have the ability to develop their skills through roles in extra-curricular activities, such as, leading junior performances and roles in school wide productions. Students will also have an opportunity to sit the Scholarship drama exam.

### 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

Students who have been accepted into the 11ENX course can apply to complete Level 2 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:  
[Ms Sasha Lascelles](#)

**Entry Criteria:** Obtaining a minimum of 55% in Sacred Heart Certificate English PLUS both of the CAA Standards: 32403 & 32405

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:  
[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	
-------	--	---	---	--

### 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 Sacred Heart Certificate 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
<b>Performance</b>	Use Drama techniques in performance.	Assessments will be based on a combination of performance and some written components
<b>Performance</b>	Perform an acting role in a scripted production.	
<b>Drama Creation</b>	Devise and perform a piece of Drama.	
<b>Drama Studies</b>	Perform using the conventions of a Theatre Form.	
<b>Drama Studies</b>	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:** Obtaining a minimum of 55% in Sacred Heart Certificate English PLUS both of the CAA Standards: 32403 & 32405

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	
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 eight credits, four 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:** Obtaining a minimum of 55% in Sacred Heart Certificate English and/or History

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 include Greek mythology, the Fall of Troy, Homer's 'The Odyssey' (Literature), Alexander the Great (History) and Greek 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.

**Cost:** \$15 for Curriculum Handbooks.

## Classical Studies Level 3 13CLS

Teacher in Charge:  
Mrs Stephanie Ioka

**Entry Criteria:** Sufficient external Credits in English and/or History at Sacred Heart Certificate Level 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
91397	Demonstrate understanding of significant ideology(ies) in 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 studies include: Roman mythology, the relationship between gods and mortals, the change from the Republic to Empire and the significance of the first emperor Augustus (History), Roman Art and Architecture (Art History) and the influence this ancient society has had on later periods of history. There are Scholarship opportunities available at Level 3.

### 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 Handbooks.

## Languages | Ngā Reo

Head of Department:

Ms Lanxin Ma

Head of Department

Te Reo Māori:

Mr Ben Christie



### 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.

### 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.

### 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.

Sacred Heart Certificate	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  
Sacred Heart  
Certificate  
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> <ul style="list-style-type: none"><li>• The Sacred Heart Certificate Course aims to improve students’ ability in both written and spoken Māori</li><li>• 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</li><li>• They can use basic Māori language patterns spontaneously</li><li>• They show a willingness to experiment with new language and to read independently</li><li>• They can write short passages, personal letters, and simple formal letters in Te Reo Māori</li><li>• 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</li></ul>		
<b>Where does this course lead?</b> <ul style="list-style-type: none"><li>• Sacred Heart Certificate Te Reo Māori is a requirement for advancement to Level 2 Te Reo Māori</li><li>• 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</li><li>• Knowledge of Māori is increasingly expected and required of those seeking to study in Postgraduate courses at University</li></ul>		

## Te Reo Māori Level 2 12MAO

HOD: [Mr Ben Christie](#)

**Entry Criteria:** Students at this level should have written and oral skills supported by obtaining a minimum of 50% in Sacred Heart Certificate Te Reo Māori  
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
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 Sacred Heart Certificate. 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

<div>Spanish Sacred Heart Certificate 11SPA</div> <div>HOD: <a href="#">Ms Lanxin Ma</a></div> <div>Teacher in Charge: <a href="#">Mr Leon Dolphin</a></div>	<b>Entry Criteria:</b> 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				
	<b>Topic</b>	<b>Descriptor</b>		<b>Assessments</b>	
	<b>Listening</b>	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	
	<b>Spoken Presentation</b>	Give a spoken presentation in Spanish that communicates a personal response.			
	<b>Conversation</b>	Interact using spoken Spanish to communicate personal information, ideas and opinions in different situations.			
	<b>Reading</b>	Demonstrate understanding of a variety of Spanish texts on areas of most immediate relevance.			
	<b>Writing</b>	Write a variety of text types in Spanish on areas of most immediate relevance.			
	<b>You will learn:</b> <ul style="list-style-type: none"><li>▪ The course is a continuation of the Year 10 programme. You will gain further understanding of the Spanish language and culture</li><li>▪ The four skills of listening, reading, writing and speaking will be developed</li><li>▪ Sacred Heart Certificate allows students to respond to basic situations in a Spanish speaking environment</li></ul>				
	<b>Where does this course lead?</b> Sacred Heart Certificate Spanish is a prerequisite for advancing to Level 2 Spanish.				
	<b>Cost:</b> Language Perfect registration and Cuaderno Blanco \$30. Kerboodle at \$20.				

<div>Spanish Level 2 12SPA</div> <div>HOD: <a href="#">Ms Lanxin Ma</a></div> <div>Teacher in Charge: <a href="#">Mr Leon Dolphin</a></div>	<b>Entry Criteria:</b> Students at this level should have written and oral skills supported by a minimum achieved grade of 50% in Sacred Heart Certificate Spanish OR come from a fluent speaking home base				
	<b>AS No.</b>	<b>Descriptor</b>	<b>Level</b>	<b>Internally Assessed Credits</b>	<b>Externally Assessed Credits</b>
	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	
	<b>You will learn:</b> The Year 12 course follows through with a full year of the Spanish Language, further developing their skills in oral speaking, listening and reading.				
	<b>Where does this course lead?</b> Level 3 Spanish.				
	<b>Cost:</b> Language Perfect registration and Cuaderno Blanco \$30. Kerboodle at \$20.				

