POMPALLIER CATHOLIC COLLEGE

"Diligere Verum" "Love the Truth" "Arohatia te Whakapono"

CURRICULUM INFORMATION

2026

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CONTENTS

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.

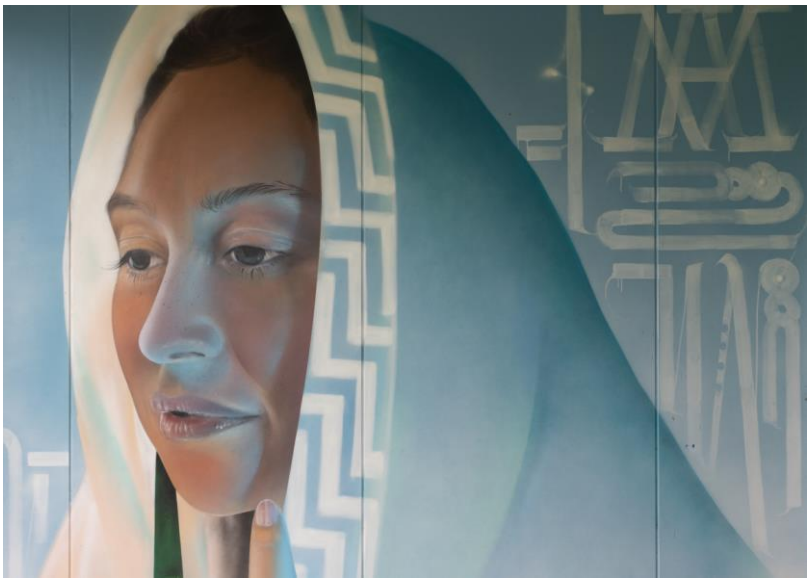
At Pompallier Catholic College, students receive opportunities to learn to respect the diverse ethnic nature and cultural heritage of New Zealand people, with acknowledgement of the unique place of Māori.

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

Year 7 and Year 8 is based in a homeroom environment where most core subjects are taught by the Whānau teacher. All work covered in Year 7 and Year 8 is in line with the New Zealand Curriculum (2007) and recent additions.

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 is based on the New Zealand Curriculum. 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 two-year intermediate science programme is designed in accordance with the NZ Curriculum, delivering a broad and balanced foundation in science through topics taught across Levels 3 to 5. The course aims to foster curiosity, build scientific understanding, and develop key competencies through a combination of structured inquiry, interactive demonstrations, and hands-on practical investigations.

Students explore core strands of the science curriculum – *Living World, Planet Earth and Beyond, Physical World*, and *Material World* – while also engaging in the *Nature of Science* strand, which underpins scientific thinking and processes. Learning experiences are carefully scaffolded to support the development of scientific literacy and critical thinking, encouraging students to ask questions, plan and carry out investigations, and communicate their findings effectively.

The course is designed to engage all learners, offering differentiated learning opportunities that both support those who need guidance and stretch those ready for deeper challenge. High expectations, enrichment tasks, and extension activities are embedded throughout, ensuring that our most able students are stimulated and empowered to excel.

By the end of Year 8, students will have developed a strong foundation in scientific concepts and processes, preparing them for the transition to further science learning in Years 9 & 10.

SOCIAL STUDIES

Social Studies is integrated within the classroom to meet the needs and interests of students, while keeping in line with the curriculum and subject overview.

Through Social Studies students learn about people, society, and investigate issues and topics locally, nationally and internationally.

COURSE DONATION:

Overnight EOTC trips will be advised and a donation will be requested

Year 7 & 8 Social

Year 7 Candle Ceremony

YEAR 7 AND YEAR 8 – SPECIALIST SUBJECTS

ART

DURATION: Two-year programme

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.

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.

YEAR 7 AND YEAR 8 – SPECIALIST SUBJECTS

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.

TE AO MĀORI (THE MĀORI WORLD)

DURATION: Full year

COURSE DESCRIPTION:

In this course students will be introduced to basic, conversational language in te reo Māori, tikanga Māori (traditions and practices) and Māori Performing Arts.

Students will develop language and performance skills through:

- Karakia & Hīmene (Prayer and Hymns)
- Waiata (Songs)
- Whakapapa (Family, Ancestry and connections)
- Fiafia Matariki (The annual Matariki Festival)
- Ngā Wā Mīharo O Te Tau (Special times of the year)

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 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 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.

