

POMPALLIER CATHOLIC COLLEGE



“Diligere Verum” “Love the Truth” “Arohatia te Whakapono”

CURRICULUM INFORMATION

2027

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COLLEGE CURRICULUM – FOUNDATION STATEMENT

Central to the curriculum, and the manner of its delivery, are the teachings of Jesus Christ, our Marist Charism and our College whakapapa.

It is our Special Character as a Catholic school and community to live and teach the values of Jesus Christ. Through our curriculum we foster the full potential of the individual in the spirit of the Gospel values of Jesus Christ of Love, Compassion, Forgiveness, Peace, Justice and Hope.

Students are actively encouraged to become fully involved in the whole curriculum. Through this involvement they learn how to manage themselves, relate to others, and draw deeply upon the richness of language symbols and texts that are within our Catholic heritage and College whakapapa.

They learn how to critically evaluate the world around them in light of Gospel values. For just as Mary pondered deeply in her heart (*Luke 2:51*) and helped bring about a “new” Church (*Acts 1:12-14*), we too seek to have our students be agents of change in society today. To be actively involved in the community, life-long learners, confident and connected to the world around them, while adhering to Catholic principles of social justice.

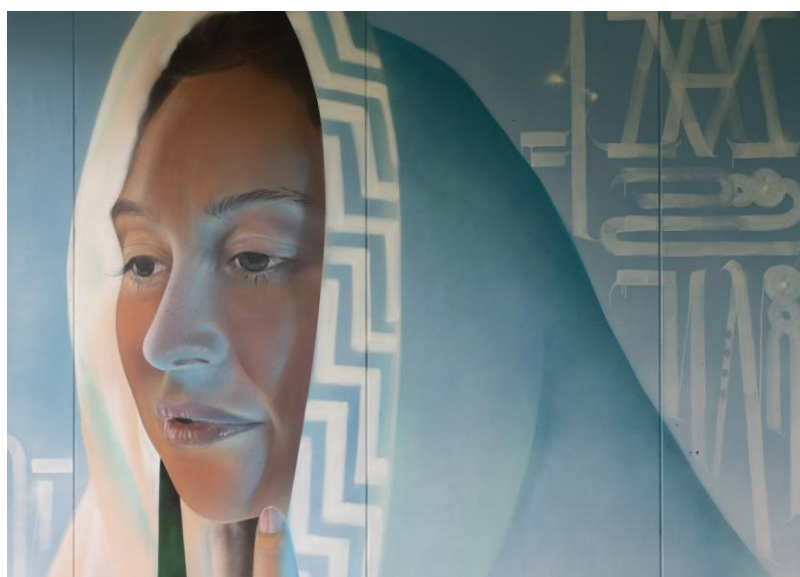
At Pompallier Catholic College, students receive opportunities to learn to respect the diverse ethnic nature and cultural heritage of New Zealand people, with acknowledgement of the unique place of Māori.

Students aim for excellence in all that they do. They seek excellence in the pursuit of understanding and living Christian values, in the pursuit of academic outcomes, and in the pursuit of sport and recreational activities.

Through their imagination and creativity, students see into the life of the world. The insights, sensitivity and sense of beauty and wonder gained through music and art, through speech, drama and dance, gives them the senses to glimpse the wonder of creation.

Through all aspects of the curriculum at Pompallier Catholic College, we help each student develop the mind, body, spirit and strength, the sensitivities and insights, and the ability to see the people and the world around us as part of God’s Creation.

“For those entrusted in our care we will help form: good Christians, good citizens and good scholars.” Jean-Claude Colin



ASSESSMENT POLICY & PROCEDURES

Assessments

Assessment of students' learning will relate to the Understand, Know and Do of a teaching programme. Students will receive a clear indication of what is being assessed, when it is due, how it will be assessed, and how each assessment relates to Te Mātaiaho, the New Zealand Curriculum Statements or to NQF prescriptions.

For a detailed description on assessment procedures refer to the ***Assessment Guidelines for Students***.

This document is available for students on the [college website](#) under "Our Learning>Assessment Guidelines":

SUBJECT PLANNING

At Pompallier Catholic College we seek to ensure that you become the person God intends you to be. This means that you utilise the gifts and talents that you have, in a way that brings you satisfaction and helps make the world a better place.

We consider Religious Studies to be a critical part of this process, along with a basic grounding in all learning areas. Consequently, some subjects are compulsory at certain year levels.

We will strive to ensure that we provide you with the necessary education to enable you to fulfil your dreams, but you need to discern which subjects are best for you to achieve these dreams. Consult with your parents and teachers and make plans that take account of the next few years.

The following link provides access to resources that will help you discern which subjects you should take:

<http://www.careers.govt.nz/>



YEAR 7 AND YEAR 8 – CORE SUBJECTS

RELIGIOUS STUDIES

The Religious Studies programme focuses on students understanding of their role as Christians in today's world. Students develop an understanding of Christian values and attitudes, as expressed in the Gospels. These Christian values are identified through the study of scripture, creating and presenting of role plays, discussion and reflection. Students are provided with opportunities to plan and lead class prayer and liturgy.

All students require a chromebook in order to fully participate in the course.

ENGLISH

The Year 7 and Year 8 English programme aims to develop and extend all students' literacy skills. Writing and reading remain key focus areas for students. Students are encouraged to read, write and critique a range of different types of texts. Students are provided with opportunities to use and create oral, visual, and written texts in a range of different contexts.

MATHEMATICS

Year 7 and Year 8 Mathematics students study Geometry, Measurement, Number, Algebra and Statistics in a range of different contexts. There is a strong emphasis on developing and extending all students' number and algebraic thinking and skills.

SCIENCE

This programme equips students with the foundational knowledge and practical skills to explore the natural and physical world. We balance scientific theory with hands-on learning to encourage curiosity and critical insight.

Core Strands:

- **Physical Science:** Matter, energy, forces, motion, and Earth/space systems. Students use scientific reasoning and modelling to explain and predict physical phenomena.
- **Biological Science:** Organisms, genetics, ecosystems, and biological processes. Students connect classroom learning to real-world issues like health and environmental sustainability.

Science in Action:

Students step into structured scientific practices, learning to design investigations, analyse data, and construct evidence-based explanations for complex systems.

Key Learning Experiences:

- **Investigating & Testing:** Designing and conducting "fair tests" to discover how different variables interact.
- **Modelling Physics & Chemistry:** Using particle models to explain changes in matter and interpreting electrical circuits.
- **Exploring Biology & Ecosystems:** Observing cells first-hand using microscopes, modelling inheritance and adaptation, and mapping ecological relationships.

Our goal is to develop curious, capable young scientists who use evidence-based reasoning and systems thinking to confidently navigate and contribute to our changing world.

SOCIAL STUDIES

The Social Studies learning area explores how people interact with each other, their cultures, and their environments across time and place. Students develop the critical tools to analyse evidence, consider multiple perspectives, and grow into informed, active citizens.



Year 7 & 8 Social



Year 7 Candle Ceremony

YEAR 7 AND YEAR 8 – SPECIALIST SUBJECTS

ART

DURATION: Full year

COURSE DESCRIPTION:

Aligned with the New Zealand Curriculum, this course supports students in developing a strong foundation in visual art. Through practical, hands-on experiences, they will build technical skills and visual literacy by exploring a wide range of materials and creative processes. Core concepts such as colour theory, mark making, tonal values, 3D form, innovation, and composition will be investigated through disciplines such as drawing, design, painting, photography, printmaking, construction, and sculpture.

Students are encouraged to express their individuality and imagination throughout the course while developing critical thinking and visual communication skills. They will explore a diverse range of New Zealand and international artists, art movements, and creative fields within the visual arts industry, using these as sources of inspiration to inform and strengthen their own creative knowledge.

DRAMA

DURATION: 10 weeks

COURSE DESCRIPTION:

Aligned with the New Zealand Curriculum, this practical course builds student confidence, communication and creative skills through the dramatic arts.

Students explore core drama techniques; **voice, body, movement** and **space**, to develop characters, build tension and convey meaning. Drawing inspiration from myths, legends, poetry and other literary works, students collaborate in small groups to rehearse and present dynamic performances.

FRENCH

DURATION: 10 weeks

COURSE DESCRIPTION:

In this course there is a strong focus on students communicating and interacting with each other using basic French language patterns and learning French pronunciation.

Students will master basic French greetings, personal details, numbers, colours and classroom language.

Students will also research some basic facts about French culture throughout the world.

Songs, games, and YouTube clips, will reinforce the language in a fun and interactive manner.

HEALTH

DURATION: 2 x 10-week programmes

COURSE DESCRIPTION:

The Health Education program is designed to focus on Hauora and equip students with foundational knowledge, skills and attitudes necessary for their holistic well-being. The curriculum takes an inclusive approach, covering topics such as personal development, healthy relationships, safety and responsible decision-making. Its aim is to enable students to make informed choices in accordance with their faith, values and the principles of Catholic social teaching.

MUSIC

DURATION: 10 weeks

COURSE DESCRIPTION:

In this course students explore sound, and how, through the knowledge of music facts, this is turned into music. It includes creative practical content, including an introduction to playing instruments, using technology in music, and performance.

Students have an opportunity to further pursue their musical interests through individual tuition in guitar, keyboard, brass, woodwind and string instruments. *Some instruments for individual lessons are available for hire at an extra cost.*

Students have practical and theoretical assessment throughout the course which includes composition and performance.

PHYSICAL EDUCATION

DURATION: Full year

COURSE DESCRIPTION:

In this course students will explore the strands of physical participation in a safe environment where the acceptance of diversity and role responsibility are built up in supportive situations.

Students will learn to: maintain regular physical participation, keep themselves safe while developing movement skills in challenging situations, participate in co-operative and competitive situations, identify ways of establishing relationships and develop tolerance towards others.

YEAR 7 AND YEAR 8 – SPECIALIST SUBJECTS

TE AO MĀORI (THE MĀORI WORLD) – Y7

DURATION: 2 hours per cycle - full year

COURSE DESCRIPTION:

Year 7 lessons are built around sequential building blocks focusing on high-frequency communication, standard sentence structures, and cultural protocol (*tikanga*).

Students will develop language and performance skills through:

- Karakia & Hīmene (Prayer and Hymns)
- Waiata & Haka (Songs and Haka)
- Whakapapa (Family, ancestry and connections)
- Fiafia Matariki (The annual Matariki Festival)

TE AO MĀORI (THE MĀORI WORLD) – Y8

DURATION: 2 hours per cycle - full year

COURSE DESCRIPTION:

Year 8 aims to solidify basic language building blocks. The target is to shift from memorised words to building short, original sentences.

Focus is placed on conversational confidence - such as conducting a mihi (introduction) without relying heavily on notes, and expressing personal feelings, routines, and whanau (family) structures.

A large component of the Year 8 programme involves learning to perform waiata and haka correctly, and to a high standard, to compete against other Year 8 classes in our annual Fiafia Matariki. Class leadership opportunities are also available.

TECHNOLOGY – DIGITAL DESIGN

DURATION: 10 weeks

COURSE DESCRIPTION:

This course offers learners the opportunity to build their digital design skills so that they can be innovative, solve problems and explore new technologies.

Using a wide range of tasks encourages creative thinkers and more digitally capable individuals, who move from being users and consumers of digital technologies, to producing real world products.

These skills can be used to produce a range of outcomes; examples include gaining confidence in using digital technology and designing and developing digital outcomes.

TECHNOLOGY - FOOD

DURATION: 10 weeks

COURSE DESCRIPTION:

Students are introduced to Food & Nutrition. Focus is on:

- Learning to follow practical routines to produce simple dishes hygienically and safely
- Learning basic nutrition and the importance of a range of foods in our diet

TECHNOLOGY – HARD MATERIALS

DURATION: 10 weeks

COURSE DESCRIPTION:

Ākonga in this course work with hard materials to develop an understanding of its properties through a range of practical activities.

All ākonga design, model and make a simple product that enables them to appreciate and learn about the functional and aesthetic aspects of design in technological problem solving.

The safe use of tools and safe practice in a workshop environment is an important component of the programme.

YEAR 7 TAKE-HOME COMPONENT COST: \$20.00

YEAR 8 TAKE-HOME COMPONENT COST: \$15.00



YEAR 9 – COMPULSORY SUBJECTS

RELIGIOUS STUDIES

DURATION: Full year

COURSE DESCRIPTION:

This programme focuses on students understanding of their role as Christians in today's world. Students develop an understanding of Christian values and attitudes, as expressed in the Gospels. These Christian values are identified through the study of scripture, creating and presenting of role plays, discussion and reflection. Students are provided with opportunities to plan and lead class prayer and liturgy.

The **compulsory** retreat in Term 1 will help students understand the historic connections between the early Church in NZ and how Bishop Pompallier influenced its growth.

All students need to use a Chromebook daily in class.

COURSE DONATION: \$180.00 Retreat (overnight)
(approx.)

ENGLISH

DURATION: Full year

COURSE DESCRIPTION:

This course builds on the range of skills developed in Years 7 and 8. The course of study links logically to Year 10 and covers all of the Achievement Objectives in the new English Curriculum.

Students will study several genres which may include: the novel, non-fiction, drama script, poetry, short stories and film.

The course may include any of the following: creative and formal writing, debating, theatre, speeches, static image, reviews, essays, film making, script writing and research.

External Assessment tools used at this level: PAT, SMART Assessment.

Students will benefit from having internet access at home, as there is a class site that has been designed for the students to use as part of the programme.

All students will need a device to use in class.

MATHEMATICS

DURATION: Full year

COURSE DESCRIPTION:

Students will be working at Level 4/5 of the NZ Curriculum.

They will be building skills and knowledge in preparation for NCEA.

In a range of meaningful contexts, students will be engaged in thinking mathematically and statistically. They will solve problems and model situations under:

- Number Algebra
- Measurement
- Statistics & Probability

Students will require a Scientific calculator for this course.

Students may also prepare for, and be assessed for, the NCEA Numeracy Co-Requisite US32406: Apply Mathematics and Statistics in a range of everyday situations.

PHYSICAL EDUCATION & HEALTH

DURATION: Full year

COURSE DESCRIPTION:

Physical Education:

In this course students will explore the strands of physical participation in a safe environment where the acceptance of diversity and role responsibility are built up in supportive situations.

Students will: identify varying levels of involvement and effort; develop strategies to manage risk situations; apply complex motor skills by using basic principles of motor learning; and develop skills and responsible attitudes in challenging physical activities.