## Spanish Level 3 13SPA

HOD: [Ms Lanxin Ma](#)

Teacher in Charge:  
[Mr Leon Dolphin](#)

**Entry Criteria:** 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	
<b>Optional 91570</b>	Interact clearly using spoken Spanish to explore and justify varied ideas and perspectives in different situations.	3	6	

### Where does this course lead?

- 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

### Cost:

Language Perfect registration and Cuaderno Blanco \$30. Kerboodle at \$20.

## Chinese – Mandarin Sacred Heart Certificate 11CHI

HOD: [Ms Lanxin Ma](#)

Entry Criteria:		
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)		
Topic	Descriptor	Assessments
Listening	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
Spoken Presentation	Give a spoken presentation in Chinese that communicates a personal response.	
Conversation	Interact using spoken Chinese to communicate personal information, ideas and opinions in different situations.	
Reading	Demonstrate understanding of a variety of Chinese texts on areas of most immediate relevance.	
Writing	Write a variety of text types in Chinese on areas of most immediate relevance.	
<b>You will learn:</b> <ul style="list-style-type: none"><li>▪ This course is a continuation of the Year 10 Chinese programme</li><li>▪ You will not only gain an understanding of the Chinese language, but many cultural aspects will be included</li><li>▪ The four skills: Listening, Reading, Writing and Speaking will be developed. Sacred Heart Certificate allows students to respond to basic situations in a Chinese speaking environment</li></ul>		
<b>Where does this course lead?</b> <ul style="list-style-type: none"><li>▪ Sacred Heart Certificate Chinese is a requirement for advancement to Level 2 Chinese</li><li>▪ 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</li></ul>		
<b>Cost:</b> Sacred Heart Certificate Curriculum Handbook/Language Perfect is \$50.		

## Chinese – Mandarin Level 2 12CHI

HOD: [Ms Lanxin Ma](#)

Entry Criteria: Students should have achieved a minimum of 50% in Sacred Heart Certificate Chinese				
AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
91108	Demonstrate understanding of a variety of spoken Chinese on familiar matters.	2		5
Optional 91109	Interact using spoken Chinese to share information and justify ideas and opinions in different situations.	2	5	
91110	Give a spoken presentation in Chinese that communicates information, ideas and opinions.	2	4	
91111	Demonstrate understanding of a variety of written and/or visual Chinese text(s) on familiar matters.	2		5
91112	Write a variety of text types in Chinese to convey information, ideas, and opinions in genuine contexts.	2	5	
<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 five 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.	3	3	
<b>Optional 91533</b>	Demonstrate understanding of a variety of extended spoken Chinese texts.	3		5
<b>91535</b>	Interact clearly using spoken Chinese to explore and justify varied ideas and perspectives in different situations.	3	6	
<b>91536</b>	Demonstrate understanding of a variety of extended written and/or visual Chinese texts.	3		5
<b>91537</b>	Write a variety of text types in clear Chinese to explore and justify varied ideas and perspectives.	3	5	

**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

Head of Department:  
Mr Jeremy Lee

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.

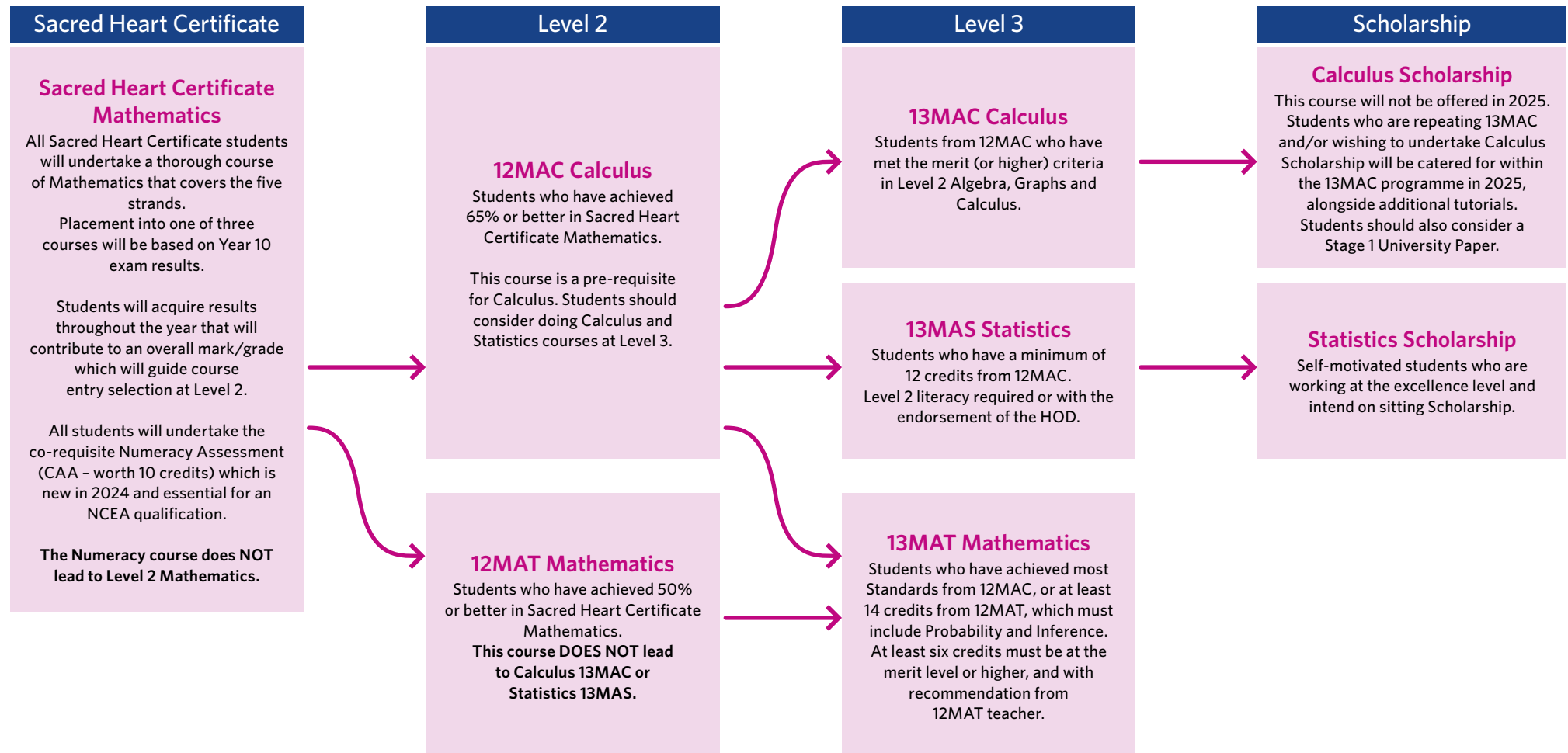
Mathematics and Statistics offer a broad range of practical applications in everyday life, in other learning areas and in workplaces. Success in Mathematics will provide students with greater choice for future study and career options.