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.

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:

Students will generate, develop, and refine ideas in response to several design briefs. Briefs will be logo design, practical lettering, product design and posters.

Students will be taught a range of design conventions and shown artist models connected to their projects. Students will be taught a range of tools within Adobe Photoshop, which is the software standard within the design industry. This will enable them to create modern outcomes and explore a range of graphic solutions to their brief.

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 our on-line Careers platform, Career Central.

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:

The Year 9 Science course is designed in alignment with the NZ Curriculum and delivers a dynamic and engaging programme of study across curriculum levels 4 to 6. The course provides students with a strong foundation in key scientific concepts and processes, while fostering curiosity, critical thinking, and a deeper understanding of the world around them.

Students explore a range of topics across the four strands of the science curriculum – *Material World, Living World, Physical World*, and *Planet Earth and Beyond* – with a strong emphasis on the *Nature of Science* strand, which supports students in developing their skills in scientific inquiry, evidence-based thinking, and communication.

Core topics covered include:

- **The Nature of Matter and Mixtures**: understanding the composition and behaviour of substances
- **Life and the Taiao**: exploring eco-systems, biodiversity, and human impact on the environment
- **The Life of Plants and Animals**: investigating structure, function, growth, and adaption
- **The Importance of Waves and Space Systems**: examining sound, light, and the interactions within our solar system and beyond

The course is taught through a mix of interactive demonstrations, collaborative discussions, and hands-on practical investigations, making science meaningful and relevant. Learning activities are carefully differentiated to support all learners, while providing extension and enrichment opportunities to stretch and challenge our most able students.

To support students' progress and reinforce classroom learning, the programme is supplemented with a *SciPAD student workbook* and access to an *online learning platform*, allowing students to visit key concepts, practice skills, and extend their understanding beyond the classroom.

This course builds essential scientific knowledge and skills that prepare students for success in Year 10 and beyond.

SOCIAL STUDIES

DURATION: Full year

COURSE DESCRIPTION:

Through Social Studies, our students explore how societies work and how they themselves can participate and take action as critical, informed and responsible citizens. Our Social Studies programmes cover a range of interesting and relevant topics and studies, many of which are of national and global significance.

Students may learn about sustainability and the rainforests around the world, tourism in New Zealand, man-made disasters and the Treaty of Waitangi.

Aotearoa New Zealand Histories is an important part of the social sciences at our school. It will be a significant component of our Year 9 Social Studies programme in 2026. Students will explore nineteenth century immigration to New Zealand, the New Zealand Wars and the policies and legislation that followed. They will explore the concepts of Rangatiratanga and Mana Motuhake.

Students will also examine New Zealand's role in international conflicts during the twentieth century and how we commemorate and reflect in these conflicts and changing viewpoints.

Me tiro whakamuri, kia anga whakamua

If we want to shape Aotearoa New Zealand's future, start with our past

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

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 plus our cultures, with a particular emphasis on food.

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

TE REO MĀORI

DURATION: 20 weeks

COURSE DESCRIPTION:

Students will cover four units of work across the half-year. The course will increase student knowledge of basic vocabulary and grammar. They will learn about:

- Pepeha (their personal story of origin)
- Te Whakapapa o tōku kura (community connections with my school)
- Whanaungatanga (connections to the people in my past and present)
- Whaikōrero (the structure and tikanga of Māori oratory)
- Toitū Te Tirīti (Te Tirīti o Waitangi – what is gone and what remains)

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 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.

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: Use mathematical statistics to meet the numeracy demands for a range of 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:

The Year 10 Science course is designed in accordance with the NZ Curriculum and builds on the knowledge and skills developed in earlier years, covering curriculum levels 4 to 6.

Students explore a range of topics across the four strands of the science curriculum – *Material World, Living World, Physical World*, and *Planet Earth and Beyond* – with a strong emphasis on the *Nature of Science* strand, which supports students in developing their skills in scientific inquiry, evidence-based thinking, and communication.