Health (1 term, 20 hours):

In this course students will develop knowledge of Hauora/Wellbeing and healthy choices, and enhance their understanding of themselves in relation to others and society.



YEAR 9 – COMPULSORY SUBJECTS cont ...

ART

DURATION: 10 weeks

COURSE DESCRIPTION:

Students will develop a solid understanding of the elements and principles of art and design, while building foundational drawing skills with an emphasis on observational drawing, line work, lighting, tonal shading, and composition.

The course encourages experimentation with a variety of art-making processes, recording methods, and materials to build both confidence and technical proficiency.

Students will also research and analyse a range of artist models, using these influences to inform and inspire their own creative projects.

ART DESIGN

DURATION: 10 weeks

COURSE DESCRIPTION:

In this course we focus on a range of Design industry elements. Firstly, students will understand the importance of research. This will be applied to two outcomes, Logo Design and Street Art Illustration and installation.

Students will learn about what good logo design consists of and will use the design process to create a brief, concepts, refinements and a final logo in both black & white and colour.

Students will learn about a range of street art disciplines through research. They will select one style to create an outcome using the design process. This will involve typography, colour theory, community beautification, spatial design, and creating draft concepts in preparation for final design solutions.

CAREERS

DURATION: 10 weeks

COURSE DESCRIPTION:

Students get to know more about themselves, including their personality type, skills, strengths and interests.

They learn all about NCEA and how the system works, choices for after leaving school, and how to use the new Ministry of Education online Careers website, Tahatū, and its tools.

DRAMA

DURATION: 10 weeks

COURSE DESCRIPTION:

Students at this level cover basic physical theatre, improvisation and mime.

There is an emphasis on storytelling without speech and creating visual drama.

FINANCIAL LITERACY

DURATION: 10 weeks

COURSE DESCRIPTION:

Financial literacy is a necessary life skill and this course will help students to develop the skills needed to manage their personal resources.

Topics in this one term course will include personal budgeting, spending, borrowing (such as credit cards and mortgages), and investing (such as Kiwisaver).

MUSIC

DURATION: 10 weeks

COURSE DESCRIPTION:

Students will build on knowledge gained in the previous two years of this subject.

At this level, students will continue to study basic theory and develop their practical skills on different instruments. They will complete a song writing unit – composing melodies & writing lyrics; and a technology unit – using technology to create digital versions of their songs.

YEAR 9 – COMPULSORY SUBJECTS cont ...

SCIENCE

DURATION: Full year

COURSE DESCRIPTION:

Building on the strong foundations of Years 7–8, we balance scientific theory with hands-on learning to encourage students to explore the natural and physical world with curiosity and critical insight.

Core Strands:

- **Physical Science:** Matter, energy, forces, motion, and Earth/Space systems. Students use scientific reasoning and modelling to explain and predict physical phenomena.
- **Biological Science:** Organisms, genetics, ecosystems, and biological processes. Students connect classroom learning to real-world issues like health and environmental sustainability.

Science in Action:

Students tackle more complex, independent inquiries - learning to evaluate data quality, critique claims, and construct robust scientific arguments.

Key Learning Experiences:

- **Physics & Chemistry:** Analysing motion using Newton's laws, calculating energy efficiency, and representing chemical reactions using equations.
- **Biology & Environment:** Modelling immune responses, interpreting genetic traits, and using data to evaluate human impacts on ecosystems.
- **Critical Inquiry:** Applying algebraic reasoning and model-based thinking to solve complex scientific problems.

We aim to provide a strong foundation for NCEA Level 1 Science studies, developing curious, capable young scientists who can confidently evaluate evidence and navigate the challenges of our changing world.

SOCIAL STUDIES

DURATION: Full year

COURSE DESCRIPTION:

Through Social Studies, students will cover a range of topics that explore the past and the present in order to help them make sense of the world around them. Knowledge areas include History, Geography, and Civics and Society. The goal is to enable them to participate in society and contribute as critical, informed, and responsible citizens.

Our Social Studies programme will cover a range of interesting and relevant topics and studies, many of which are of national and global significance.

Core topics will likely include:

- **History:** events that occurred in New Zealand following the signing of the Treaty, WW1, and protest movements that have changed society.
- **Geography:** physical landforms, geographic challenges, environmental change, and sustainability.
- **Civics:** local and national government, how people can have a say in the running of our country, impacts of decisions on communities, people, and place.

Students will also develop the following Social Science skills: mapping, graphing, interpretation, analysis, general knowledge.

Course work and assessments will be varied and include a mixture of book work, group tasks, independent research, tests, quizzes, and creative tasks.

TECHNOLOGY – DIGITAL DESIGN

DURATION: 10 weeks

COURSE DESCRIPTION:

In this course, students have the opportunity to develop understanding of cloud-based apps and other programmes to enhance their problem-solving ability.

Using a range of tasks, students' gain better understanding of the possibilities of digital technologies available, and an understanding of computational thinking.

Digital skills learned here can be applied across all curriculum areas.

TECHNOLOGY - ELECTRONICS

DURATION: 10 weeks

COURSE DESCRIPTION:

Students engage in projects using technology processes within the context of Electronic Engineering.

They will have hands-on activities that explore circuit concepts, along with the use of electrical components and practicing soldering skills.

Students will take ownership of completed projects at the end of the term.

All students are required, at all times, to accept and carry out the legal safety requirements of learning in a workshop.

YEAR 9 – COMPULSORY SUBJECTS cont ...

TECHNOLOGY - FOOD

DURATION: 10 weeks

COURSE DESCRIPTION:

Students will build on knowledge gained from the introductory Food & Nutrition course.

Focus is on developing practical skills in a safe and hygienic manner.

Students will learn about the importance of a balanced diet, food groups, serving sizes and nutrients.

They will also learn how to read and evaluate food labels and packaging.

TECHNOLOGY – HARD MATERIALS

DURATION: 10 weeks

COURSE DESCRIPTION:

Students will build on knowledge gained in the Introductory Technology course within the context of Hard Materials.

Practical skills are developed and knowledge is gained through investigating and solving design briefs.

- Our focus is on practical skills development, designing, planning, researching, modelling, using tools and machines in manufacturing.

TAKE-HOME COMPONENT COST: \$15.00

YEAR 9 – LANGUAGE OPTION

FRENCH

DURATION: 20 weeks

COURSE DESCRIPTION:

Students will review and build on previous learning and will communicate and interact with others.

Students will master numbers to 100, dates/months, the weather, like and dislikes, school routines and classroom language, describing people, family, animals/pets, nationality, and sports, as well as some basic grammar. Students will learn to write a letter containing basic information about themselves in French.

Cultural work will relate to the ways French culture is organised; comparing/contrasting French culture with our cultures, with a particular emphasis on food.

There will be a strong focus on communicating and understanding the language, also through songs and games.

TE REO MĀORI

DURATION: 20 weeks

COURSE DESCRIPTION:

Year 9 accommodates students entering at Novice Level 1 (no prior knowledge) alongside those at Emergent Level 1.

The curriculum shifts away from simple vocabulary lists toward functional communication. Year 9 focuses on language construction (how verbs and particles alter meaning), navigating small transactional scenarios, and understanding tikanga (protocols) within a social inquiry framework.

The core pillars of the Māori social inquiry process are:

- Mātauranga Māori (Foundations of Knowledge)
- Tikanga & Perspectives (Values Exploration)
- Social Action & Reflection (So What? / Now What?)



YEAR 10 – COMPULSORY SUBJECTS

RELIGIOUS STUDIES

DURATION: Full year

COURSE DESCRIPTION:

This programme focuses on students understanding of how Social Justice influences decisions people make in today's world. Students develop an understanding of Christian values and attitudes, as expressed in the Gospels. They look at how the past influences the present.

Students are provided with opportunities to plan and lead class prayer and liturgy.

Students have a one-day retreat at school in Term 3.

All students need to use a Chromebook daily in class.

ENGLISH

DURATION: Full year

COURSE DESCRIPTION:

This course builds on the range of skills developed in Years 8 and 9. The course of study and assessment links logically to Year 11 and covers all of the Achievement Objectives in the new English Curriculum.

Students will study a variety of genres and the course may include any of the following: creative and formal writing, the study of a written text, the study of a visual text, research, speeches, essay writing, reviews, reading responses, analysing unfamiliar text and poetry.

External Assessments used at this level: PAT, SMART, CAA.

Students will benefit from having internet access at home, as there is a class site that has been designed for the students to use as part of the programme.

All students need to use a Chromebook daily in class.

MATHEMATICS

DURATION: Full year

COURSE DESCRIPTION:

In class students will be working towards Level 5/6 of the NZ Curriculum.

They will be gaining skills and knowledge in preparation for NCEA.

In a range of meaningful contexts, students will be engaged in thinking mathematically and statistically. They will solve problems and model situations under: Number Algebra, Geometry, Statistics and Probability.

Students will also prepare and be assessed for the NCEA Numeracy Corequisite, US32406: Apply Mathematics and Statistics in a range of everyday situations.

Students will require a scientific calculator for this course.

PHYSICAL EDUCATION & HEALTH

DURATION: Full year

COURSE DESCRIPTION:

Physical Education:

In this course students will explore the strands of physical participation in a safe environment, where the acceptance of diversity and role responsibility are built up in supportive situations.

Students will: Maintain on-going involvement in physical activity; understand responsible behaviour to ensure personal identity and individuality, affirming diversity; and plan and evaluate strategies for their own and others' rights and responsibilities.

Health:

In this course students will develop an understanding of wise decision-making and its application to life situations, including the areas of drugs and sexuality, in accordance with the Catholic Character of Pompallier Catholic College.

YEAR 10 – COMPULSORY SUBJECTS cont ...

SCIENCE

DURATION: Full year

COURSE DESCRIPTION:

Building on the strong foundations of Years 7–9, we balance scientific theory with hands-on learning to encourage students to explore the natural and physical world with curiosity and critical insight.

Core Strands:

- **Physical Science:** Matter, energy, forces, motion, and Earth/Space systems. Students use scientific reasoning and modelling to explain and predict physical phenomena.
- **Biological Science:** Organisms, genetics, ecosystems, and biological processes. Students connect classroom learning to real-world issues like health and environmental sustainability.

Science in Action:

Students tackle more complex, independent inquiries - learning to evaluate data quality, critique claims, and construct robust scientific arguments.

Key Learning Experiences:

- **Physics & Chemistry:** Analysing motion using Newton's laws, calculating energy efficiency, and representing chemical reactions using equations.
- **Biology & Environment:** Modelling immune responses, interpreting genetic traits, and using data to evaluate human impacts on ecosystems.
- **Critical Inquiry:** Applying algebraic reasoning and model-based thinking to solve complex scientific problems.

We aim to provide a strong foundation for NCEA Level 1 Science studies, developing curious, capable young scientists who can confidently evaluate evidence and navigate the challenges of our changing world.

SOCIAL STUDIES

DURATION: Full year

COURSE DESCRIPTION:

Through Social Studies, students will cover a range of topics that explore the past and the present in order to help them make sense of the world around them. Knowledge areas include History, Geography, and Civics and Society. The goal is to enable them to participate in society and contribute as critical, informed, and responsible citizens.

Our Social Studies programme will cover a range of interesting and relevant topics and studies, many of which are of national and global significance.

Core topics will likely include:

- **History:** New Zealand's involvement in WW2 and the Pacific theatre, Nazi Germany, and New Zealand's developing national identity and geopolitics.
- **Geography:** interactions between people and the natural environment, geographic challenges, potential future issues, and the significance of place.
- **Civics:** political ideologies, Human Rights, and the significance of treaties and treaty settlements.

Students will also develop the following Social Science skills: mapping, graphing, interpretation, analysis, general knowledge.

Course work and assessments will be varied and include a mixture of book work, group tasks, independent research, tests, quizzes, and creative tasks.



Forensic Science

YEAR 10 – OPTION SUBJECTS

ART

DURATION: 20 weeks

ENTRY EXPECTATION: Nil

COURSE DESCRIPTION:

This course provides students with hands-on experience in a variety of traditional art-making techniques, including portrait painting and figurative sculpture. Students will develop foundational skills in colour theory, tonal and figurative drawing. They will be guided through the step-by-step processes of creating painted portraits (using acrylic or oil) as well as three-dimensional sculptures.

To deepen their creative practice, students will research and explore various artist models to inform and inspire their work.

This course is strongly recommended for students planning to pursue NCEA Level 1 Art.

DRAMA

DURATION: 20 weeks

ENTRY EXPECTATION: Nil

COURSE DESCRIPTION:

This course builds on the physical elements of Drama explored in Year 9 and covers more scripted Drama, including Shakespeare.

Improvisation and devising are also core aspects of this course and teach students how to work together to create a piece of theatre by using music and text as a starting point.

As a secondary unit students will explore story telling through devising, wherein they will create their own piece of theatre for performance.

FINANCE AND COMMERCE

DURATION: 20 weeks

ENTRY EXPECTATION: Nil

COURSE DESCRIPTION:

Year 10 Commerce covers an introduction to the various business studies options. The course lasts for one semester and covers designing and setting up your own business and managing future finances. Units include:

- Designing a product or service
- Carrying out market research
- Produce a detailed costing to prove profitability
- Producing sales literature and branding
- A basic understanding of taxation
- Some fantasy share trading
- Producing a detailed future personal budget

FRENCH

DURATION: Full year

ENTRY EXPECTATION: Year 9 French (or at the discretion of the TIC)

COURSE DESCRIPTION:

Students will review and build on previous years' learning and there will be a strong focus on communicating in French.

Students will master school subjects/timetables, telling the time, the house, leisure activities and daily routines, shopping for food, clothes, getting around town, immediate future plans and travel. They will also learn how to talk and write about an event in the past and the importance of justifying opinions.

Cultural work will relate to the ways French culture is organised; comparing/contrasting French culture with our cultures.

BYOD activities, Film Study, YouTube clips, Powerpoint presentations and songs will supplement this course, as well as games.



YEAR 10 – OPTION SUBJECTS cont ...

TE REO MĀORI

DURATION: Full year

ENTRY EXPECTATION: Completion of Year 9 Māori preferred

COURSE DESCRIPTION:

Year 10 te reo Māori aims to move students out of highly guided structures and into independent language use.

Focus shifts heavily onto relative clauses and manipulating time indicators. Students must confidently distinguish between past (i te), present (kei te), and future (ka) states.