### 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 Mathematics and Statistics Courses – A guide to entry criteria 62 overleaf.

Sacred Heart Certificate	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 Sacred Heart Certificate 11MAT/10MAX

HOD: Mr Jeremy Lee

Mathematics is a **compulsory** subject in Sacred Heart Certificate. There are three courses available.

<b>Entry Criteria:</b>		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
<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 procedures in solving problems, and Investigate relationships between tables, equations and graphs.	
<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 data sets/understand chance and data.	
<b>You will learn:</b> <ul style="list-style-type: none"><li>▪ In a range of meaningful contexts, students will be engaged in thinking mathematically and statistically</li><li>▪ Students will solve problems and model situations in Number and Algebra, Geometry and Measurement, and Statistics</li></ul>		
<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 \$55.		

## Mathematics (Applied) Sacred Heart Certificate 11MA2

HOD: Mr Jeremy Lee

Mathematics is a **compulsory** subject in Sacred Heart Certificate. 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> <ul style="list-style-type: none"><li>▪ In a range of meaningful contexts, students will be engaged in thinking mathematically and statistically</li><li>▪ Students will solve problems and model situations in Number and Algebra, Geometry and Measurement, and Statistics</li></ul>			
<b>Where does this course lead?</b> To Level 2 Mathematics (12MAT) based on end of year results.			
<b>Cost:</b> Workbooks \$55.			

## Mathematics for Numeracy Sacred Heart Certificate 11MA3

HOD: Mr Jeremy Lee

Mathematics is a **compulsory** subject at Sacred Heart Certificate. 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	
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.		
Numeracy Co-Requisite 32406	Apply mathematics and statistics in a range of everyday situations	10 Credits	
<b>You will learn:</b> <ul style="list-style-type: none"><li>• In a range of meaningful contexts, students will be engaged in thinking mathematically and statistically</li><li>• Students will solve problems and model situations in Number and Algebra, Geometry and Measurement, and Statistics</li></ul>			
<b>Where does this course lead?</b> <p>This is a terminating course and <b>does not lead to Level 2 Mathematics.</b></p>			
<b>Cost:</b> <p>Resource fee \$35.</p>			

## Calculus Level 2 12MAC/11MAX

HOD: Mr Jeremy Lee

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

<b>Entry Criteria:</b> 65% or above from Sacred Heart Certificate Mathematics 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>
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 \$70.				

## Mathematics and Statistics (Cont.)

### Mathematics Level 2 12MAT

HOD: Mr Jeremy Lee

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

**Entry Criteria:** 50% or above in Sacred Heart Certificate Mathematics  
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 six credits must be at Merit or higher.

**Cost:**

Workbooks and revision material \$65.

### Calculus Level 3 13MAC

HOD: Mr Jeremy Lee

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 \$65.

## Mathematics and Statistics (Cont.)

### Statistics Level 3 13MAS

HOD: [Mr Jeremy Lee](#)

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 \$70.

### Mathematics Level 3 13MAT

HOD: [Mr Jeremy Lee](#)

**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 six 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.

## 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.*



Sacred Heart Certificate	Year 12 – Level 2	Year 13 – Level 3
Music	Music	Music

## Music Sacred Heart Certificate 11MUS

**HOD:** Mr Jonny White

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

Students in Sacred Heart Certificate 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	Descriptor	Assessments
<b>Solo performance</b>	Perform two pieces of 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.	

### 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 obtained a minimum of 50% in Sacred Heart Certificate Music  
Students with previous formal music training or performance experience may enter this level at the discretion of the HOD

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 Sacred Heart Certificate 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.



Sacred Heart Certificate	Year 12 – Level 2	Year 13 – Level 3
Physical Education	Physical Education A	Physical Education
	Physical Education B	Sports Leadership

## Physical Education Sacred Heart Certificate 11PED

HOD: Mr Rhys Taucher

The course is **compulsory** for all Sacred Heart Certificate students.

Entry Criteria:		The course is compulsory for all Sacred Heart Certificate 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> <p>Leads to Level 2 and Level 3 Physical Education courses provided that sufficient credits are gained.</p>			

## Physical Education A Level 2 12PEA

HOD: Mr Rhys Taucher

**Entry Criteria:** Open entry. This course is designed for students across the range and will be suitable for most students. There is a mix of approximately 50% classroom time and 50% practical learning time

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 health sciences or any physical activity or sporting based industry.