Students engage with a variety of core topics, including:

- **The Nature of the Atom and the Basis of Chemical Reactions**: exploring atomic structure, elements, and chemical changes
- **The Life of Microbes and the Basis of Heredity**: investigating microscopic life, DNA, and patterns of inheritance
- **Forces and Motion & Electricity and Magnetism**: understanding the principles that govern movement and the laws of physics, and exploring electric circuits, magnetic fields, and their applications
- **The Dynamic Earth**: examining geological processes, plate tectonics, and natural phenomena

Learning is brought to life through interactive demonstrations, collaborative projects, and hands-on practical investigations, allowing students to actively apply scientific concepts in real-world contexts. The course is designed to support all learners, with differentiated tasks and scaffolding in place. Extension activities and opportunities for deeper inquiry are embedded throughout to challenge and inspire our most capable students.

The programme is supported by a *SciPAD class workbook*, providing structured exercises and revision material, and an *online learning platform* that allows students to reinforce their understanding, access digital resources, and complete independent study at their own pace.

Year 10 Science lays a strong foundation for success in NCEA Level 1 Science, equipping students with the essential knowledge, skills, and confidence to thrive in their future scientific learning.

SOCIAL STUDIES

DURATION: Full year

COURSE DESCRIPTION:

Through Social Studies, our students explore how societies work and how they themselves can participate and take action as critical, informed and responsible citizens. Our Social Studies programmes cover a range of interesting and relevant topics and studies, many of which are of national and global significance.

Students may learn about our changing world through a decade study, Nazi Germany and Human Rights and associated issues, Ancient Civilisations and cultural diversity in New Zealand.

Aotearoa New Zealand Histories is an important part of the social sciences at our school. It will be a significant component of our Year 10 Social Studies programme in 2026. Students will explore the workings of the Waitangi Tribunal and the Crown settlements, along with the apologies and reconciliations that have followed.

Students will also examine New Zealand's political, social and economic relationship with Pacific nations and their peoples. They will explore our role in international conflicts during the twenty-first century.

Me tiro whakamuri, kia anga whakamua
If we want to shape Aotearoa New Zealand's future, start with our past

Forensic Science

YEAR 10 – OPTION SUBJECTS

ART

DURATION: 20 weeks *(optional)*

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 *(optional)*

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 *(optional)*

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 *(optional)*

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 plus 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 *(optional)*

ENTRY EXPECTATION: Nil

COURSE DESCRIPTION:

Students will cover four units of work across the year. Each unit will delve deeper into other relative contexts. They will extend vocabulary and grammatical knowledge that develops student confidence to engage in short conversations in te reo Māori. They will learn about:

- Te Marae (customs and traditions, roles, parts of the marae, ceremonies)
- Te Whakarauoratanga o te reo (Te Tirīti o Waitangi, Te Wiki o te reo Māori – the status of te reo in Aotearoa today)
- Te Taiao (our environment and our roles as kaitiaki)
- Tangata Rongonui (well-known people)

MUSIC

DURATION: 20 weeks *(optional)*

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 *(optional)*

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 *(optional)*

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 *(optional)*

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 *(optional)*

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.

Year 10 Careers Roadshow

BIOLOGY

LEVEL 2

DURATION: Full year

ENTRY EXPECTATION:

5 Credits in Level 1 NCEA Science, including AS 92021 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

AS	Description	Cr
91153	Carry out a practical investigation in a biology context, with supervision	4i
91155	Demonstrate understanding of adaptation of plants or animals to their way of life	3i
91156	Demonstrate understanding of life processes at the cellular level	4e
91157	Demonstrate understanding of genetic variation and change	4e
91158	Investigate a pattern in an ecological community, with supervision	4i
91160	Investigate biological material at the microscopic level	3i

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
91601	Carry out a practical investigation in a biological context, with guidance	4i
91602	Integrate biological knowledge to develop an informed response to a socio-scientific issue	3i
91603	Demonstrate understanding of the responses of plants and animals to their external environment	5e
91604	Demonstrate understanding of how an animal maintains a stable environment	3i
91606	Demonstrate understanding of trends in human evolution	4e

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:

6 Credits in Level 1 NCEA Science, including AS 92021 is desirable

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
91911	Carry out an investigation into chemical species present in a sample using qualitative analysis	3i
91164	Demonstrate understanding of bonding structure, properties and energy changes	5e
91165	Demonstrate understanding of the properties of selected organic compounds	4e
91167	Demonstrate understanding of oxidation-reduction	3i
91910	Carry out a practical investigation into a substance present in a consumer product using quantitative analysis	4i