Year 10 modules cover comparing local customs (tikanga), recounting immediate past activities, describing physical settings, and building collaborative team project presentations (whakaatu).

MUSIC

DURATION: 20 weeks

ENTRY EXPECTATION: Nil

COURSE DESCRIPTION:

Students will build on knowledge gained in the previous three years of this subject.

Students will create original music, develop their practical skills on different instruments, and study music from different genres such as Jazz, Rock & Latin American. Students will also be given the opportunity to select a project for their final unit of work.

Students wishing to take Music at NCEA Level 1 should select Music at Year 10.

TECHNOLOGY - DESIGN AND VISUAL COMMUNICATION

DURATION: 20 weeks

ENTRY EXPECTATION: Nil

COURSE DESCRIPTION:

This subject engages students in a purposeful study of a range of 2D and 3D visual communication and modelling, following the iterative design process. This course complements the Year 10 Hard Materials course. Students gain experience producing physical and digital outcomes using the laser cutter, 3D printer, and graphic design drawing techniques.

Technology – Design and Visual Communication involves a variety of learning experiences relating to career opportunities in areas such as design, architecture and engineering.

TECHNOLOGY – ELECTRONICS

DURATION: 20 weeks

ENTRY EXPECTATION: Nil

COURSE DESCRIPTION:

Students engage in projects using technology processes, within the context of Electronic Engineering.

They will have hands-on activities that explore circuit concepts, fault identification, soldering, printed circuit board production and microchip programming.

Students will take ownership of completed projects at the end of the course.

All students are required, at all times, to accept and carry out the legal safety requirements of learning in a workshop.



YEAR 10 – OPTION SUBJECTS cont ...

TECHNOLOGY – FOOD & NUTRITION

DURATION: 20 weeks

ENTRY EXPECTATION: Nil

COURSE DESCRIPTION:

This course provides the opportunity for students to develop knowledge and skills involved in the planning and safe preparation of nutritious food.

Focus will be on the ability to understand how to produce food safely, avoiding cross-contamination and gain knowledge of:

- Food poisoning bacteria
- The amount of sugar hidden in food
- Similarities and differences between NZ and another culture
- A range of health related illnesses

Assignment and assessment design is modelled on NCEA Level 1, but reflect learning objectives from Level 5 curriculum.

We follow the Hospitality curriculum from Year 11.

TECHNOLOGY – HARD MATERIALS

DURATION: 20 weeks

ENTRY EXPECTATION: Nil

COURSE DESCRIPTION:

This course is designed to build on prior skills and knowledge of the Technology curriculum from Year 9.

Students will develop skills in researching, designing, developing and making of materials. This course may include CAD/CAM (computer aided design/computer aided manufacture), where appropriate.

Students on this course will demonstrate good problem solving skills, an inquiring mind, and good communication skills.

Students are required to follow all safety requirements in a workshop environment.

The course will entail two projects that enable students to use a range of tools and machines in woodwork and engineering.

TAKE-HOME COMPONENT COST: \$40.00



Year 10 Careers Roadshow

Senior Subjects



BIOLOGY

LEVEL 2

DURATION: Full year

ENTRY EXPECTATION:

Achieved or better in Achievement Standards AS92022 and AS91927 is desirable

COURSE DESCRIPTION:

Students will:

- Explore ecological distribution patterns and explain possible causes for these patterns. This is carried out through theory work and field work necessary for an internal investigation.
- Understand that DNA and the environment interact in gene expression and explain how the interaction between ecological factors and natural selection leads to genetic changes within populations (evolution). This is assessed through an external exam only.
- Develop and carry out investigations that extend their Science knowledge, including developing their understanding of the relationship between investigations and scientific theories and models. An investigation into aspects of cellular biology is an important internal assessment. The theory of cellular biology is assessed externally, while an optional microscope achievement standard is also undertaken during this topic.
- A further research internal assessment is undertaken into mammalian adaptations of the respiratory and circulatory systems.

ACHIEVEMENT STANDARDS:

Internal: 14 credits

External: 8 credits

LEVEL 3

DURATION: Full year

ENTRY EXPECTATION:

12 credits in Level 2 NCEA Biology, including 8 from external standards are desirable

COURSE DESCRIPTION:

Students will:

- Understand the relationship between organisms and their environment. This topic is called plant responses and animal behaviour and is externally assessed.
- Understand trends in human evolution, in relation to human biological and cultural evolution and patterns and dispersal of the human lineage. Interpretations of the trends in human evolution are made based on current scientific evidence.
- Develop and carry out investigations that extend their Science knowledge. This is assessed through a student directed investigation into an aspect of animal behaviour and is completed with guidance from the teacher.
- Investigate a socio-scientific issue and use biological knowledge to write an informed discussion from a societal and personal perspective.
- Develop an understanding of how an animal maintains a stable internal environment, including the roles of the nervous, endocrine and blood systems.

ACHIEVEMENT STANDARDS:

Internal: 10 credits

External: 9 credits

AS	Description	Cr	AS	Description	Cr
91153	Carry out a practical investigation in a biology context, with supervision	4i	91601	Carry out a practical investigation in a biological context, with guidance	4i
91155	Demonstrate understanding of adaptation of plants or animals to their way of life	3i	91602	Integrate biological knowledge to develop an informed response to a socio-scientific issue	3i
91156	Demonstrate understanding of life processes at the cellular level	4e	91603	Demonstrate understanding of the responses of plants and animals to their external environment	5e
91157	Demonstrate understanding of genetic variation and change	4e	91604	Demonstrate understanding of how an animal maintains a stable environment	3i
91158	Investigate a pattern in an ecological community, with supervision	4i	91606	Demonstrate understanding of trends in human evolution	4e
91160	Investigate biological material at the microscopic level	3i			

CAREER OPPORTUNITIES: Medicine, veterinary science, dentistry, nursing, pharmacy, medical research, teaching, marine biology, forestry, horticulture, agricultures, MAF Officer, DOC Officer.

CHEMISTRY

LEVEL 2

DURATION: Full year

ENTRY EXPECTATION:

Merit or better in Achievement Standards AS92021 and AS91947

COURSE DESCRIPTION:

Students will:

- Understand how atoms bond, molecular structures form, and how bonding affects their properties. This includes trends in melting and boiling points, conductivity, solubility, malleability, ductility, and hardness.
- Explore energy changes in physical and chemical processes, including exothermic and endothermic reactions. Using mole concepts to determine energy changes.
- Study the structure and reactions of selected organic compounds; design synthesis pathways and understand polymer production.
- Learn about reduction and oxidation reactions, predict the expected observations, and write balanced redox equations.
- Plan and carry out a chemical investigation (e.g., titration of a consumer product), process data, and present findings using scientific methods.
- Use analytical techniques (e.g., precipitation) to identify chemical species in solution; interpret secondary data and explain environmental or societal impacts.

ACHIEVEMENT STANDARDS:

Internal: 10 credits

External: 9 credits

LEVEL 3

DURATION: Full year

ENTRY EXPECTATION:

14 credits in Level 2 NCEA Chemistry, including 5 from external standards are desirable

COURSE DESCRIPTION:

Students will:

- Interpret and justify organic molecular structures using Mass-, IR-, and ¹³C NMR -spectroscopy.
- Research a real-world chemical process and explain it using redox principles and compound properties.
- Evaluate the environmental or societal impact of the process and suggest improvements.
- Understand particle and substance properties, including electron configuration, periodic trends, molecular shape, polarity, intermolecular forces, and reaction spontaneity (entropy/enthalpy).
- Understand organic compound structure, functional groups, reactivity, and physical properties; plan synthesis pathways and test products using valid test reactions and physical properties.
- Explain redox processes, predict outcomes, write equations, and calculate energy requirements or electrical output.

ACHIEVEMENT STANDARDS:

Internal: 9 credits

External: 10 credits

AS	Description	Cr	AS	Description	Cr
91911	Carry out an investigation into chemical species present in a sample using qualitative analysis	3i	91388	Demonstrate understanding of spectroscopic data in chemistry	3i
91164	Demonstrate understanding of bonding structure, properties and energy changes	5e	91389	Demonstrate understanding of chemical processes in the world around us	3i
91165	Demonstrate understanding of the properties of selected organic compounds	4e	91390	Demonstrate understanding of particles and thermochemical principles	5e
91167	Demonstrate understanding of oxidation-reduction	3i	91391	Demonstrate understanding of organic chemistry	5e
91910	Carry out a practical investigation into a substance present in a consumer product using quantitative analysis	4i	91393	Demonstrate understanding of oxidation-reduction reactions	3i

CAREER OPPORTUNITIES: Pharmacy, chemistry, medicine, veterinary science, dentistry, nursing, medical research, engineering, technology, teaching, marine biology, forestry, horticulture, agricultures, MAF officer, DOC officer.

DRAMA

LEVEL 1

DURATION: Full year

ENTRY EXPECTATION:

Year 10 Drama would be beneficial

COURSE DESCRIPTION:

This course covers Shakespeare, production and small group performances. Students will create their own drama in a group setting, learn acting and technical skills and gain understanding of performance in theatre.

ACHIEVEMENT STANDARDS:

Internal: 10 credits

External: 5 credits

LEVEL 2

DURATION: Full year

ENTRY EXPECTATION:

14 Level 1 credits in Drama are desirable

COURSE DESCRIPTION:

This course follows on from Level 1, increasing student skill base and extending understanding of performance, including Shakespeare.

Students take part in a full Senior Production, devise their own performance in a group and further their knowledge of drama technique, conventions and technology.

ACHIEVEMENT STANDARDS:

Internal: 14 credits

External: 4 credits

LEVEL 3

DURATION: Full year

ENTRY EXPECTATION:

14 Level 2 credits in Drama are desirable

COURSE DESCRIPTION:

At Year 13 students are expected to perform with much more self-directed study.

Devising remains a large component of the course, but performances are created on an individual basis and a degree of scripting is expected.

Students continue with Shakespeare, but select and integrate dramatic elements and conventions themselves for performance.

Analysis and reflection of both their own performances, and those of others, is a focus for the external examination.

ACHIEVEMENT STANDARDS:

Internal: 14 credits

External: 4 credits

AS	Description	Cr	AS	Description	Cr	AS	Description	Cr
91940	Explore the function of theatre Aotearoa	5i	91213	Apply drama techniques in a scripted context	4i	91512	Interpret scripted text to integrate drama techniques in performance	4i
91941	Participate in creative strategies to create a drama	5i	91214	Devise and perform a drama	5i	91513	Devise and perform a drama to realise a concept	5i
91942	Use drama techniques to perform a scripted role for an audience	5e	91218	Perform a substantial acting role	5i	91517	Perform a substantial acting role in a significant production	5i
			91219	Discuss elements, techniques, conventions and technology	4e	91518	Demonstrate understanding of live drama performance	4e

CAREER OPPORTUNITIES: Occupations that require any form of public speaking, or face-to-face contact with a client, resource management (including people), occupations requiring effective team-work, such as the law, teaching, the media (film, television, radio), politics, medicine, management.

ENGLISH

LEVEL 1

DURATION: Full year

ENTRY EXPECTATION:

Successful achievement in Year 10 English.

COURSE DESCRIPTION:

This course is directed towards NCEA Level 1 English and will prepare students for more advanced study in English. The English Department offers all students 15 credits. Assessments will be drawn from a range of Achievement Standards.

The **internally assessed** component of the course includes formal writing through written texts such as poems, prose and essays.

The **externally assessed** component of the course includes reading comprehension and language skills.

ACHIEVEMENT STANDARDS:

Internal: 10 credits

External: 5 credits

LEVEL 2

DURATION: Full year

ENTRY EXPECTATION:

15 Level 1 credits from Achievement Standards in English are desirable.

COURSE DESCRIPTION:

The course is directed towards NCEA Level 2 English (University Entrance). It prepares students for more advanced study in English and will develop on such skills as creative writing, reading and visual text analysis. The English Department offers a 17 credit Achievement Standard course.

The **internally assessed** component of the course includes: a writing portfolio and close viewing of a film in texts. Students are also invited to enter a speech competition to gain extra credits.

The **externally assessed** component of the course includes reading comprehension and language analysis skills.

ACHIEVEMENT STANDARDS:

Internal: 13 credits

External: 4 credits

LEVEL 3

DURATION: Full year

ENTRY EXPECTATION:

13 Level 2 credits from Achievement Standards in English, including AS91101 (writing), are desirable.

COURSE DESCRIPTION:

The course is directed towards NCEA Level 3. It prepares students for advanced study at tertiary level. The English Department plans to offer a 16 credit Achievement Standard course.

The **externally assessed** component of the course will include reading comprehension and language analysis skills.

Scholarship in English: This may be offered upon negotiation with the HOL.

ACHIEVEMENT STANDARDS:

Internal: 12 credits

External: 4 credits

AS	Description	Cr	AS	Description	Cr	AS	Description	Cr
91924	Demonstrate understanding of how context shapes verbal language use	5i	91100	Analyse significant aspects of unfamiliar written text(s)	4e	91474	Respond critically to significant aspects of unfamiliar written texts through close reading	4e
91925	Demonstrate understanding of specific aspects of studied text	5i	91101	Produce a selection of crafted and controlled writing (portfolio)	6i	91475	Produce a selection of fluent and coherent writing which develops, sustains and structures ideas (portfolio)	6i
91927	Demonstrate understanding of significant aspects of unfamiliar text	5e	91106	Form developed personal responses to independently read texts (personal reading responses)	4i	91476	Create and deliver a fluent and coherent oral text which develops, sustains and structures ideas	3i
			91107	Analyse aspects of visual and/or oral text(s) through close viewing and/or listening	3i	91480	Respond critically to significant aspects of visual and/or oral text(s) through close reading	3i
			91102	Construct and deliver a crafted and controlled oral text (<i>optional</i>)	3i			

CAREER OPPORTUNITIES: A high level of proficiency in English is a prerequisite for most careers. Some specialised areas include: journalism, teaching, personnel management, librarianship, foreign affairs, diplomatic corps, law, public relations, human resources and politics.

ENGLISH INTERNAL (ENI)

LEVEL 2

DURATION: Full year

ENTRY EXPECTATION: At least 10 credits from Achievement Standards at Level 1 are required

COURSE DESCRIPTION:

This course is directed towards NCEA Level 2 English (University Entrance). It prepares students for more advanced study in English and will develop on such skills as formal writing, creative writing, and analysis of written texts. The English Department offers a 14 credit Achievement Standard course.