### 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 three 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
- There will be an opportunity to submit a 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

## Physical Education B Level 2 12PEB

HOD: [Mr Rhys Taucher](#)

**Entry Criteria:** This is an alternative Level 2 course and is ONLY for students who, based on previous results, would find it very difficult to pass the mainstream Level 2 PE course  
Entry is strictly via a one-on-one appointment with the HOD of PE and is fully at the discretion of the HOD PE

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:

The course is highly scaffolded and has a reduced number of credits available, so that extra classroom time can be spent working towards reaching Achievement level (or higher) for each of the Internal Assessments completed.

### Where does this course lead?

This course can enable students to bridge into the Level Three PE course, or to move into the Level Three Sports Leadership course the following year. Students who complete the course will be equipped to enter work or tertiary courses in the Health and Leisure Industry.

**Cost:** The Physical Education course, including snorkelling training and day trip will cost approximately \$100 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:  
Mr Aidan Kavanagh

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.



Sacred Heart Certificate	Year 12 - Level 2	Year 13 - Level 3
Religious Education	Religious Education	Religious Education

Religious Studies  
Sacred Heart  
Certificate  
11RST  
HOD: Mr Aidan Kavanagh

Entry Criteria: N/A This is a compulsory subject

Topic	Descriptor	Assessments
Our Global Church	Describe a significant development within a religious tradition.	Assessments will be based on a combination of exams, assignments and common tests
Understanding the Gospel Story	Describe the purpose of a sacred text within a religious tradition.	
Conscience, Morality and Values	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 six subjects at Sacred Heart Certificate 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.

<b>Religious Studies</b> <b>Level 2</b> <b>12RST</b> <b>HOD: <u>Mr Aidan Kavanagh</u></b>	<b>Entry Criteria:</b> N/A This is a compulsory subject				
	<b>AS No.</b>	<b>Descriptor</b>	<b>Level</b>	<b>Internally Assessed Credits</b>	<b>Externally Assessed Credits</b>
	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	
<b>You will learn:</b> <ul style="list-style-type: none"> <li>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</li> <li>The course is assessed through Achievement Standards. Course assessments are subject to change</li> <li>Retreats are run at class level, throughout the year, with opportunities for students to participate in the Eucharist and Reconciliation.</li> <li>Major feast days of the Church are also celebrated</li> </ul>					
<b>Where does this course lead?</b> To Religious Studies in Year 13.					

<b>Religious Studies Level 3 13RST</b>  <b>HOD: <a href="#">Mr Aidan Kavanagh</a></b>	<b>Entry Criteria:</b> N/A This is a compulsory subject				
	<b>AS No.</b>	<b>Descriptor</b>	<b>Level</b>	<b>Internally Assessed Credits</b>	<b>Externally Assessed Credits</b>
	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> <ul style="list-style-type: none"> <li>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</li> <li>The course is assessed through Achievement Standards. Course assessments are subject to change</li> <li>Major feast days of the Church are also celebrated</li> </ul>					

Religious Studies  
Level 2 and  
Scholarship  
12RSS  
  
HOD: Mr Aidan Kavanagh

Entry Criteria: N/A This is a compulsory subject				
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> <ul style="list-style-type: none"> <li>This course incorporates NCEA Level 2 and Scholarship topics</li> <li>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</li> <li>Retreats are run at class level, throughout the year, with opportunities for students to participate in the Eucharist and Reconciliation.</li> <li>Major feast days of the Church are also celebrated</li> </ul>				
<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: Mr Aidan Kavanagh