AS	Description	Cr
91388	Demonstrate understanding of spectroscopic data in chemistry	3i
91389	Demonstrate understanding of chemical processes in the world around us	3i
91390	Demonstrate understanding of particles and thermochemical principles	5e
91391	Demonstrate understanding of organic chemistry	5e
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

AS	Description	Cr
91940	Explore the function of theatre Aotearoa	5i
91941	Participate in creative strategies to create a drama	5i
91942	Use drama techniques to perform a scripted role for an audience	5e

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

AS	Description	Cr
91213	Apply drama techniques in a scripted context	4i
91214	Devise and perform a drama	5i
91218	Perform a substantial acting role	5i
91219	Discuss elements, techniques, conventions and technology	4e

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
91512	Interpret scripted text to integrate drama techniques in performance	4i
91513	Devise and perform a drama to realise a concept	5i
91517	Perform a substantial acting role in a significant production	5i
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

AS	Description	Cr
91924	Demonstrate understanding of how context shapes verbal language use	5i
91925	Demonstrate understanding of specific aspects of studied text	5i
91927	Demonstrate understanding of significant aspects of unfamiliar text	5e

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

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
91107	Analyse aspects of visual and/or oral text(s) through close viewing and/or listening	3i
91102	Construct and deliver a crafted and controlled oral text ***(optional)***	3i

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
91474	Respond critically to significant aspects of unfamiliar written texts through close reading	4e
91475	Produce a selection of fluent and coherent writing which develops, sustains and structures ideas (portfolio)	6i
91476	Create and deliver a fluent and coherent oral text which develops, sustains and structures ideas	3i
91480	Respond critically to significant aspects of visual and/or oral text(s) through close reading	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.

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)***

AS	Description	Cr
90848	Running a business with a community focus	9i
90846	Conduct market research for a new or existing product	3i
90847	Investigate the application of motivation theory in a business	3i
90845	Apply business knowledge to a critical problem(s) in a given large business context ***(optional)***	4e

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
91384	Carry out, with consultation, an innovative and sustainable business activity	9i
91382	Develop a marketing plan for a new or existing product	6i
91380	Demonstrate an understanding of strategic response to external factors by a business that operates in a global context ***(optional)***	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

AS	Description	Cr
91964	Interact in spoken French to share and respond to information, ideas and opinions	5i
91965	Communicate in French for a chosen purpose	5i
91966	Demonstrate understanding of written French related to everyday contexts	5e
91967	Demonstrate understanding of spoken French related to everyday contexts	5e

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

AS	Description	Cr
91118	Demonstrate understanding of a variety of spoken French texts on familiar matters	5e
91119	Interact using spoken French to share information and justify ideas and opinions in different situations	5i
91120	Give a spoken presentation in French that communicates information, ideas and opinions	4i
91121	Demonstrate understanding of a variety of written and/or visual French text(s) on familiar matters	5e
91122	Write a variety of text types in French to convey information, ideas, and opinions in genuine contexts	5i

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
91543	Demonstrate understanding of a variety of extended spoken French texts	5e
91544	Give a clear spoken presentation in French that communicates a critical response to stimulus material	3i
91545	Interact clearly using spoken French to explore and justify varied ideas and perspectives in different situations	6i
91546	Demonstrate understanding of a variety of extended written and/or visual French texts	5e
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, médicin sans frontiers (doctor).

**** Course may be offered by Online Learning (See Page 49) 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 first-hand 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:

ACHIEVEMENT STANDARDS:

Internal: 10 credits

External: 10 credits

AS	Description	Cr
91932	Demonstrate understanding of the spatial distribution of phenomena and its impacts within the environment [te taiao]	5i

LEVEL 2

DURATION: Full year

ENTRY EXPECTATION:

11 credits in Level 1 Geography are desirable

COURSE DESCRIPTION:

Student learning focuses on how natural landscapes form and change, with particular attention given to one landscape type; e.g. a landscape in a New Zealand setting (Tongariro National Park), or an overseas landscape like Amazonia.

Understanding how landscapes evolve over time and the way 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.

Learning is also directed towards an understanding of the growth of a globally significant urban settlement.

Students should expect to apply information learned in one environment to another, explain the patterns resulting from urban development and the processes responsible for those patterns.

Skills and concepts are further developed so that a wider skills bank is generated over the course of the year's study.