The internally assessed component of this course includes a writing portfolio and a selection of personal reading responses to a variety of text types.

The externally assessed component of the course includes reading comprehension and language analysis skills.

ACHIEVEMENT STANDARDS:

Internal: 10 credits

External: 4 credits

AS	Description	Cr
91100	Analyse significant aspects of unfamiliar written text(s)	4e
91101	Produce a selection of crafted and controlled writing (portfolio)	6i
91106	Form developed personal responses to independently read texts (personal reading responses)	4i

ENTERPRISE

LEVEL 1 / 2

DURATION: Full year

ENTRY EXPECTATION:

Nil

COURSE DESCRIPTION:

Working in conjunction with The Young Enterprise Scheme (YES), students develop their own business ideas and, in teams, organise two community-focused events.

They design and complete an in-depth market research assignment and a unit on motivation theory.

This subject is intended to include integration with local businesses and local business mentors.

There will be a number of off-site events included in this course that occur at the weekend. Normally one in June, July and August respectively.

ACHIEVEMENT STANDARDS:

Internal: 15 credits

External: 4 credits (*optional*)

LEVEL 3

DURATION: Full year

ENTRY EXPECTATION:

Nil

COURSE DESCRIPTION:

Working in conjunction with The Young Enterprise Scheme (YES), students develop their business ideas and, in teams, create a business that demonstrates an extended period of trading. For this, students also design and complete an in-depth marketing plan.

This subject is intended to include integration with local businesses and local business mentors.

There will be several off-site events in this course and one is normally on a Saturday in late August.

There is also an optional external assessment.

ACHIEVEMENT STANDARDS:

Internal: 15 credits

External: 4 credits (*optional*)

AS	Description	Cr	AS	Description	Cr
90848	Running a business with a community focus	9i	91384	Carry out, with consultation, an innovative and sustainable business activity	9i
90846	Conduct market research for a new or existing product	3i	91382	Develop a marketing plan for a new or existing product	6i
90847	Investigate the application of motivation theory in a business	3i	91380	Demonstrate an understanding of strategic response to external factors by a business that operates in a global context (<i>optional</i>)	4e
90845	Apply business knowledge to a critical problem(s) in a given large business context (<i>optional</i>)	4e			



FRENCH

LEVEL 1

DURATION: Full year

ENTRY EXPECTATION:

Year 10 French is desirable

COURSE DESCRIPTION:

This course will consolidate and build upon the French learned in Years 7 - 10.

Students will learn how to use French to express information, ideas and opinions referring to present, past and/or future events or experiences.

Constant practice of the 4 language skills of listening, reading, speaking and writing will increase student's confidence in a fun, authentic and interactive way.

ACHIEVEMENT STANDARDS:

Internal: 10 credits

External: 10 credits

LEVEL 2

DURATION: Full year

ENTRY EXPECTATION:

15 credits at Level 1 would be beneficial

COURSE DESCRIPTION:

This course will continue to consolidate and build on the French language learning of previous years.

Learning and assessment will be based on listening to, speaking, reading and writing French in less familiar contexts.

Topics covered include: a French-speaking community outside France, your future, personal relationships, traditional stories, latest trends, health, wellbeing and leisure.

ACHIEVEMENT STANDARDS:

Internal: 14 credits

External: 10 credits

LEVEL 3

DURATION: Full year

ENTRY EXPECTATION:

15 credits at Level 2 would be beneficial

COURSE DESCRIPTION:

This course places more emphasis on abstract and imaginative language, developing an argument or point of view and responding to selected visual and literary texts.

An additional benefit is that it enables the student to refine his/her skills in the "mother" language and to increase awareness of the culture and issues current in New Zealand.

ACHIEVEMENT STANDARDS:

Internal: 14 credits

External: 10 credits

AS	Description	Cr	AS	Description	Cr	AS	Description	Cr
91964	Interact in spoken French to share and respond to information, ideas and opinions	5i	91118	Demonstrate understanding of a variety of spoken French texts on familiar matters	5e	91543	Demonstrate understanding of a variety of extended spoken French texts	5e
91965	Communicate in French for a chosen purpose	5i	91119	Interact using spoken French to share information and justify ideas and opinions in different situations	5i	91544	Give a clear spoken presentation in French that communicates a critical response to stimulus material	3i
91966	Demonstrate understanding of written French related to everyday contexts	5e	91120	Give a spoken presentation in French that communicates information, ideas and opinions	4i	91545	Interact clearly using spoken French to explore and justify varied ideas and perspectives in different situations	6i
91967	Demonstrate understanding of spoken French related to everyday contexts	5e	91121	Demonstrate understanding of a variety of written and/or visual French text(s) on familiar matters	5e	91546	Demonstrate understanding of a variety of extended written and/or visual French texts	5e
			91122	Write a variety of text types in French to convey information, ideas, and opinions in genuine contexts	5i	91547	Write a variety of text types in clear French to explore and justify varied ideas and perspectives	5i

CAREER OPPORTUNITIES: Computer programmer, trade commissioner, interpreter, hotel / travel industry, diplomat, librarian, medical researcher, teacher, historian, museum worker, journalist, archaeologist, translator, opera singer, linguist, overseas aid worker, médecin sans frontières (doctor).

*** Course may be offered by Online Learning (See Page 50) if no set class**

GEOGRAPHY

LEVEL 1

DURATION: Full year

ENTRY EXPECTATION:

Nil

COURSE DESCRIPTION:

Geography is the study of people and places and specifically focuses on the environment [both natural and cultural] and the interactions within. We examine the various components of an environment, which can include features such as rivers, mountains, people, buildings and infrastructure. These features, including people, are interconnected. We therefore consider geographic issues holistically.

Students have the opportunity to undertake fieldwork and carry out firsthand investigations of the environment they are examining and the human activity within them. Students will learn to think not only critically but spatially and to use maps, visual images, inquiry processes, and Geographic Information Systems [GIS] to obtain, analyse, and present information. As their geographic understanding develops, students will have a greater understanding of patterns, processes, relationships, interactions, and change.

The programme will focus on the big geographic ideas and significant learning aspects. The learning programmes at Year 11 will be rich in exciting and relevant geography that enhances student's understanding of geography in Aotearoa New Zealand and the globe.

COURSE DONATION:

\$50.00 – EOTC Trip (local) (approx.)

ACHIEVEMENT STANDARDS:

Internal: 10 credits
External: 10 credits

LEVEL 2

DURATION: Full year

ENTRY EXPECTATION:

10 credits in Level 1 Geography are desirable

COURSE DESCRIPTION:

Student learning builds on the knowledge and skills learnt in Level 1 Geography and begins to incorporate the significance of place and interactions between humans and the environment. Understanding how landscapes evolve over time and the ways in which they vary from place to place encourages students to think about not only current and historical natural processes, but human processes as well.

Skills and concepts are further developed so that a wider skills bank is generated over the course of the year's study. Students should expect to apply information learned in one environment to another, and to explore and explain patterns and the processes responsible for those patterns. Fieldwork is undertaken and students have the opportunity make some choices about what they will investigate and how they will present their data.

There is the possibility of an overnight fieldtrip to a location such as Taupo or Rotorua.

COURSE DONATION:

\$400.00 – EOTC Trip (overnight) (approx.)

ACHIEVEMENT STANDARDS:

Internal: 11 credits
External: 8 credits

LEVEL 3

DURATION: Full year

ENTRY EXPECTATION:

15 credits in Level 1 Geography, and/or 10 credits at Level 2 Geography are desirable

Successful achievement at Level 2 English would be beneficial

COURSE DESCRIPTION:

Concepts and skills continue to build upon those learned in previous years, however, this is a largely independent course where students are guided but able to make decisions around their study.

Through the internal standards, students will utilise both primary and secondary data to help them understand and analyse aspect of the world around them – from a local, to national, to an international scale. A significant portion of the year's work is given over to self-directed research. This requires gathering of primary data, as well as the use of appropriate secondary data. Assessment focus will be directed towards current issues, global patterns and their consequences, and research.

There is the possibility of an overnight fieldtrip to a location such as Taupo or Rotorua, and potentially Polyfest (or similar event).

Geography is a University Entrance approved subject.

COURSE DONATION:

\$500.00 – EOTC Trips (overnight) (approx.)

ACHIEVEMENT STANDARDS:

Internal: 11 credits
External: 8 credits

AS	Description	Cr	AS	Description	Cr	AS	Description	Cr
91932	Demonstrate understanding of the spatial distribution of phenomena and its impacts within the environment [te taiao]	5i	91240	Demonstrate geographic understanding of a large natural environment	4e	91427	Demonstrate understanding of how a cultural process shapes geographic environment(s)	4e

GEOGRAPHY cont ...

LEVEL 1			LEVEL 2			LEVEL 3		
AS	Description	Cr	AS	Description	Cr	AS	Description	Cr
91933	Explore the environment [te taiao] using data	5i	91243	Apply concepts and geographic skills to demonstrate understanding of a given environment	4e	91429	Demonstrate understanding of a given environment(s) through the selection and application of geographic concepts and skills	4e
91934	Demonstrate understanding of how natural processes operate within the environment [te taiao]	5e	91244	Conduct geographic research with guidance	5i	91430	Conduct geographic research with consultation	5i
91935	Demonstrate understanding of geographic decision-making in Aotearoa New Zealand or the Pacific	5e	91245	Explain aspects of a contemporary geographic issue	3i	91431	Analyse aspects of a contemporary geographic issue	3i
			91246	Explain aspects of a geographic topic at a global scale	3i	91432	Analyse aspects of a geographic topic at a global scale	3i

CAREER OPPORTUNITIES: Farming, forestry, librarian, landscaping, town planning, event management, ranger, teaching, conservation, surveying, meteorology, health, tourism, architecture, environmental law, resource planner, mining and exploration, diplomatic service, horticulture, communications, disaster planning and relief management, civil engineering, social work, cartography and geographical information systems (GIS), airlines (flight and ground crew), computing and IT, export and trade, overseas aid agencies, coastal and marine management and many more.



Students collecting data on field trip

HISTORY

LEVEL 1

DURATION: Full year

ENTRY EXPECTATION:

Nil

COURSE DESCRIPTION:

In this course students will explore global and local events that have been significant to New Zealanders. Students gain an understanding of their own heritage and of their place in a wider context. Aotearoa New Zealand's histories will specifically form part of the learning programmes at each level.

History provides an opportunity for students to understand how our historical narratives are shaped and how they influence our understanding of both ourselves in the world around us.

Students will have the opportunity to look at causes and effects as well as the continuity and change of the historical narratives. Students will grow in their comprehension of the nature of historical inquiry and use culturally relevant research techniques. They will gain the ability to formulate and support their arguments and conclusions by engaging with a variety of sources to ask and respond to critical questions. Students are able to examine the benefits and drawbacks of the sources utilised in the production of historical narratives as well as how those sources might be challenged.

ACHIEVEMENT STANDARDS:

Internal: 10 credits

External: 10 credits

LEVEL 2

DURATION: Full year

ENTRY EXPECTATION:

12 credits in Level 1 History, including 91003 (1.3: History) are desirable.

If you did not take Level 1 History, then 12 credits in Level 1 Geography or English would be beneficial.

COURSE DESCRIPTION:

This course is for students who are interested in events and people who lived in the past. It is also useful for students who wish to improve their writing and research skills.

The topics are based around the theme of protest, and people who have shaped the world today. Topics may include: 1960's context, and any topic students wish to study for research. Special study - Dawn Raids.

History teaches useful skills for anyone planning to work in a job that requires them to communicate with others. It teaches students how to sort out complex ideas and to express them in clear, well-structured and easily understood writing. It makes better informed citizens, who understand how we got to today.

Normally we offer two internals and two externals. The teacher teaching Year 12s can decide with the students which two internals they would like to do.

ACHIEVEMENT STANDARDS:

Internal: 9 credits

External: 9 credits

LEVEL 3

DURATION: Full year

ENTRY EXPECTATION:

14 credits in Level 2 History, Level 2 Geography or Level 2 English are desirable.

COURSE DESCRIPTION:

This course is designed for students who are interested in events and people in the past. It is useful for students who want to improve their writing and research skills.

The topics covered will include: Invasion of Parihaka in 1881, Atomic Bombing of Japan (justified or not) and Race and Gender in 19th Century NZ.

History teaches important skills, including sorting complex ideas, and how to write in clear, well-structured and easily understood writing. It is useful preparation for tertiary study in a wide range of subjects. History is a University Entrance approved course.

Students will only attempt one of the external standards. Students at Level 3 have more freedom to choose the topics they are interested in for their research. The teacher teaching this year level lets the students choose the topics that interest them and which two internal standards they would like to do.

ACHIEVEMENT STANDARDS:

Internal: 10 credits

External: 4 - 6 credits

AS	Description	Cr	AS	Description	Cr	AS	Description	Cr
92024	Engage with a variety of primary sources in a historical context	5i	91229	Carry out an inquiry of an historical event or place that is of significance to New Zealanders	4i	91434	Research an historical event or place of significance to New Zealanders, using primary and secondary sources	5i
92025	Demonstrate understanding of the significance of a historical context	5i	91230	Examine an historical event or place that is of significance to New Zealanders	5i	91435	Analyse an historical event or place of significance to New Zealanders	5i

HISTORY cont ...

LEVEL 1			LEVEL 2			LEVEL 3		
AS	Description	Cr	AS	Description	Cr	AS	Description	Cr
92026	Demonstrate understanding of historical concepts in contexts of significance to Aotearoa New Zealand	5e	91231	Examine sources of an historical event that is of significance to New Zealanders	4e	91437	Analyse different perspectives of a contested event of significance to New Zealanders	5i
92027	Demonstrate understanding of perspectives on a historical context	5e	91233	Examine causes and consequences of a significant historical event	5e	91436	Analyse evidence relating to an historical event of significance to New Zealanders	4e
						91438	Analyse the causes and consequences of a significant historical event	6e

CAREER OPPORTUNITIES: Any career which requires good research, reading and writing skills, such as: lawyer, journalism, film editor, statistician, psychologist, tour operator, personal assistant, travel agent/advisor, teacher, librarian, media, management, politics, commerce, tourism, information technology, armed forces, police, social worker, community worker, policy maker, planner, hotel/motel manager, criminologist, demographer, anthropologist, sociologist, historian, archaeologist, curator, climatologist, geologist, environmentalist



MATHEMATICS

LEVEL 1

DURATION: Full year

ENTRY EXPECTATION:

Successful achievement in Year 10 Mathematics, including Achievement in Algebra, Number and Trigonometry are desirable.