**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.

## 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.

## Sacred Heart Certificate

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

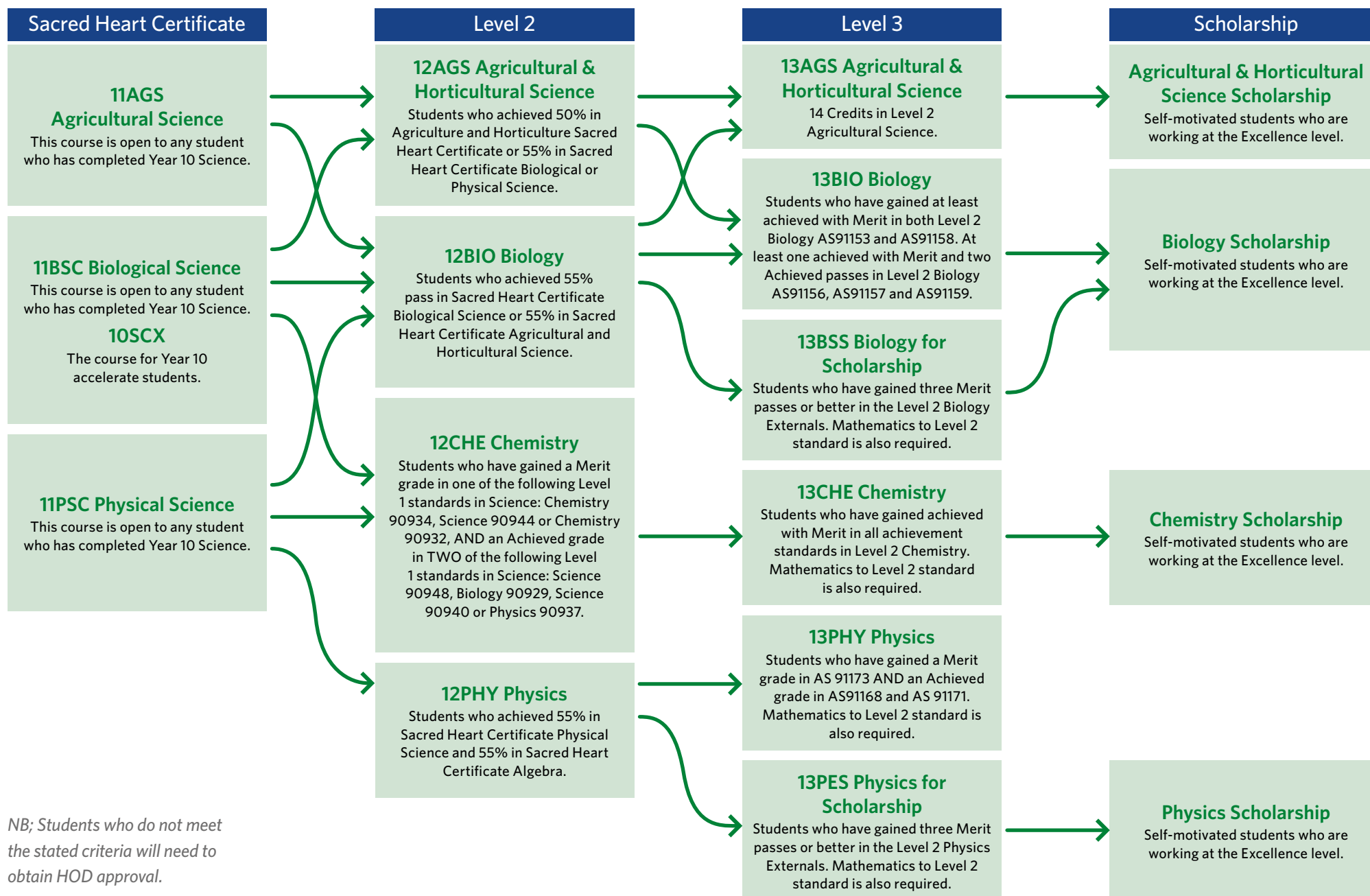
- **Agricultural Science** for those who are interested in horticulture, viticulture, apiculture and agriculture.
- **Biological Sciences** for those interested in Biology and Chemistry.
- **Physical Science** for those interested in Physics and Chemistry.

## Course Pathways

For a closer look at where each Science course leads and the pathways through the NCEA Levels, see the diagram on Science Courses – A guide to entry criteria 82 overleaf.

Sacred Heart Certificate	Year 12 – Level 2	Year 13 – Level 3
Agricultural Sciences	Agricultural Sciences	Agricultural Sciences
Biological Sciences	Biology	Biology
Physical Sciences	Chemistry	Chemistry
	Physics	Physics

# Science Courses – A guide to entry criteria



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



## Agricultural Science Sacred Heart Certificate 11AGS

HOD: [Mrs Anna Mortiaux](#)

**Entry Criteria:** Completion of Year 10 Science course  
OR by HOD discretion

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 \$55 plus field trip costs.

## Agricultural and Horticultural Science Level 2 12AGS

HOD: [Mrs Anna Mortiaux](#)

**Entry Criteria:** 50% in Agriculture and Horticulture Sacred Heart Certificate or 55% in Sacred Heart Certificate Biological or Physical Science  
OR by HOD discretion

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.

**Cost:**

Workbook \$40 plus field trip costs.

## 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.

**Cost:** There will be a small cost to cover field trips.

## Biological Science

### Biological Science Sacred Heart Certificate 11BSC/10SCX

HOD: [Mrs Anna Mortiaux](#)

**Entry Criteria:** Completion of Year 10 Science course  
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 Sacred Heart Certificate Science following this course

**Cost:** Workbooks \$20, Education Perfect \$25.

## Physical Science

### Physical Science Sacred Heart Certificate 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:** 55% pass in Sacred Heart Certificate Biological Science  
OR 55% in Sacred Heart Certificate Agricultural and Horticultural Science  
OR by HOD discretion.

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:** 55% pass in Sacred Heart Certificate Biological Science  
OR 55% pass in Sacred Heart Certificate Physical Science  
OR by HOD discretion

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** three 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:** 55% pass in Sacred Heart Certificate Physical Sciences AND a 55% pass in Sacred Heart Certificate algebra OR by HOD discretion

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:** 55% pass in Sacred Heart Certificate Physical Sciences AND a 55% pass in Sacred Heart Certificate Algebra  
OR by HOD discretion.

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
91523	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 Sacred Heart Certificate to Year 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.

Sacred Heart Certificate	Year 12 – Level 2	Year 13 – Level 3
Geography	Geography	Geography
History	History	History

## Geography Sacred Heart Certificate 11GEO

Teacher in Charge:  
Ms McKee

**Entry Criteria:** Teacher judgement based on Year 10 performance

Topic	Descriptor	Assessments
<b>Spatial Patterns</b>	Demonstrate understanding of the spatial distribution of phenomena and its impacts within te taiao.	Assessments will be based on a combination of exams, assignments and common tests
<b>Data</b>	Explore te taiao using data.	
<b>Natural Processes</b>	Demonstrate understanding of how natural processes operate within te taiao.	
<b>Geographic Skills</b>	Geographic skills applied to te taiao.	

**You will learn:** The Sacred Heart Certificate course covers topics such as:

- Research into weather comparisons
- Looking in depth into a Current Issue facing New Zealand
- Extreme Natural Events – such as Earthquakes
- Cocoa Production Patterns

Geographic skills and concepts are integrated into the geography course throughout the year, which establish solid foundations for future study.