Assessment focus will be directed towards Global Rainforests, a NZ issue, a global study, and research done locally and at Tongariro.

A field trip to Tongariro may be undertaken (costs below).

COURSE DONATION:

$360.00 – EOTC Trip (overnight) (approx.)

ACHIEVEMENT STANDARDS:

Internal: 14 credits

External: 8 credits

AS	Description	Cr
91240	Demonstrate geographic understanding of a large natural environment	4e

LEVEL 3

DURATION: Full year

ENTRY EXPECTATION:

15 credits in Level 1 Geography, and/or 11 credits at Level 2 Geography are desirable

Successful achievement at Level 2 English would be beneficial

COURSE DESCRIPTION:

A significant focus is given to the research process through the internal assessment programme. Some of this requires gathering of primary data, but most will demand the use of appropriate secondary data.

Learning focuses on the elements and interactions of tourism development with one setting from within New Zealand.

This development is further explored in terms of the changes that trigger it, the distribution of phenomena associated with it and its impact on both the immediate and wider environments.

An understanding and analysis of a significant local event alerts students to the demands of event management.

While concepts and skills are building upon those learned in previous years, a significant portion of the year's work is given over to self-directed research of a local, regional or national geographic issue.

Assessment focus will be directed towards current NZ issues, global patterns and their consequences, a local event (Polyfest) and a local research topic.

A field trip to Rotorua may be undertaken (costs below).

COURSE DONATION:

$800.00 – EOTC Trip (overnight) (approx.)

ACHIEVEMENT STANDARDS:

Internal: 14 credits

External: 8 credits

AS	Description	Cr
91427	Demonstrate understanding of how a cultural process shapes geographic environment(s)	4e

GEOGRAPHY cont …

LEVEL 1

AS	Description	Cr
91933	Explore the environment [te taiao] using data	5i
91934	Demonstrate understanding of how natural processes operate within the environment [te taiao]	5e
91935	Demonstrate understanding of geographic decision-making in Aotearoa New Zealand or the Pacific	5e

LEVEL 2

AS	Description	Cr
91241	Demonstrate geographic understanding of an urban pattern	3i
91243	Apply concepts and geographic skills to demonstrate understanding of a given environment	4e
91244	Conduct geographic research with guidance	5i
91245	Explain aspects of a contemporary geographic issue	3i
91246	Explain aspects of a geographic topic at a global scale	3i

LEVEL 3

AS	Description	Cr
91428	Analyse a significant contemporary event from a geographic perspective	3i
91429	Demonstrate understanding of a given environment(s) through the selection and application of geographic concepts and skills	4e
91430	Conduct geographic research with consultation	5i
91431	Analyse aspects of a contemporary geographic issue	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.

ACHIEVEMENT STANDARDS:

Internal: 9 credits

External: 14 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, 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 approved course.

Students will only attempt one of the external standards.

ACHIEVEMENT STANDARDS:

Internal: 15 credits

External: 16 credits

AS	Description	Cr
92024	Engage with a variety of primary sources in a historical context	5i
92025	Demonstrate understanding of the significance of a historical context	5i

AS	Description	Cr
91229	Carry out an inquiry of an historical event or place that is of significance to New Zealanders	4i
91230	Examine an historical event or place that is of significance to New Zealanders	5i

AS	Description	Cr
91434	Research an historical event or place of significance to New Zealanders, using primary and secondary sources	5i
91435	Analyse an historical event or place of significance to New Zealanders	5i

HISTORY cont …

LEVEL 1

AS	Description	Cr
92026	Demonstrate understanding of historical concepts in contexts of significance to Aotearoa New Zealand	5e
92027	Demonstrate understanding of perspectives on a historical context	5e

LEVEL 2

AS	Description	Cr
91231	Examine sources of an historical event that is of significance to New Zealanders	4e
91233	Examine causes and consequences of a significant historical event	5e
91234	Examine how a significant historical event affected New Zealand society	5e

LEVEL 3

AS	Description	Cr
91437	Analyse different perspectives of a contested event of significance to New Zealanders	5i
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
91439	Analyse a significant historical trend and the force(s) that influenced it	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

MATHEMATICS cont …

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

AS	Description	Cr
91256	Apply co-ordinate geometry methods in solving problems	2i
91259	Apply trigonometric relationships in solving problems	3i
91261	Apply algebraic methods in solving problems	4e