COURSE DESCRIPTION:

Mathematics and Statistics involve the exploration and use of patterns and relationships to interpret, explain and make sense of the world. In order to do this effectively, concepts need to be understood, symbols need to be used correctly, and basic techniques and skills must be practised, so that a student has a range of useful tools to apply to a variety of different problems.

In this course students will solve problems and model situations that require them to apply numeric reasoning, use algebraic methods and geometric reasoning. Relationships between tables, graphs and equations will be explored, together with statistics and probability.

The course is designed for those students who may wish to pursue Mathematics, or subjects that use Mathematics, at a degree level.

This course can lead to the Year 12, Level 2 NCEA Mathematics course, either 12MAC or 12MAS.

Students will require a scientific calculator for this course.

If required, students will catch-up on US32406 Numeracy.

ACHIEVEMENT STANDARDS:

Internal: 10 credits

External: 5 or 10 credits

AS	Description	
91944	Explore data using the statistical enquiry process	5i
91945	Use mathematical methods to explore problems that relate to life in Aotearoa New Zealand or the Pacific	5i
91946	Interpret and apply mathematical and statistical information in context	5e
91947	Demonstrate mathematical reasoning	5e

LEVEL 2 - MAC

DURATION: Full year

PREREQUISITE FOR THIS COURSE IS:

Minimum 15 Level 1 credits, and recommended Merit in AS91947

COURSE DESCRIPTION:

There will be three options in the main Mathematics course available in Year 12.

OPTION ONE: 12MAC

Mathematics and Statistics involve the exploration and use of patterns and relationships to interpret, explain and make sense of the world. In order to do this effectively, concepts need to be understood, symbols need to be used correctly, and basic techniques and skills must be practised, so that a student has a range of useful tools to apply to a variety of different problems.

In this course students will solve problems and model situations that require them to apply algebraic methods, systems of equations, co-ordinate geometry, sequence and series, probability, trigonometry and calculus methods.

The course is designed for those students who may wish to pursue Mathematics, or subjects that use Mathematics, at a degree level.

This course leads to Year 13, Level 3 NCEA Mathematics courses.

Students will require a graphics calculator for this course.

ACHIEVEMENT STANDARDS:

Internal: 7 credits

External: 13 credits

LEVEL 2 - MAS

DURATION: Full year

PREREQUISITE FOR THIS COURSE IS:

Minimum 15 Level 1 credits

COURSE DESCRIPTION:

There will be three options in the main Mathematics course available in Year 12.

OPTION TWO: 12MAS

Mathematics and Statistics involve the exploration and use of patterns and relationships to interpret, explain and make sense of the world. In order to do this effectively, concepts need to be understood, symbols need to be used correctly, and basic techniques and skills must be practised, so that a student has a range of useful tools to apply to a variety of different problems.

In this course students will solve problems and model situations. They will also investigate and analyse different types of data in different situations, use modelling and graphing, and investigate probability.

The course is designed for those students who may wish to pursue Mathematics and Statistics, or subjects that use Statistics, at a degree level.

This course leads to Year 13, Level 3 NCEA Mathematics and Statistics course.

Students will require a graphics calculator for this course.

ACHIEVEMENT STANDARDS:

Internal: 12 credits

External: 4 credits

LEVEL 2 - MAP

DURATION: Full year

PREREQUISITE FOR THIS COURSE IS:

5 credits in Level 1 NCEA Mathematics

COURSE DESCRIPTION:

There will be three options in the main Mathematics course available in Year 12.

OPTION THREE: 12MAP

Mathematics Practical is aimed at equipping students with effective means for investigating, interpreting, explaining and making sense of the world in which they live.

By combining Mathematics, Statistics, and some financial literacy standards, 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.

This course is appropriate for students who are taking part in Academy, NorthTec, or Gateway, and those seeking Numeracy credits.

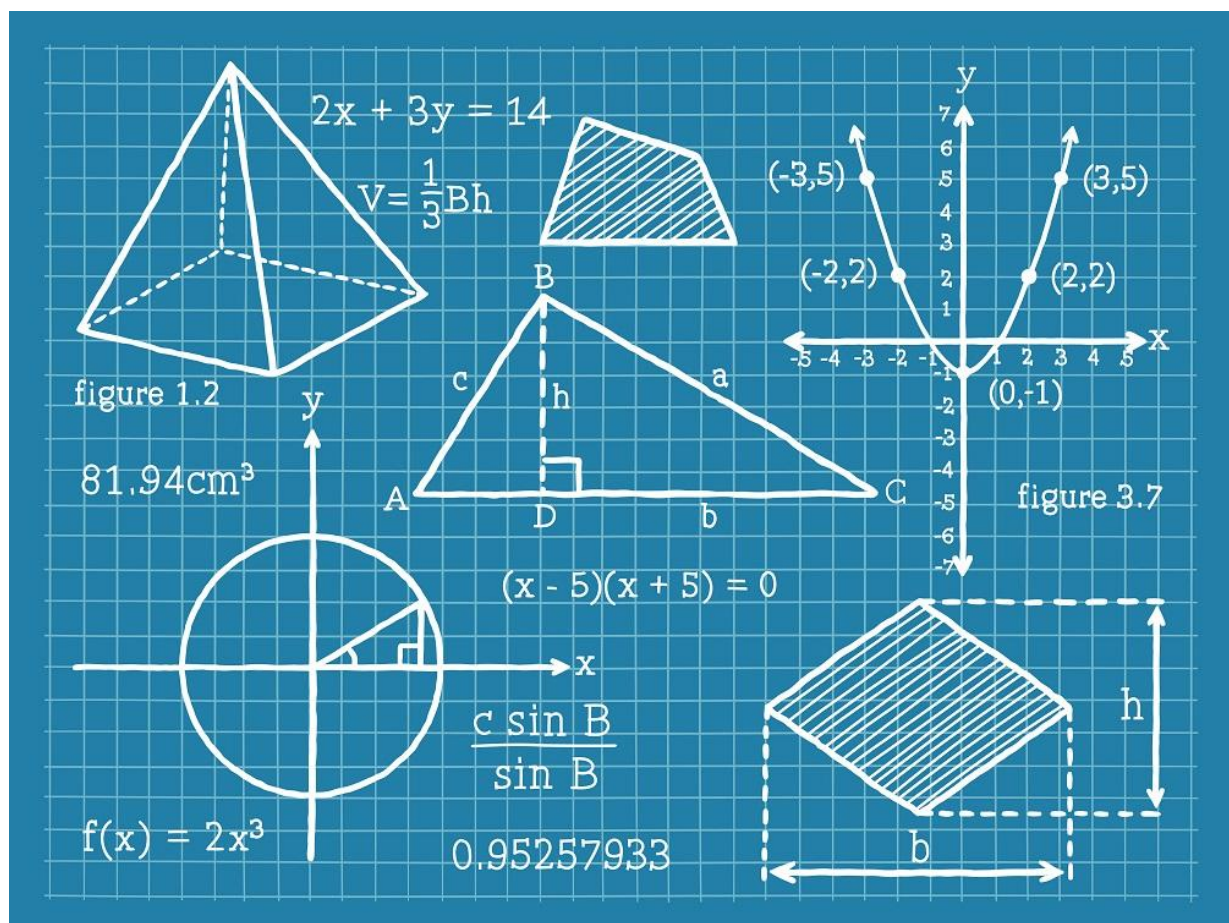
ACHIEVEMENT STANDARDS:

Internal: up to 15 credits

AS	Description	Cr	AS	Description	Cr	AS / US	Description	Cr
91256	Apply co-ordinate geometry methods in solving problems	2i	91259	Apply trigonometric relationships in solving problems	3i	91263	Design a questionnaire	3i
91259	Apply trigonometric relationships in solving problems	3i	91264	Use statistical methods to make an inference	4i	91264	Use statistical methods to make an inference	4i
91261	Apply algebraic methods in solving problems	4e	91265	Conduct an experiment to investigate a situation using statistical methods	3i	91268	Investigate a situation involving elements of chance using a simulation	2i

MATHEMATICS cont ...

LEVEL 2 - MAC			LEVEL 2 - MAS			LEVEL 2 - MAP		
AS	Description	Cr	AS	Description	Cr	AS / US	Description	Cr
91262	Apply calculus methods in solving problems	5e	91268	Investigate a situation involving elements of chance using a simulation	2i	28094	Produce a household budget	3i
91267	Apply probability methods in solving problems	4e	91267	Apply probability methods in solving problems	4e	28093	Tertiary study funding	3i
91269	Apply systems of equations in solving problems	2i						



LEVEL 3 - CALCULUS

DURATION: Full year

ENTRY EXPECTATION:

Students should have gained 18 credits in Level 2 Mathematics, including Merit grades (or better) in 91261, 91262 and 91259.

COURSE DESCRIPTION:

In a range of meaningful contexts, students will be engaged in thinking mathematically in this course. They will solve problems and model situations that require them to:

- Manipulate trigonometric expressions
- Form and use trigonometric, polynomial, and other non-linear equations
- Manipulate complex numbers and present them graphically
- Choose and apply a variety of differentiation, integration, and anti-differentiation techniques to functions and relations, using both analytical and numerical methods
- Form differential equations and interpret the solutions

Students will require a Graphics calculator for this course.

ACHIEVEMENT STANDARDS:

Internal: 4 – 10 credits

External: 17 credits

LEVEL 3 - STATISTICS & MODELLING

DURATION: Full year

ENTRY EXPECTATION:

Students should have gained 14 credits in Level 2 Mathematics, including Achieved grades (or better) in 91264 and 91267.

COURSE DESCRIPTION:

In this course the emphasis is on developing students' conceptual understanding, to enable them to use statistics in a more realistic manner, aligned more to the types of analysis used in the real world.

There are three standards that involve investigations using the statistical enquiry cycle. Each standard reflects the different ways that analysis can occur: formal inference in comparing populations (3.10); finding and using models in time series analyses (3.8); finding and using models to investigate the relationship between two variables.

Probability and probability distributions are an essential part of formal inference so the final two standards focus on this aspect of the curriculum. AS 3.13 focuses on the application of probability concepts, while AS 3.14 focuses on the application of probability distributions.

Students will require a Graphics calculator for this course.

ACHIEVEMENT STANDARDS:

Internal: 15 credits

External: 8 credits

AS	Description	Cr	AS	Description	Cr
91575	Apply trigonometric methods in solving problems	4i	91580	Investigate time series data	4i
91577	Apply the algebra of complex numbers in solving problems	5e	91581	Investigate bivariate data	4i
91578	Apply differentiation methods in solving problems	6e	91582	Use statistical methods to make a formal inference	4i
91579	Apply integration methods in solving problems	6e	91585	Apply probability concepts in solving problems	4e
91574	Apply linear programming methods in solving problems (<i>optional - independent</i>)	3i	91586	Apply probability distributions in solving problems	4e
91587	Apply systems of simultaneous equations in solving problems (<i>optional - independent</i>)	3i	91587	Apply systems of simultaneous equations in solving problems	3i

CAREER OPPORTUNITIES: Taking the Level 1 MAS and the Maths with Statistics courses can lead to careers in finance, business, economics, statistics and many others.

Taking the Level 1 MAT and Maths with Calculus courses can lead to careers in engineering, science, design, business and many others.

MUSIC

LEVEL 1

DURATION: Full year

ENTRY EXPECTATION:

Year 10 Music would be beneficial.

COURSE DESCRIPTION:

This course covers creation of music, understanding and application of music skills in a particular style, understanding context in relation to music, and either group or solo performance.

There are 2 optional Unit Standards available for the Music Technology strand of this subject. These Unit Standards can be awarded Merit & Excellence grades and count towards subject endorsement.

ACHIEVEMENT STANDARDS:

Internal: 10 credits

External: 10 credits

UNIT STANDARDS:

Internal: 4 credits

LEVEL 2

DURATION: Full year

ENTRY EXPECTATION:

A performance equivalent to Grade 4 is desirable.

COURSE DESCRIPTION:

At Level 2 the Music course divides. Students focus on either **Making Music** or **Music Studies**, but not necessarily to the exclusion of either.

Music Studies

Students again study two music works and cover Music Theory to Grade 4 level.

They will continue to transcribe elements of music and to study the materials and processes of music in a range of scores.

Making Music

Students will present a performance of music as a member of a group and present a portfolio of music composition.

They will prepare and present performances of music as a featured soloist and demonstrate aural skill across a range of music styles and genres.

There are 3 Unit Standards available for the Music Technology strand of this subject. These can be awarded Merit & Excellence grades.

Students will be expected to complete a 20 credit course and may choose to complete extra standards at their discretion.

Students are expected to attempt a minimum of 16 credits from those listed below.

ACHIEVEMENT STANDARDS:

Internal: 27 credits

External: 14 credits

UNIT STANDARDS:

Internal: 8 credits

LEVEL 3

DURATION: Full year

ENTRY EXPECTATION:

A performance equivalent to Grade 5 is desirable.

COURSE DESCRIPTION:

At Level 3 the Music course continues the division from Level 2. Students focus on either **Practical Music** or **Music Studies**, but not necessarily to the exclusion of either.

Music Studies

Students will examine the contexts that influence the expressive qualities of music. They will also compare and contrast music works and research and present a music topic. They will need to demonstrate an understanding of harmonic and tonal procedures in a range of music and arrange music.

Practical Music

Students will present a performance of a programme of music as a member of a group, a featured solo performance and performance on a second instrument. They will also present a portfolio of composition and demonstrate aural skill across a range of musical styles and genres.

There are 2 Unit Standards available for the Music Technology strand of this subject. These can be awarded Merit & Excellence grades.

Students will be expected to complete a 20 credit course and may choose to complete extra standards at their discretion.

Students are expected to attempt a minimum of 16 credits from those listed below.

ACHIEVEMENT STANDARDS:

Internal: 46 credits

External: 12 credits

UNIT STANDARDS:

Internal: 4 credits

AS / US	Description	Cr	AS / US	Description	Cr	AS / US	Description	Cr
91948	Use music skills in a music style	5i	91270	Solo Performance	6i	91416	Solo Performance	8i
91949	Demonstrate performance skills	5i	91271	Composition	6i	91417	Second Instrument	4i
91950	Demonstrate understanding of music in relation to contexts	5e	91272	Group Performance	4i	91418	Group Performance	4i

MUSIC cont ...