**Where does this course lead?** To Level 2 Geography.

**Cost:** 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. The total cost for this book is \$30.

## Geography Level 2 12GEO

Teacher in Charge:  
Ms McKee

**Entry Criteria:** Students must have gained at least 50% across all assessments in Sacred Heart Certificate OR at the discretion of the TIC.  
Note: 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
91245	Current Issue – 1080.	2	3	
91246	Global Topic – Maritime Piracy.	2	3	
91244	Research – Tongariro Crossing.	2	5	
91243	Skills.	2		4
91242	Development – Tanzania.	2		4

**You will learn:** The Level 2 course covers topics such as:

- A global study of Maritime Piracy
- The Tongariro Volcanic Centre
- Vegetation at the Tongariro Crossing
- The study of perspectives around 1080
- Differences in development in Tanzania

An emphasis on Geographic skills and concepts continue to be integrated into the geography course throughout the year.

**Where does this course lead?** To Level 3 Geography.

**Cost:** 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 – Opium Poppy Cultivation.	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 Sacred Heart Certificate 11HIS

HOD: [Ms Lucy Stone](#)

Entry Criteria:	None	
Topic	Descriptor	Assessments
Primary Sources	Engage with a range of Primary Sources.	
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.	

**You will learn:**

- 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
- “We are not makers of History – we are made by History” – *Martin Luther King, Junior*

**Where does this course lead?**

Level 2 History.

## History Level 2 12HIS

HOD: [Ms Lucy Stone](#)

<b>Entry Criteria:</b>	Students must have gained at least 50% across all assessments in Sacred Heart Certificate History OR at the discretion of the HOD			
<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
<b>You will learn:</b> <ul style="list-style-type: none"> <li>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</li> <li>History is both a science and an art, combining the careful analysis of evidence with compelling storytelling</li> <li>"Those who do not remember the past are condemned to repeat it" – <i>George Santayana, Spanish Philosopher</i></li> </ul>				
<b>Where does this course lead?</b> Level 3 History.				

## History (Cont.)

<b>History Level 3 13HIS</b>  <b>HOD: <u>Ms Lucy Stone</u></b>	<b>Entry Criteria:</b> Students should have achieved across all assessments in Level 2 History OR at the discretion of 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>
	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.					

<b>History Scholarship Level 3 &amp; Level 4 13HSS</b>  <b>HOD: <u>Ms Lucy Stone</u></b>	<b>Entry Criteria:</b> Students should have achieved across all assessments in Level 2 History OR at the discretion of 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>
	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 Sacred Heart Certificate 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 Sacred Heart Certificate.

## Hospitality and Catering

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

## Carpentry

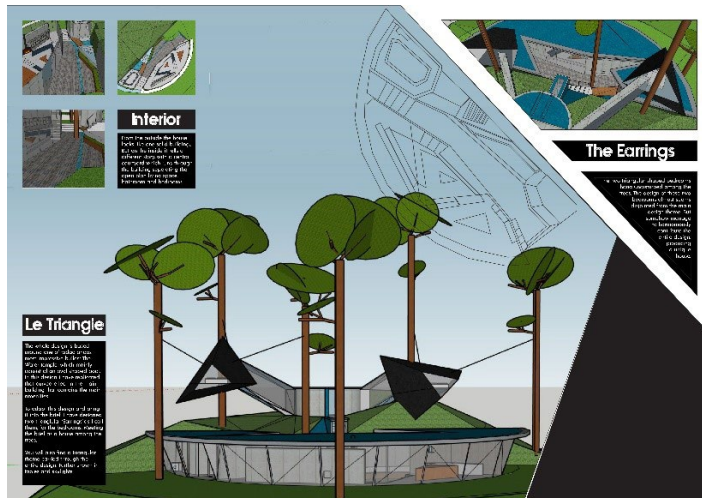
Students taking this course will be working towards a seamless transition from Secondary to Tertiary education in Technology and/or a trades-based career. It is aimed specifically at students who are looking at the Carpentry, Construction and Furniture-making based industries. The full programme commences in Sacred Heart Certificate 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 programme is only available at Sacred Heart Certificate Level.

Sacred Heart Certificate	Year 12 - Level 2	Year 13 - Level 3
Hospitality & Catering	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.