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: 11 credits

External: 4 credits

AS	Description	Cr
91259	Apply trigonometric relationships in solving problems	3i
91264	Use statistical methods to make an inference	4i
91268	Investigate a situation involving elements of chance using a simulation	2i

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 / US	Description	Cr
91263	Design a questionnaire	3i
91264	Use statistical methods to make an inference	4i
91268	Investigate a situation involving elements of chance using a simulation	2i

MATHEMATICS cont …

LEVEL 2 - MAC

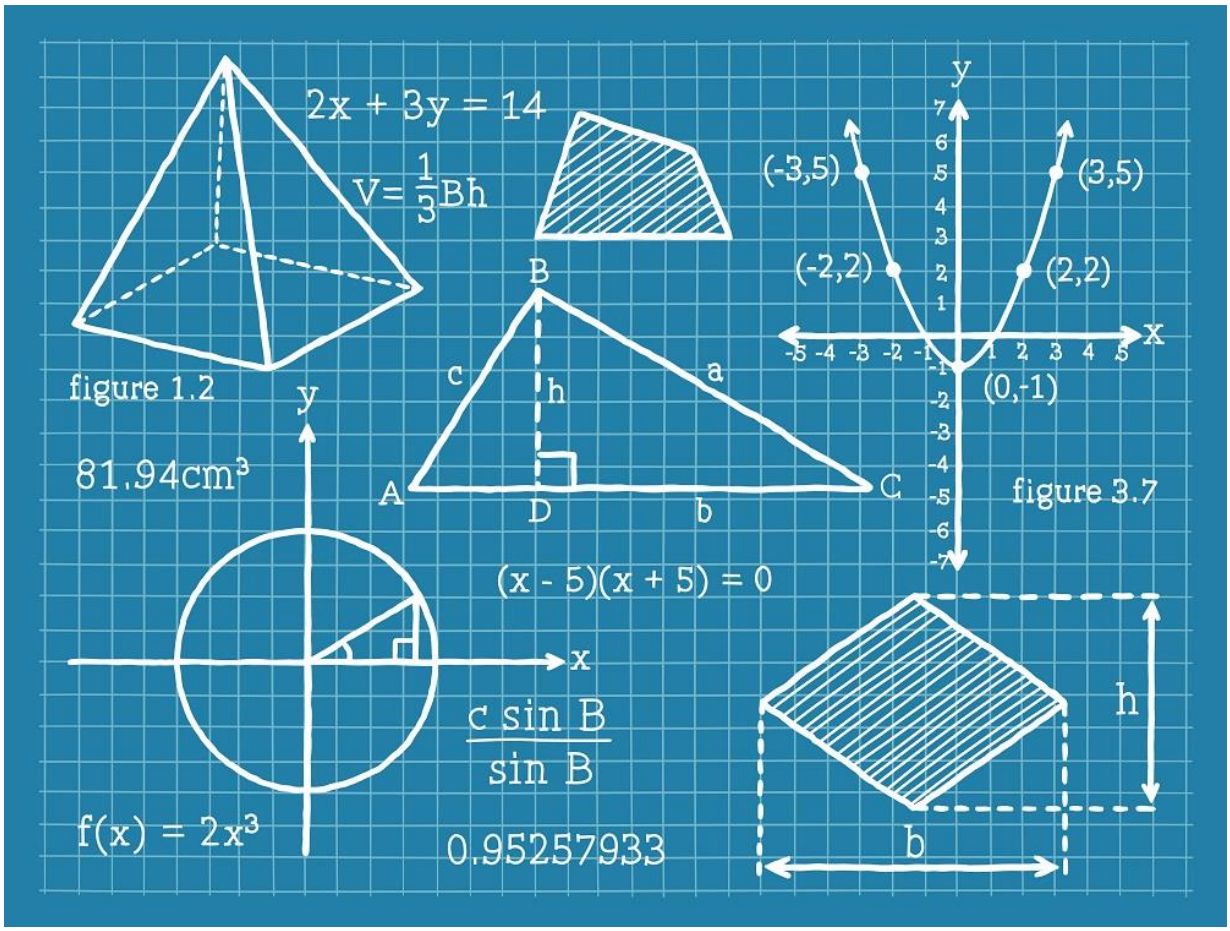
AS	Description	Cr
91262	Apply calculus methods in solving problems	5e
91267	Apply probability methods in solving problems	4e
91269	Apply systems of equations in solving problems	2i