LEVEL 1			LEVEL 2			LEVEL 3		
AS / US	Description	Cr	AS / US	Description	Cr	AS / US	Description	Cr
91951	Shape music ideas to create an original composition	5e	91273	Instrumentation	4i	91419	Composition	8i
32300	MIDI Sequencing	2i	91274	Second Instrument	3i	91420	Aural	4e
32301	Notation Applications	2i	91275	Aural	4e	91421	Score Reading	4e
			91276	Score Reading	4e	91422	Music Work	4e
			91277	Music Works	6e	91423	Context of a Work	4i
			91278	New Zealand Music	4i	91424	Arrangement	4i
			27657	Music Technology	4i	91425	Research	6i
			27703	Performance Context	4i	91849	Songwriting	8i
						32304	Sequencing Applications	4i

CAREER OPPORTUNITIES: Music education, music composition, professional musician, sound and recording artist, acoustical engineering, music therapy, armed forces bands, music merchandising, musical instrument manufacture and repair. Further ideas on careers in music are available on the website: www.careersinmusic.com



PHYSICAL EDUCATION

LEVEL 1

DURATION: Full year

ENTRY EXPECTATION:

Successful completion of the Year 10 PED course and a reasonable standard of English and Science.

COURSE DESCRIPTION:

The Level 1 NCEA Physical Education course introduces students to the principles and practices of physical activity, health, and wellbeing.

Through practical and theoretical learning experiences, students will develop their physical competence, coordination, and fitness levels. They will acquire fundamental movement skills, explore different sports and physical activities, and understand basic tactics and rules.

The course covers topics such as anatomy, physiology, biomechanics, and health-related fitness. Students will also enhance their communication, teamwork, and leadership skills.

Assessment includes practical performance and internal assessments.

This course lays a foundation for further study in physical education and fosters a lifelong passion for a healthy and active lifestyle.

The course will include an outdoor camp in Term 1. The camp will require students to be absent from school for up to 5 teaching days and thus miss work in their other subjects. It is the student's responsibility to make up this missed work.

COURSE DONATION:

\$250.00 – EOTC trip (overnight) (approx.)

UNIT STANDARDS:

Internal: 5 credits

ACHIEVEMENT STANDARDS:

Internal: 10 credits

External: 5 credits

LEVEL 2

DURATION: Full year

ENTRY EXPECTATION:

Achieved or better in Level 1 NCEA Physical Education, along with a reasonable standard of English and Science at Level 1.

COURSE DESCRIPTION:

The Level 2 NCEA Physical Education course provides a comprehensive understanding of physical education, promoting active lifestyles and lifelong well-being.

Students explore theoretical knowledge and practical application, enhancing performance in physical activities. Key areas covered include anatomy, biomechanics, skill acquisition, exercise physiology, and sociocultural influences. Students critically analyse factors affecting performance, including nutrition, psychology, and societal influences. Ethical and sustainable practices, inclusivity, and equity are also explored.

Assessment methods include practical performance, reports, and presentations.

Students develop training programs, evaluate performances, and improve strategies. The course fosters an appreciation for physical activity's benefits, enabling informed decisions and positive contributions to the physical education community.

The course will include an outdoor camp in Term 1. The camp will require students to be absent from school for up to 5 teaching days and thus miss work in their other subjects. It is the student's responsibility to make up this missed work.

COURSE DONATION:

\$300.00 – EOTC trip (overnight) (approx.)

UNIT STANDARDS:

Internal: 6 credits

ACHIEVEMENT STANDARDS:

Internal: 19 credits

LEVEL 3

DURATION: Full year

ENTRY EXPECTATION:

Achieved or better in Level 2 NCEA Physical Education.

COURSE DESCRIPTION:

The Level 3 NCEA Physical Education course is designed to further develop students' knowledge, skills, and understanding of physical education concepts. This course provides opportunities for students to engage in a range of physical activities while exploring the social, cultural, and scientific aspects of physical education.

Throughout the course, students will engage in a variety of learning experiences that promote personal growth, physical fitness, and an appreciation for lifelong physical activity. They will explore concepts such as biomechanics, exercise physiology, skill acquisition, and the social and cultural influences on physical activity.

Students will apply theoretical knowledge to practical situations, engaging in individual and team-based physical activities. They will develop skills in critical analysis, problem-solving, and decision-making through various physical challenges and scenarios.

The course will include an outdoor camp in Term 3. The camp will require students to be absent from school for up to 5 teaching days and thus miss work in their other subjects. It is the student's responsibility to make up this missed work.

COURSE DONATION:

\$600.00 – EOTC trip (overnight) (approx.)

UNIT STANDARDS:

Internal: 7 credits

ACHIEVEMENT STANDARDS:

Internal: 19 credits

AS / US	Description	Cr	AS / US	Description	Cr	AS / US	Description	Cr
92016	Apply movement strategies in an applied setting	5i	91330	Performance in an applied setting	4i	91498	Evaluate physical activity experiences to devise strategies for lifelong well-being	4i

PHYSICAL EDUCATION cont ...

LEVEL 1			LEVEL 2			LEVEL 3		
AS / US	Description	Cr	AS / US	Description	Cr	AS / US	Description	Cr
92017	Demonstrate understanding of how kotahitanga is promoted in movement through application of strategies	5i	91328	Demonstrate understanding of how and why biophysical principles relate to the learning of physical skills	5i	91499	Analyse a physical skill performed by self or others	3i
92018	Demonstrate understanding of the influence of a personal movement experience on hauora	5i	91332	Evaluate leadership strategies that contribute to the effective functioning of a group	4i	91500	Evaluate the effectiveness of a performance improvement programme	4i
3501	Demonstrate knowledge of and apply listening techniques	3i	91333	Analyse the application of risk management strategies to a challenging outdoor activity	3i	91501	Demonstrate quality performance of a physical activity in an applied setting	4i
3503	Participate and communicate in a team or group to complete a routine task	2i	91334	Consistently demonstrate social responsibility through applying a social responsibility model in physical activity	3i	91502	Examine a current physical activity event, trend, or issue and its impact on New Zealand society	4i
			9705	Feedback on performances	3i	4597	Snowboard on beginner terrain	4i
			9677	Participate in a group which has team objectives	3i	9681	Contribute within a team or group which has an objective	3i



CAREER OPPORTUNITIES: There are increasing numbers of opportunities in the leisure, health, fitness, sports coaching and sports management areas. Traditional careers are: teaching; nursing; physiotherapy; physical education, and now the growing sport, leisure and tourism industry, both here in New Zealand and abroad.

LEVEL 1 SPORT

Level 1 Sport is a non-assessed course designed to give all Year 11 students the opportunity to stay active, build confidence, and develop key interpersonal and self-management skills.

In the first half of the year, students take part in a range of fun and engaging team-based physical activities that promote participation and teamwork. In the second half, they work together to plan, practise, and perform a group dance presentation - a creative and collaborative challenge that builds confidence and cooperation.

This subject runs twice each cycle in line with students' Religious Studies class, and provides a valuable balance to academic learning through regular physical activity and personal development.

PHYSICS

LEVEL 2

DURATION: Full year

ENTRY EXPECTATION:

Merit or better in the following Achievement Standards is desirable:

AS 92042 – Demonstrate understanding of a physical system using energy concepts

AS 91947 – Demonstrate mathematical reasoning

Level 2 Mathematics with Calculus is an extremely recommended corequisite.

COURSE DESCRIPTION:

This Level 2 Physics course is designed in alignment with the New Zealand Curriculum and offers students a solid foundation in key areas of physics, including *mechanics, electricity and electromagnetism, and atomic and nuclear physics*. It is ideally suited for students who are curious about how the physical world works and are considering future pathways in science, engineering, or technology.

The course includes a strong practical focus, with the skills required for the Practical Physics internal standard integrated throughout the year, this allows students to take part in a range of hands-on investigations, interactive demonstrations, and develop competency in using data logging software to collect, analyse, and interpret experimental data that supports the learning of the content from the externally assessed standards.

The course structure allows students to work toward a subject endorsement in Physics, recognising consistent achievement across both internal and external NCEA Level 2 standards.

Students are encouraged to develop independent thinking, critical analysis, and a sense of ownership over their learning. Independent, high-ability students may opt to complete an *optional Level 3 standard*, providing an opportunity to extend their skills and create time in Year 13 for a focus on the *optional Electrical Systems standard*, which is required for some university pathways in Physics and Engineering.

This flexible and engaging course provides students with the knowledge, practical skills, and academic rigour necessary for success in Level 3 Physics and beyond. It supports a wide range of future pathways, from university study to careers in applied science, engineering, and technology.

ACHIEVEMENT STANDARDS:

Internal: 7 credits

External: 12 credits (plus 4 *optional at Level 3*)

LEVEL 3

DURATION: Full year

ENTRY EXPECTATION:

Merit or better in the following Achievement Standards is desirable:

AS 91171 - Demonstrate understanding of mechanics

AS 91173 - Demonstrate understanding of electricity and electromagnetism

AS 91261 - Apply algebraic methods in solving problems

AS 91262 - Apply calculus methods in solving problems

Level 3 Mathematics with Calculus is a strongly recommended corequisite.

COURSE DESCRIPTION:

This Level 3 Physics course builds on the foundational knowledge and skills developed in Level 2, offering students a deeper understanding of the physical principles that govern the world around us. It is designed for students with a strong interest in physics, engineering, or technology, and who are considering further study or careers in these fields.

The course encourages critical thinking, independent learning, and analytical problem-solving. A flexible structure allows students to take ownership of their learning, adapting their focus to best suit their strengths and future pathways.

An *optional Level 3 standard* is available, primarily for students who completed the *optional Wave Systems standard* in Year 12. This extension supports those seeking deeper challenge or preparing for specialised study in physics or engineering at tertiary level.

Assessment includes a combination of internally and externally assessed NCEA Level 3 achievement standards, and students are eligible to work towards a *subject endorsement* and gain *University entrance* from this course.

This course provides strong preparation for university-level study in physics, engineering, mathematics, and the applied sciences, and equips students with the critical thinking and problem-solving skills valued across many disciplines.

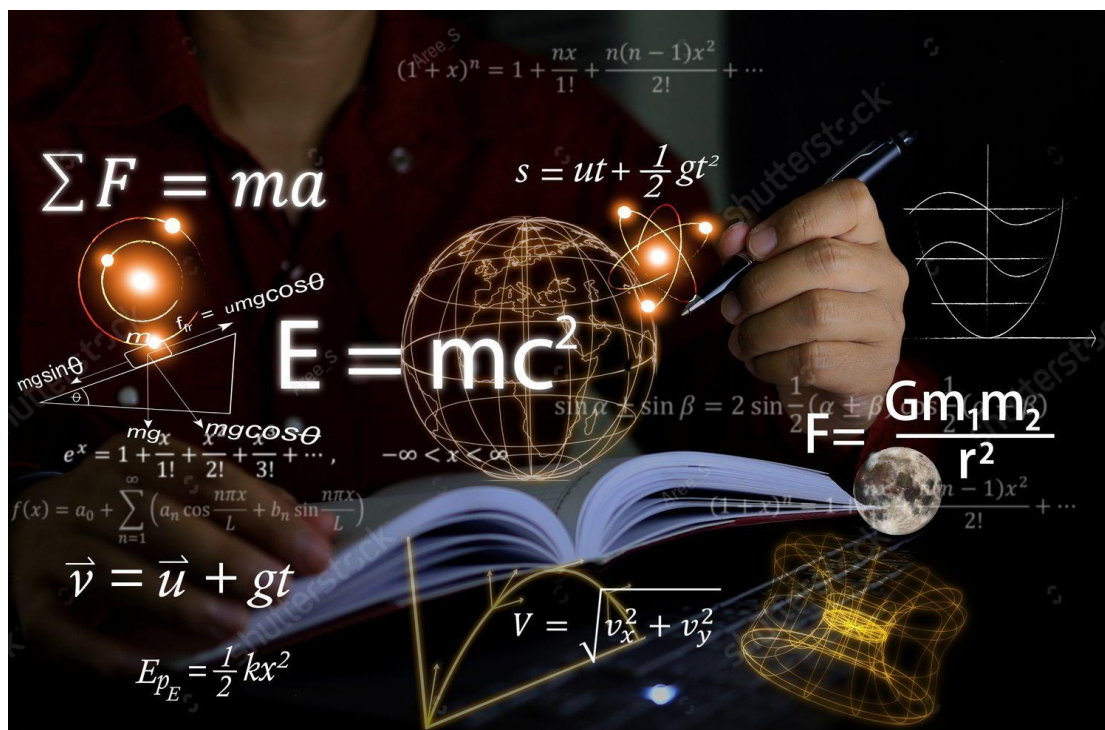
ACHIEVEMENT STANDARDS:

Internal: 7 credits

External: 10 credits (plus 6 *optional*)

AS	Description	Cr	AS	Description	Cr
91168	Carry out a practical physics investigation that leads to a non-linear mathematical relationship	4i	91521	Carry out a practical investigation to test a physics theory relating two variables in a non-linear relationship	4i

CAREER OPPORTUNITIES: Physics is a subject prerequisite for degrees in **engineering, medicine**, veterinary science, physiotherapy, electronic and science degrees. Technology (electrical, industrial, telecommunications), Analyst (Energy, Government, Banking, Design), The Armed Services - especially officer candidates, NZ technician certificates and diplomas (e.g. draughting, electrical, electronics, engineering, surveying)



RELIGIOUS STUDIES

LEVEL 1

DURATION: Full year (compulsory)

ENTRY EXPECTATION:

Successful achievement in Year 10 Religious Studies

COURSE DESCRIPTION:

Student learning is focused upon deepening their knowledge and thinking in matters that challenge their sense of self and faith.

Three topics will be studied in Year 11:

The Gospels: Students gain an understanding of the context and processes which over time led to the formation of the Gospels.

Our History: In Aotearoa / New Zealand: Students explore the positive contribution of different cultures to the Catholic Church in Aotearoa New Zealand.

Te Atua - God: Students learn about important beliefs and rituals within our Catholic faith and another world religion.