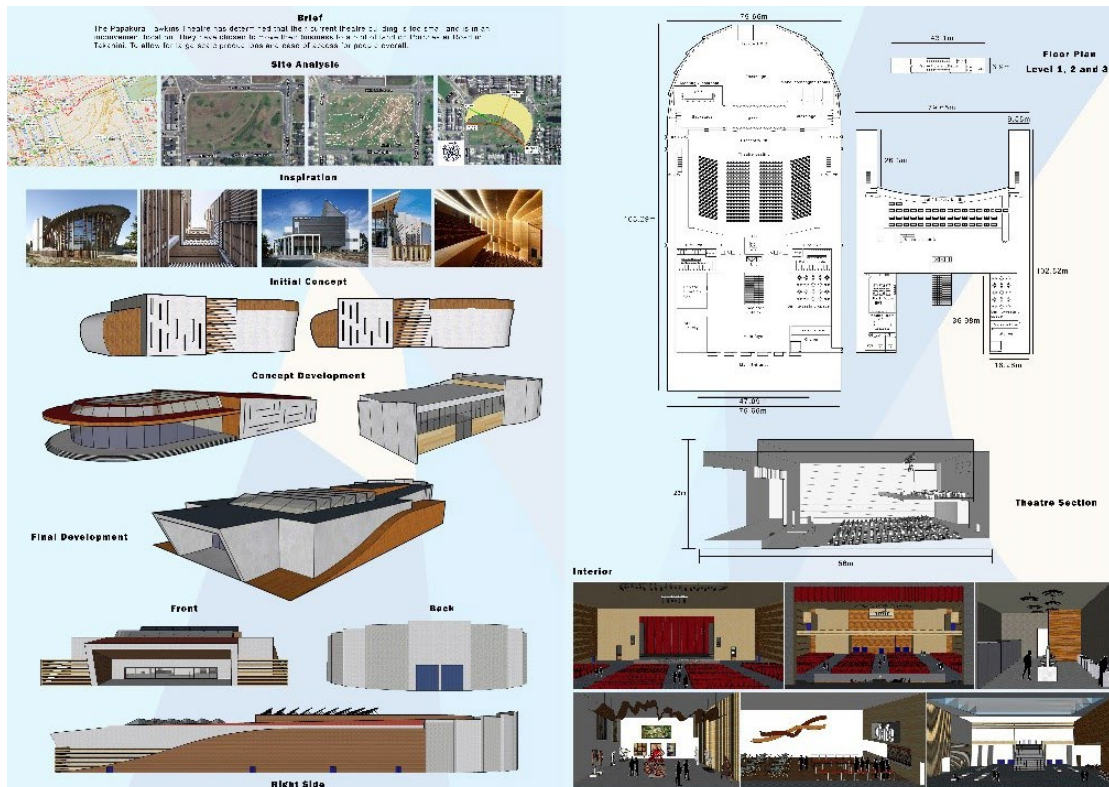
## Design and Visual Communications

(DVC) is an area of learning within the New Zealand Curriculum, where students learn about design, develop their practice of designing, and develop their design thinking in the context of spatial and product design. Design, designing and design thinking is explored and expressed through visual communication and is informed by design heritage.

Spatial and product design contexts include: Architecture, Landscape design, Interior design, Town planning, Naval architecture, Industrial design, Automotive design, Fashion design, Graphic design, Furniture design, and Engineering.

## 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.





## Hospitality and Catering Sacred Heart Certificate 11HOS

Teacher in Charge  
Ms Sheena Pranker

**Entry Criteria:** None but 10FDT preferred  
Note: Students who have consistently demonstrated unsafe behaviour in Year 10 Food, may be refused entry in the Sacred Heart Certificate programme

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

Teacher in Charge  
Ms Sheena Prankerd

**Entry Criteria:** Passing SHC Certificate (50%) in 11HOS  
OR those interested in a career in the Hospitality industry  
OR subject to Teacher approval  
Note: Students who have consistently demonstrated unsafe behaviour in Y11 Sacred Heart Certificate Food, may be refused entry into the Year 12 programme. They must consistently demonstrate high levels of safe behaviour as a prerequisite for entry into Hospitality

US No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
US 167	Practise food safety methods in a food business.	2	4	
US 17285	Demonstrate knowledge of espresso coffee equipment and recipes.	2	4	
US 13276	Cook food items by grilling.	2	2	
US 13285	Handle and maintain knives.	2	2	
US 13272	Cook food item by baking.	2	2	
US 13283	Prepare and present salads for service.	2	2	
US 13281	Prepare and present basic sandwiches for service.	2	2	
US 13278	Cook food items by roasting.	2	2	
US 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 Level 3 13HOS

Teacher in Charge  
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  
**Note:** Students who have consistently demonstrated unsafe behaviour in Year 12 Hospitality, may be refused entry in the Year 13 programme.  
They must consistently demonstrate high levels of safe behaviour as a prerequisite for entry into Hospitality

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

### 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.



## Carpentry Sacred Heart Certificate 11CAR

HOD: Mr Chris Edey

**Entry Criteria:** None but 10MTE preferred. Note: Students who have consistently demonstrated unsafe behaviour in Year 10 MTE, may be refused entry in the Sacred Heart Certificate programme

Topic	Descriptor	Assessments
Workplace health and safety requirements	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
Basic hand joints used in furniture making	Use Tools correctly to produce hand joints.	
Job specifications	Confirm the job spec to be produced. Draw the product to be manufactured.	
Major Practical Project - Manufacture a Spice Cupboard	Complete the Spice Cupboard to specification so it functions as intended.	
Major Practical Project - Design and develop a door for the spice cupboard	Design a unique door, functionally model and test techniques and processes. Produce a prototype door that functions as intended.	

### You will learn:

Students are expected to complete a number of projects during the year, all of which will be assessed.

### Where does this course lead?

Level 2 Carpentry. This course is suited to those who are seriously looking at trades-based career after leaving College.

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

## Carpentry Level 2 12CAR

HOD: Mr Chris Edey

**Entry Criteria:** A minimum grade of 50% in Sacred Heart Certificate Carpentry or Mechanical Technology OR by negotiation with the HOD  
Note: Students who have consistently demonstrated unsafe behaviour in Sacred Heart Certificate Carpentry, may be refused entry into the Year 12 programme

US/AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
US 2199	Use hand tools in making furniture.	2	4	
US 14995	Construct free-hand drawings for use in furniture making.	2	2	
US 18918	Apply woodworking techniques to construct a basic carcass in furniture making.	2	6	
US 16232	Use portable power tools for furniture making.	2	4	
US 25536	Operate a bandsaw to produce furniture components.	2	3	
AS 91344	Implement advanced procedures using resistant materials to make a specified product with special features.	2	6	

**You will learn:** This is the second year of a 3-year programme, concluding with a more advanced and academic programme 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.

### Where does this course lead?

The Level 3 Carpentry course is for students who are seriously looking at trades-based career after leaving College.