ACHIEVEMENT STANDARDS:

Internal: 10 credits

External: 5 credits

LEVEL 2

DURATION: Full year (compulsory)

ENTRY EXPECTATION:

Successful achievement in Level 1 Religious Studies

COURSE DESCRIPTION:

Student learning is centred on common life experiences.

Students will learn about other religions and the imperative for Christians to act when faced by injustice.

They will also learn about the Catholic response towards loss, grief and death.

The course is designed for students who intend to leave school this year as well as providing learning for students who continue into Level 3.

Personal reflection and group discussion are an integral part of the course.

ACHIEVEMENT STANDARDS:

Internal: 18 credits

LEVEL 3

DURATION: Full year (compulsory)

ENTRY EXPECTATION:

Successful achievement in Level 2 English and Religious Studies

COURSE DESCRIPTION:

Student learning is centred on ensuring that they are able to respect Christian values when they make their contribution in our global community.

The year's study is based around the call for us all to be guardians of the world that has been gifted to us and an examination of what Pope John-Paul II described as "ecological conversion".

During the year we will study three topics. We start by investigating a theme in the sacred Scriptures. We will examine how as Catholics we find meaning in today's world by investigating the purpose of life and studying Ethical issues.

Personal reflection and group discussion are an integral part of the course.

COURSE DONATION:

\$250.00 – Retreat (overnight) (approx.)

ACHIEVEMENT STANDARDS:

Internal: 18 credits

AS	Description	Cr	AS	Description	Cr	AS	Description	Cr
91917	Demonstrate understanding of how a significant narrative relates to a cultural context or religious tradition	5i	90823	Explain the key beliefs within two religious traditions in relation to a significant religious question	6i	90826	Analyse the response of the Catholic Church to a contemporary ethical issue	6i
91916	Demonstrate understanding of the development of a community that shares religious or spiritual beliefs	5i	90821	Explain the changes in an expression(s) of a religious tradition	6i	91725	Analyse the meanings in a sacred text within a religious tradition	6i
91918	Demonstrate understanding of a characteristic of religious or spiritual traditions	5e	90822	Explain how a contemporary social action derives from the ethical principles of a religious tradition	6i	90827	Compare and contrast a major religious tradition with a secular world view	6i

CAREER OPPORTUNITIES: Law, psychology, philosophy, sociology, theology, medicine, ethics, counselling, education, Priest, vowed religious, matrimony and parenthood.

SCIENCE

LEVEL 1

DURATION: Full year

ENTRY EXPECTATION: Nil

COURSE DESCRIPTION:

The Year 11 Science course is a full-year programme aligned with the New Zealand Curriculum and assessed at *NCEA Level 1*. It provides a comprehensive overview of key scientific principles across the *Material World*, *Physical World* and *Living World* strands, while also developing students' skills in scientific investigation, analysis, and communication through the *Nature of Science*.

The course includes *two externally assessed achievement standards* and *one internally assessed achievement standard*, offering students the opportunity to achieve a *subject endorsement* in Science at NCEA Level 1. These standards are selected to provide both breadth and depth in scientific understanding, giving students a broad Scientific understanding and preparing students for further study in specialised science subjects.

Teaching and learning are supported by a *SciPAD* Level 1 Science workbook, which provides structured content, practice questions, and revision tasks. Students also have access to a companion *online platform* that mirrors the workbook, allowing for flexible, self-paced learning, targeted review, and interactive support outside the classroom.

The standards within this course are *prerequisites* for students wishing to study Science subjects at Level 2, including Biology, Chemistry, and Physics. It is designed to cater to a wide range of learners through differentiated instruction, with opportunities for extension and academic challenge for students aiming for Merit and Excellence endorsements.

By the end of the course, students will have developed a solid scientific foundation and the essential skills needed for success in senior science pathways.

ACHIEVEMENT STANDARDS:

Internal: 6 credits

External: 10 credits

AS	Description	Cr
92021	Demonstrate understanding of a chemical reaction in a specific context	6i
92022	Demonstrate understanding of genetic variation in relation to an identified characteristic	5e
92047	Demonstrate understanding of energy in a physical system	5e

TECHNOLOGY – CONSTRUCTION

LEVEL 1

DURATION: Full year

ENTRY EXPECTATION:

Year 10 Hard Materials would be beneficial

COURSE DESCRIPTION:

The Year 11 Construction course offers students the opportunity to develop practical skills through hands-on building projects, supported by essential theory units. Students will work with a range of tools, materials, and techniques to complete individual and group projects, gaining confidence in using equipment safely and accurately. The course includes learning about construction processes, measuring and interpreting plans, health and safety, and workplace expectations.

Alongside practical work, students complete theory units that build understanding of industry standards and reinforce the skills they apply in the workshop. This combination prepares students for further training in building, carpentry, or other trades and introduces them to pathways in the construction industry.

This course suits students who enjoy working with their hands, problem-solving, and seeing a project through from plan to finished product. It encourages teamwork, responsibility, and a strong work ethic.

TAKE-HOME COMPONENT COST:

\$60.00

UNIT STANDARDS:

Internal: 19 credits

LEVEL 2

DURATION: Full year

ENTRY EXPECTATION:

Level 1 Construction with 14 credits would be beneficial

COURSE DESCRIPTION:

Through a combination of theory and practical projects, students will gain insight into the various aspects of construction, including safety practices, tools and equipment, construction materials, and project planning.

By the end of this course, students will have acquired a solid foundation in the principles and practices of construction.

This course will offer students a strong starting point for further exploration of careers within the construction industry.

TAKE-HOME COMPONENT COST:

\$60.00

UNIT STANDARDS:

Internal: 20 credits

LEVEL 3

DURATION: Full year

ENTRY EXPECTATION:

Level 2 Construction with 14 credits

COURSE DESCRIPTION:

The Level 3 Building, Construction and Allied Trades Skills (BCATS) Unit Standards require students to undertake a 'Stage 3 BCATS project' as evidence for assessment.

This will involve using a broad range of tools, equipment, machinery and materials, and involving a range of standard processes. It is expected that Level 3 BCATS graduates will have sufficient understanding, familiarity and practice of a BCATS trade to form a good basis from which they can go on to gain commercial competence while undertaking post-school employment and training.

TAKE-HOME COMPONENT COST:

\$100.00

UNIT STANDARDS:

Internal: 19 credits

US	Description	Cr	US	Description	Cr	US	Description	Cr
24352	Demonstrate and apply knowledge of safe working practices and use PPE during construction of a BCATS project	2i	22607	Read and interpret plans, working drawings and specifications for BCATS projects	3i	29684	Undertake a Stage 3 BCATS project	12i
24355	Demonstrate knowledge of construction manufacturing materials	4i	24354	Demonstrate knowledge of health and safety legislation and apply safe working practices in a BCATS environment	4i	29681	Measure and calculate for a Stage 3 BCATS project	3i
24356	Apply elementary procedures and processes for a BCATS project	8i	12932	Construct timber garden furniture as BCATS projects	8i	29682	Select, use and maintain tools, equipment and machinery for a Stage 3 BCATS project	4i

TECHNOLOGY – CONSTRUCTION cont ...

US	Description	Cr	US	Description	Cr	US	Description	Cr
25919	Use hardware and fastenings for a BCATS project	2i	24360	Demonstrate knowledge of timber and other construction materials used in BCATS projects	5i			
25920	Use joints for a BCATS project	3i						

CAREER OPPORTUNITIES: Mechanical Engineering, Marine Industry, Automotive Industry, Building and Construction.



TECHNOLOGY – ELECTRONICS & AUTOMOTIVE ELECTRICAL

LEVEL 1

DURATION: Full year

ENTRY EXPECTATION:

Year 10 Electronics would be beneficial

COURSE DESCRIPTION:

This course will suit students who have an interest in the Electrical, Automotive and Electronic industry.

All students are required at all times to accept and carry out the legal safety requirements of learning in a workshop environment.

UNIT STANDARDS:

16 credits

LEVEL 2

DURATION: Full year

ENTRY EXPECTATION:

Year 11 Electronics would be beneficial

COURSE DESCRIPTION:

The aim of this course is to assist students to become competent in a range of skills applicable to the Electrical, Automotive and Electronic industry.

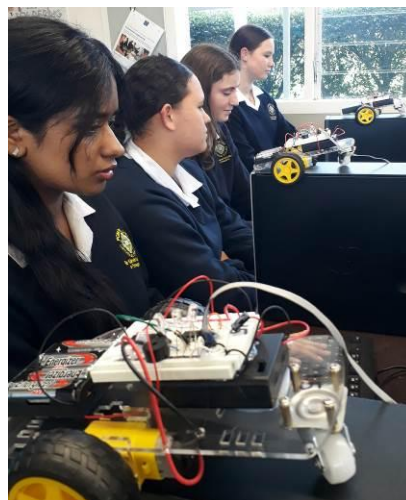
All students are required at all times to accept and carry out the legal safety requirements of learning in a workshop environment.

UNIT STANDARDS:

21 credits

US	Description	Cr	US	Description	Cr
497	Demonstrate knowledge of workplace Health and Safety (Level 1)	3	247	Prepare a vehicle for use and shut down after use (Level 2)	2
18239	Demonstrate knowledge of circuit concepts and measurement for electronics (Level 2)	5	30571	Demonstrate knowledge of the principles and testing of automotive electrical circuits (Level 3)	6
18243	Construct simple electronic products from supplied circuit schematics (Level 2)	6	30558	Test and repair automotive electrical circuits (Level 3)	5
15849	Perform soldering and de-soldering work (Level 2)	2	18240	Demonstrate knowledge of basic electronic components (Level 2)	5
			18242	Construct a simple printed circuit (Level 2)	3

CAREER OPPORTUNITIES: Professional engineering or engineering trades apprenticeships.



TECHNOLOGY – FOOD (HOSPITALITY)

LEVEL 1

DURATION: Full year

ENTRY EXPECTATION:

Year 10 Food Technology would be beneficial

COURSE DESCRIPTION:

Through the processes of selecting, preparing, cooking and serving food, students develop their creativity and experience a sense of accomplishment at the same time, as they develop personal and interpersonal understandings and skills that contribute to well-being.

The major topics include:

- Hygiene and Safety: Requirements for safe preparation and storage of foods.
- Foods: Preparation and presentation of meats, fruit and vegetables, egg and cheese dishes, cake and finger foods.
- Career Pathways.

UNIT STANDARDS:

Internal: 21 credits

LEVEL 2

DURATION: Full year

ENTRY EXPECTATION:

Level 1 Hospitality would be beneficial

COURSE DESCRIPTION:

The aim of this course is to develop skills which will either lead directly to the workforce, or act as a curriculum bridge between secondary and tertiary education. Students will complete standards from the Service Industry Vocational Pathway.

The content of the course is both theoretical and practical and is designed to be completed in two years, with students able to enter the course in either year. The majority of standards are provided by Service IQ. Each year, students are encouraged to participate in STAR courses through NorthTec. Approximately 20 Level 2 and Level 3 credits are available each year. Students will have the opportunity to cater for special occasions at school.

This course can also offer additional US credits in Tourism. These standards are provided by ITC.

Note: The NorthTec visits will require students to be absent from school for four+ teaching days and thus miss work in other subjects. It is each student's responsibility to make up this missed work.

UNIT STANDARDS:

Internal: 16 credits

LEVEL 3

DURATION: Full year

ENTRY EXPECTATION:

Level 2 Hospitality would be beneficial

COURSE DESCRIPTION:

Hospitality is a hands-on course that gives students practical experience in food preparation, cooking, presentation, and customer service. These skills are supported by theory covering food safety, hygiene, nutrition, and workplace communication. Students learn how the industry works, and gain confidence in both practical and team-based environments.

This course provides a solid foundation for future study or work in cafes, restaurants, hotels, catering, tourism, or event management. It also helps students develop transferable skills such as time management, teamwork and problem-solving.

Whether you're passionate about food, or enjoy working with people, Hospitality offers real-world experience and opens the door to exciting career opportunities in New Zealand and around the world. Get ready to learn, create, and serve!

UNIT STANDARDS:

Internal: 19 credits

US	Description	Cr	US	Description	Cr	US	Description	Cr
15900	Prepare and present mocktails	4i	13285	Handle and maintain knives	2i	17288	Prepare and present espresso beverages for service	5i
15901	Prepare and present fruit and vegetables in the hospitality industry	3i	13281	Prepare and present sandwiches	2i	13282	Prepare, assemble, and present complex sandwiches for service in a commercial kitchen	2i
15919	Prepare and present hot finger foods in the hospitality industry	2i	13280	Demonstrate fruit and vegetable knife cuts	2i	13325	Prepare and bake basic cakes, sponges and scones in a commercial kitchen	4i
15921	Prepare and cook cakes, sponges and scones	3i	13272	Cakes, breads and pastries	2i	13288	Prepare and cook basic meat dishes in a commercial kitchen	8i

TECHNOLOGY – FOOD (HOSPITALITY) cont ...

LEVEL 1			LEVEL 2			LEVEL 3		
US	Description	Cr	US	Description	Cr	US	Description	Cr
19770	Prepare and present egg and cheese dishes	3i	13275	Cook food items by steaming	2i			
21059	Demonstrate knowledge of knife care, use, storage and carrying for the hospitality industry	2i	13283	Prepare and assemble, and present salads for service	2i			
167	Demonstrate knowledge of workplace health and safety requirements	4i	17285	Demonstrate knowledge of commercial espresso coffee equipment and prepare espresso beverages under supervision	4i			

CAREER OPPORTUNITIES: The hospitality industry includes: hotels & motels, pubs & clubs, restaurants, casinos, resorts, take-away food outlets, conference centres, hospitals, nursing homes, armed forces, industrial canteens, charity houses, hostels, cafes, home/farm stays, camping grounds, catering companies, in-flight catering, cruise ships and head chef or restaurant owner.

TE REO MĀORI

LEVEL 1

DURATION: Full year

ENTRY EXPECTATION:

Completion of Year 10 Te Reo Māori preferred

COURSE DESCRIPTION:

This course blends formal language acquisition with the dynamic, performance-based expression of Te Ao Haka (Māori Performing Arts). Designed to build communication confidence, cultural literacy, and performance skills, this course honors mātauranga Māori as a living heritage.

Te Reo Focus: Advancing conversational fluency, understanding written texts, and developing clear written expression in te reo Māori.

Te Ao Haka Focus: Understanding the foundations, historical contexts, and creative components of Māori performance arts, alongside practical discipline training.

Cultural Connection: Deepening your understanding of whakapapa (lineage) and local regional histories through the medium of performance.

ACHIEVEMENT STANDARDS:

Internal: 22 credits

External: 10 credits

LEVEL 2

DURATION: Full year

ENTRY EXPECTATION:

Completion of Level 1 Te Reo Māori preferred

COURSE DESCRIPTION:

This course is designed to build on the foundation knowledge developed in Level 1, shifting your language skills from guided, predictable exchanges into independent, authentic communication.

Students will deepen their command of te reo through exploring complex sentence structures, varying tribal dialects, and the underlying cultural protocols (tikanga) that govern formal Māori society.

This course prioritises practical in-class development with a comprehensive internal framework, while maintaining a flexible, dual-standard external pathway for students targeting University Entrance (UE) or course endorsements.

ACHIEVEMENT STANDARDS:

Internal: 16 credits

External: 12 credits

LEVEL 3

DURATION: Full year

ENTRY EXPECTATION:

Completion of Level 2 Te Reo Māori preferred

COURSE DESCRIPTION:

At Level 3, the curriculum moves entirely away from guided language drills. Students learn to navigate unpredictable, authentic Māori-speaking environments, engage in deep research, and hold sustained conversations with fluent native speakers.

Throughout the year, students will investigate complex societal issues, dissect regional tribal histories, explore contemporary language revitalization movements (Whakarauora Reo Māori), and learn to construct authoritative arguments completely in te reo Māori.

ACHIEVEMENT STANDARDS:

Internal: 16 credits

External: 12 credits

AS	Description	Cr	AS	Description	Cr	AS	Description	Cr
92092	Te kōrerorero i ngā pārongo, i ngā ariā me ngā whakaaro	6i	91288	Waihanga tuhinga auaha, i te reo o tea o torotoro	6i	91650	Whakarongo kia mōhio ki te reo o te ao whānui	4i
92093	Te whakapuaki whakaaro e pā ana ki tētahi horopaki e ora nei te reo	4i	91285	Kōrero kia whakamahi i te reo o te ao torotoro	6i	91651	Kōrero kia whakamahi i te reo o te ao whānui	6i
91976	Demonstrate understanding of key features of Te Ao Haka	6i	91284	Whakarongo kia mōhio ki te reo o tea o torotoro	4i	91654	Waihanga tuhinga whai take i te reo o te ao whānui	6i
91977	Perform an item from a Te Ao Haka discipline	6i	91286	Pānui kia mōhio ki te reo o tea o torotoro	6e	91652	Pānui kia mōhio ki te reo o te ao whānui	6e
92094	Te whakaatu i te māramatanga ki te reo Māori me ōna mātāpono i tētahi horopaki e taunga ana	5e	91287	Tuhi i te reo o tea o torotoro	6e	91653	Tuhi i te reo o te ao whānui	6e
92095	Te tuhi e pā ana ki tētahi horopaki e taunga ana	5e						

CAREER OPPORTUNITIES: University/tertiary lectureship, Law, Health, Teaching, Economics, Broadcasting, Performing Arts, Carving, Research, Tā Moko Artist, Environmentalist/Conservation.

VISUAL ARTS (ART DESIGN)

LEVEL 2

DURATION: Full year

ENTRY EXPECTATION:

It is useful for students to have studied, or have an interest in, Art or Graphics.

COURSE DESCRIPTION:

Students will use a range of design processes, both practical and digital, to create outcomes based on a negotiated brief. Students will complete two internal standards and submit a folio for external assessment at the end of the year.

Central to the design processes will be the use of the Adobe Suite, the tertiary and industry standard. It is advised, though not compulsory, for students to have access to a computer powerful enough to run the software at home.

ACHIEVEMENT STANDARDS:

Internal: 8 credits

External: 12 credits

LEVEL 3

DURATION: Full year

ENTRY EXPECTATION:

Students must have completed Level 2 Art Design.

COURSE DESCRIPTION:

Students will use a range of design processes, both practical and digital, to create outcomes based on a negotiated brief. Students will complete two internal standards and submit a folio for external assessment at the end of the year.

Central to the design processes will be the use of the Adobe Suite, the tertiary and industry standard. It is advised, though not compulsory, for students to have access to a computer powerful enough to run the software at home.

ACHIEVEMENT STANDARDS:

Internal: 8 credits

External: 14 credits

AS	Description	Cr	AS	Description	Cr
91310	Use drawing methods to apply knowledge of conventions appropriate to design	4i	91445	Use drawing to demonstrate understanding of conventions appropriate to design	4i
91315	Develop ideas in a related series of drawings appropriate to established design practice	4i	91450	Systematically clarify ideas using drawing informed by established design practice	4i
91320	Produce a systematic body of work that shows understanding of art making conventions and ideas within design	12e	91455	Produce a systematic body of work that integrates conventions and regenerates ideas within design practice	14e

CAREER OPPORTUNITIES: The study of art design provides a valuable background for careers such as architect, teacher, printer, animator, graphic designer, photographer, landscaper, publisher, advertising, work in the film industry, illustrator, fashion design, interior decorator, hairdresser, chef/baker, events co-ordinator, in fact most careers requiring a creative input.



VISUAL ARTS (ART PAINTING)

LEVEL 1			LEVEL 2			LEVEL 3		
DURATION: Full year			DURATION: Full year			DURATION: Full year		
ENTRY EXPECTATION: Successful achievement in Year 10 Art is desirable.			ENTRY EXPECTATION: Successful achievement in Level 1 Visual Art is desirable.			ENTRY EXPECTATION: Successful achievement in Level 2 Visual Art is desirable.		
COURSE DESCRIPTION: This course offers study in a range of Art areas: • Art History / Appreciation • Drawing and Painting • Printmaking and a display relating to an area of focus.			COURSE DESCRIPTION: Level 2 Art offers students the opportunity to develop skills through practical research and investigation and to extend ideas into the use of paint as a medium.			COURSE DESCRIPTION: The focus of study at Level 3 is on creativity and the development of original ideas. Students will be made aware of developments in Art both in New Zealand and abroad.		
ACHIEVEMENT STANDARDS: Internal: 10 credits External: 5 credits			ACHIEVEMENT STANDARDS: Internal: 8 credits External: 12 credits			ACHIEVEMENT STANDARDS: Internal: 8 credits External: 14 credits		
AS	Description	Cr	AS	Description	Cr	AS	Description	Cr
91912	Use practice-based visual inquiry to explore Aotearoa New Zealand's Māori context and another cultural context	5i	91311	Use drawing methods to apply knowledge of conventions appropriate to painting	4i	91446	Use drawing to demonstrate understanding of conventions appropriate to painting	4i
91913	Produce resolved artwork appropriate to established art making conventions	5i	91316	Develop ideas in a related series of drawings appropriate to established painting practice	4i	91451	Systematically clarify ideas using drawing informed by established practice	4i
91914	Explore visual arts processes and conventions to inform own art making	5e	91321	Produce a systematic body of work that shows understanding of art making conventions and ideas within painting	12e	51456	Produce a systematic body of work that integrates conventions and regenerate ideas within painting practice	14e

All Level 1 – 3 courses are endorsed.

CAREER OPPORTUNITIES: A study of the visual arts provides a valuable background for careers such as architect, engineer, teacher, printer, animator, graphic designer, photographer, landscaper, publisher, advertising, work in the film industry, illustrator, fashion design, interior decorator, events co-ordinator, freelance artist, hairdresser, worker in the hospitality industry, chef - in fact most careers requiring a creative input.

GATEWAY

The Gateway programme will enable senior students to participate in structured workplace learning.

Students who participate in this programme are those who are interested in a career in a particular industry. The students find work-based learning helps them understand the skills required in their chosen career paths, and may help lead onto an apprenticeship, employment or future training courses.

Core Unit Standards to be delivered:

US	Description	Level	Cr
6400	Manage First Aid in an emergency situation	3	2
6401	Basic First Aid and Resuscitation	2	1
6402	Provide basic life support	1	1
17856	Demonstrate knowledge of electrical safety in the workplace	3	4
22316	Demonstrate knowledge of the management of drug and alcohol-related problems in the workplace	3	4
30265	Apply health and safety risk assessment to a job role	3	8
10780	Complete a work experience placement	2	3

Retail Unit Standards to be delivered:

US	Description	Level	Cr
11971	Use safe work practices in a retail environment under supervision	2	3
9677	Communicate in a team or group which has an objective	2	3
24997	Demonstrate knowledge of theft and fraud in a retail and distribution environment	2	5
62	Maintain personal presentation and positive attitude in a workplace involving customer contact	2	3
11966	Count and record stock in a retail or distribution environment	2	2
11962	Fill shelves in a retail or distribution environment	2	3
28301	Demonstrate knowledge of products and product information in a retail or distribution environment	2	5

Level 3 Retail is available for suitable students



KŌTUI AKO VIRTUAL LEARNING NETWORK AOTEAROA



VIRTUAL LEARNING NETWORK (VLN):

Kōtui Ako / VLN is an online teaching and learning community, available to NZ Secondary and Area Schools.

VIRTUAL LEARNING:

Virtual Learning, also known as “online education and e-learning” refers to any learning that is undertaken by students requiring them to have a teacher or tutor from outside our school. There are currently two avenues for distance education for our students. One is through the [Kōtuki Ako Online Learning Community](#) and the other one is the traditional [Correspondence School](#). We prefer to offer the Kōtui Ako option to students as it has proven to be more engaging for the learner.

HOW DOES IT WORK?

Students referred to as e-students are connected to their class through a video conference bridge where they can see both their teacher and the other students in their class from schools right throughout New Zealand. Through the weekly video-conferencing session, along with the wide range of digital resources now available, students can interact with their teacher and other students. Throughout the rest of the week students work on their own on the wide range of resources, but can contact their e-teacher for assistance or extra tutorials, and as the e-dean provides the pastoral care of the e-students at Pompallier Catholic College and ensures that e-students are making regular contact with their e-teacher.

Kōtui Ako belongs to the **New Zealand Virtual Learning Network Community (NZVLNC)** which means our students have access to qualified teachers in a wide range of curriculum areas from all over New Zealand.



KŌTUI AKO VIRTUAL LEARNING NETWORK AOTEAROA cont ...

COURSES OFFERED THROUGH DISTANCE EDUCATION:

There are a wide range of courses available. They can be found on the Learning Exchange on the Virtual Learning Network – www.olc.school.nz. The course outline and pre-requisites can be found there. The next step is to speak to the e-dean - Mrs Denise Finchett.

Acceptance into a Virtual Learning course is not guaranteed and is subject to availability, and at the discretion of the e-dean. Part of the application process may include an interview.

WHY DO WE NEED ONLINE LEARNING?

Where we are able to, your child will have a teacher from our school, but to ensure that your child's learning needs are met, online learning is an excellent alternative.

SOME REASONS WHY YOUR CHILD MAY NEED TO LEARN THROUGH ONLINE LEARNING:

1. A subject is not offered at our school
2. A timetable clash

WEEKLY VIDEO CONFERENCE CLASSES:

E-students will be scheduled in a weekly class with their teacher (e-teacher) where they will be able to see their teacher and the other students in that class through the use of video conferencing.

The e-teacher will provide an internet-based online environment where resources are made available, forums set up where discussions can take place, homework can be downloaded and assessments can be uploaded. Students will no longer need to wait for their resources to arrive in the mail.

Students will have this online class on their timetable, so they will have an option line where they will be required to work independently, or some supervision may be needed, depending on the student and school.

Students will need access to the internet and a device during this option line and the school will ensure this is made available. It is an advantage but not essential for students to have access to the internet after school hours.

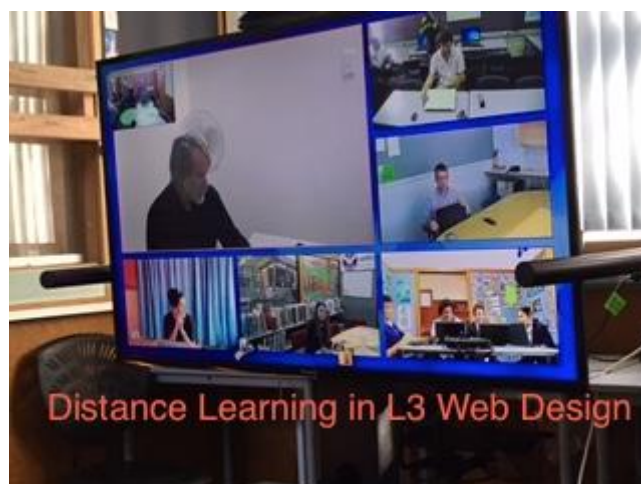
IS ONLINE LEARNING SUITABLE FOR EVERYONE?

Our research and observations clearly indicates that this style of learning **does not suit everyone**.

In order for distance learning to be successful, students must:

1. Be able to work independently and to take responsibility of their own learning
2. Attend school regularly
3. Commit to attend the weekly video conference classes
4. Communicate with the e-teacher and e-dean
5. Meet the pre-requisites as stated in the course outlines
6. Gain approval from their school through the e-dean

With good organisational skills and some motivation, there is no reason why students should not get grades as good as, or better, than their face-to-face classes.



TRADES ACADEMY – NORTHTEC

Academy programmes provide opportunities for students to engage with learning in both the secondary and tertiary learning environments throughout a year-long programme.

This builds on existing knowledge, exposes students to the tertiary learning environment and provides credits towards NCEA qualifications as well as a nationally transferable qualification.

Students attend the programmes at the NorthTec campus, for one or two days per week (dependent upon course).

Courses are offered in:

- Automotive (Level 2 & 3) 2 days per week
- Construction (Level 2) 1 day per week
- Cookery (Level 3) 1 day per week
- Food & Beverage (Level 3) 1 day per week
- Hair and Beauty (Level 2 & 3) 1 day per week
- Health (Level 2) 1 day per week
- Mechanical Engineering 2 days per week
- Tourism Academy (Level 3) 1 day per week

Note: this is run by the International Travel College (ITC) at the NorthTec campus

Places on Academy programmes are limited and students are required to complete an expression of interest form and meet the tutor before being accepted onto the programme.

Information on each programme can be found in the Trades Academy prospectus, a copy of which is available [on our website](#) or through our Careers Advisor, Mrs Julie Hamilton.

Information on the Tourism Academy programme can be found on the [ITC website](#).

Students interested in one of the programmes need to register their interest initially with Mrs Hamilton.