**Cost:** 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

Note: Students who have consistently demonstrated unsafe behaviour in Year 12 Carpentry, may be refused entry in the Year 13 programme

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  
Sacred Heart  
Certificate  
11MTE  
HOD: Mr Chris Edey**

**Entry Criteria:** There is no minimum entry requirement but 10MTE preferred  
Note: Students who have consistently demonstrated unsafe behaviour in Year 10 MTE, may be refused entry in the Sacred Heart Certificate programme

Topic	Descriptor	Assessments
Engineering/Industrial health and safety requirements	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
Major Practical Project - Manufacture the front forks for a pocket motor bike	Use Tools/Machines/Fabricating and Joining Techniques correctly to produce a functioning set of Motor Bike forks. Complete the Motor Bike Forks to specification.	
Major Practical Project - Design and develop a handlebar bracket for the motor bike front fork assembly	Confirm and Design the specification 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.	

**You will learn:**

Students will work toward a School 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, drilling 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, drilling 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 Sacred Heart Certificate

**Cost:**

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

## Design and Visual Communication Sacred Heart Certificate 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
<b>Part 1:</b> Use Visual Communication techniques to develop a Spatial Design	Carry out visual communication techniques while following a brief to develop a spatial design outcome.	Assessments will be based on a combination of design activities and presentation events
<b>Part 2:</b> Use CAD skills to develop digital models	Develop digital models based off special design concepts using a variety of CAD software.	
<b>Part 3:</b> Use Visual Communication techniques to develop Product Design	Carry out visual communication techniques while following a brief to develop a product design outcome.	
<b>Part 4:</b> Use Physical Modelling skills to create a prototype of a design	Develop a physical model based on designs already created throughout the year in spatial and product design.	
<b>Part 5:</b> Understanding of presentation concepts	Use presentation techniques, and implement the application of compositional principles, modes and media to promote a design outcome.	

### 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:** A minimum of 50% in Sacred Heart Certificate Design and Visual Communication or by negotiation with the HOD

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
AS 91337	Use visual communication techniques to generate design ideas.	2		3
AS 91354	Undertake brief development to address an issue.	2	3	
AS 91340	Use the characteristics of a design movement or era to inform own design ideas.	2	3	
AS 91341 OR AS 91342	Develop a spatial design through graphics practice. OR Develop a product design through graphics practice.	2	6	
AS 91343	Use visual communication techniques to compose a presentation of a design.	2	4	

**You will learn:**

Students can achieve 19 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 spatial/product design achievement standard.
- **Part 2** – requires students to communicate visually, solving a spatial/product 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 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
AS 91608	Undertake brief development to address an issue within a determined context.	3	4	
AS 91629	Resolve a spatial design through graphics practice.	3	6	
AS 91628	Develop a visual presentation that exhibits a design outcome to an audience.	3	6	
AS 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 License Costs - \$15
- Laptop and mouse required: Chromebooks and iPads are not sufficient

## Computer Science Sacred Heart Certificate 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>Programming Fundamentals</b>	In this unit, students learn to write programs using <b>Python</b> , a powerful general-purpose programming language used by companies such as Instagram, Spotify, and Google. The unit covers fundamental programming constructs.	Assessments will be based on a combination of exams and assignments, which involve coding
<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.	
<b>Design a website applying basic mockup tools focusing on User Experience Methodologies</b>	Prototyping Software tools and techniques.	
<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.

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

- Practical concepts of computer programming
- The theoretical study of algorithms
- Simple functioning program design

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 minimum of 65% in Sacred Heart Certificate Computer Science OR as a new learner to the course, a minimum of 65% in Sacred Heart Certificate Mathematics (Algebra & Number) are a requirement

AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
AS 91895	Use advanced techniques to develop a network.	2	4	
AS 91896	Use advanced programming techniques to develop a computer program.	2	6	
AS 91897	Use advance processes to develop a digital technologies outcome.	2	6	
AS 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 program 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
AS 91906	Use complex programming techniques to develop a computer program.	3	6	
AS 91908	Analyse an area of Computer Science.	3		3
AS 91901	Apply user experience methodologies to develop a design for a digital technologies outcome.	3	3	
AS 91907	Use complex processes to develop a digital technologies outcome.	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 programs.

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

Computer programming planning, concept and outcome development, for a specified task and client.

### Scholarship:

Nearly all students who study Level 3 CSC are encouraged to enter two scholarship classes:

1. The Technology scholarship, which is a reflective report based on the students main project for the year.
2. The Digital Technology scholarship, which is a digital exam, examining coding competence and algorithm design.

### Where does this course lead?

Students who take Level 3 Computer Science earn 18 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 Sacred Heart Certificate 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 minimum of 50% in Sacred Heart Certificate Digital Media or by discretion of the HOD

US/AS No.	Descriptor	Level	Internally Assessed Credits	Externally Assessed Credits
AS 91897	Use advanced processes to develop a digital media outcome.	2	6	
AS 91891	Apply conventions to develop a design for a digital technology outcome.	2	3	
AS 91893	Use advanced techniques to develop a Digital Media outcome.	2	4	
AS 91899	Present a summary of developing a digital outcome.	2		3
AS 91357	Undertake effective development to make and trial a prototype.	2	6	

### You will learn:

Students can achieve up to 22 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
AS 91907	Use complex processes to develop a digital technologies outcome.	3	6	
AS 91903	Use complex techniques to produce a specified digital media outcome.	3	4	
AS 91610	Develop a conceptual design considering fitness for purpose in the broadest sense.	3	6	
AS 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 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

## AUCKLAND

250 West Tamaki Road, Glendowie  
Auckland 1071, New Zealand  
Phone: +64 9 529 3660  
Email: [office@sacredheart.school.nz](mailto:office@sacredheart.school.nz)  
[www.sacredheart.school.nz](http://www.sacredheart.school.nz)