LEVEL 2 - MAS

AS	Description	Cr
91267	Apply probability methods in solving problems	4e
91269	Apply systems of equations in solving problems	2i

LEVEL 2 - MAP

AS / US	Description	Cr
28094	Produce a household budget	3i
28093	Tertiary study funding	3i



MATHEMATICS cont …

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

AS	Description	Cr
91575	Apply trigonometric methods in solving problems	4i
91577	Apply the algebra of complex numbers in solving problems	5e
91578	Apply differentiation methods in solving problems	6e
91579	Apply integration methods in solving problems	6e
91574	Apply linear programming methods in solving problems ***(optional - independent)***	3i
91587	Apply systems of simultaneous equations in solving problems ***(optional - independent)***	3i

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
91580	Investigate time series data	4i
91581	Investigate bivariate data	4i
91582	Use statistical methods to make a formal inference	4i
91585	Apply probability concepts in solving problems	4e
91586	Apply probability distributions in solving problems	4e
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

AS / US	Description	Cr
91948	Use music skills in a music style	5i
91949	Demonstrate performance skills	5i
91950	Demonstrate understanding of music in relation to contexts	5e
91951	Shape music ideas to create an original composition	5e

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.

ACHIEVEMENT STANDARDS:

Internal: 27 credits

External: 14 credits

UNIT STANDARDS:

Internal: 8 credits

AS / US	Description	Cr
91270	Solo Performance	6i
91271	Composition	6i
91272	Group Performance	4i
91273	Instrumentation	4i

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.

ACHIEVEMENT STANDARDS:

Internal: 46 credits

External: 12 credits

UNIT STANDARDS:

Internal: 4 credits

AS / US	Description	Cr
91416	Solo Performance	8i
91417	Second Instrument	4i
91418	Group Performance	4i
91419	Composition	8i

MUSIC cont …

LEVEL 1

AS / US	Description	Cr
32300	MIDI Sequencing	2i
32301	Notation Applications	2i

LEVEL 2

AS / US	Description	Cr
91274	Second Instrument	3i
91275	Aural	4e
91276	Score Reading	4e
91277	Music Works	6e
91278	New Zealand Music	4i
27657	Music Technology	4i
27703	Performance Context	4i

LEVEL 3

AS / US	Description	Cr
91420	Aural	4e
91421	Score Reading	4e
91422	Music Work	4e
91423	Context of a Work	4i
91424	Arrangement	4i
91425	Research	6i
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: 15 credits

AS / US	Description	Cr
92015	Apply movement strategies in an applied setting	5i

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

AS / US	Description	Cr
91328	Demonstrate understanding of how and why biophysical principles relate to the learning of physical skills	5i

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
91498	Evaluate physical activity experiences to devise strategies for lifelong well-being	4i

PHYSICAL EDUCATION cont …

LEVEL 1

AS / US	Description	Cr
92017	Demonstrate understanding of how kotahitanga is promoted in movement through application of strategies	5i
92018	Demonstrate understanding of the influence of a personal movement experience on hauora	5i
3501	Demonstrate knowledge of and apply listening techniques	3i
3503	Participate and communicate in a team or group to complete a routine task	2i

LEVEL 2

AS / US	Description	Cr
91330	Performance in an applied setting	4i
91332	Evaluate leadership strategies that contribute to the effective functioning of a group	4i
91333	Analyse the application of risk management strategies to a challenging outdoor activity	3i
91334	Consistently demonstrate social responsibility through applying a social responsibility model in physical activity	3i
9705	Feedback on performances	3i
9677	Participate in a group which has team objectives	3i

LEVEL 3

AS / US	Description	Cr
91499	Analyse a physical skill performed by self or others	3i
91500	Evaluate the effectiveness of a performance improvement programme	4i
91501	Demonstrate quality performance of a physical activity in an applied setting	4i
91502	Examine a current physical activity event, trend, or issue and its impact on New Zealand society	4i
4597	Snowboard on beginner terrain	4i
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 NZ 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***)

AS	Description	Cr
91168	Carry out a practical physics investigation that leads to a non-linear mathematical relationship	4i

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 science, 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
91522	Carry out a practical investigation to test a physics theory relating two variables in a non-linear relationship	4i

PHYSICS cont …

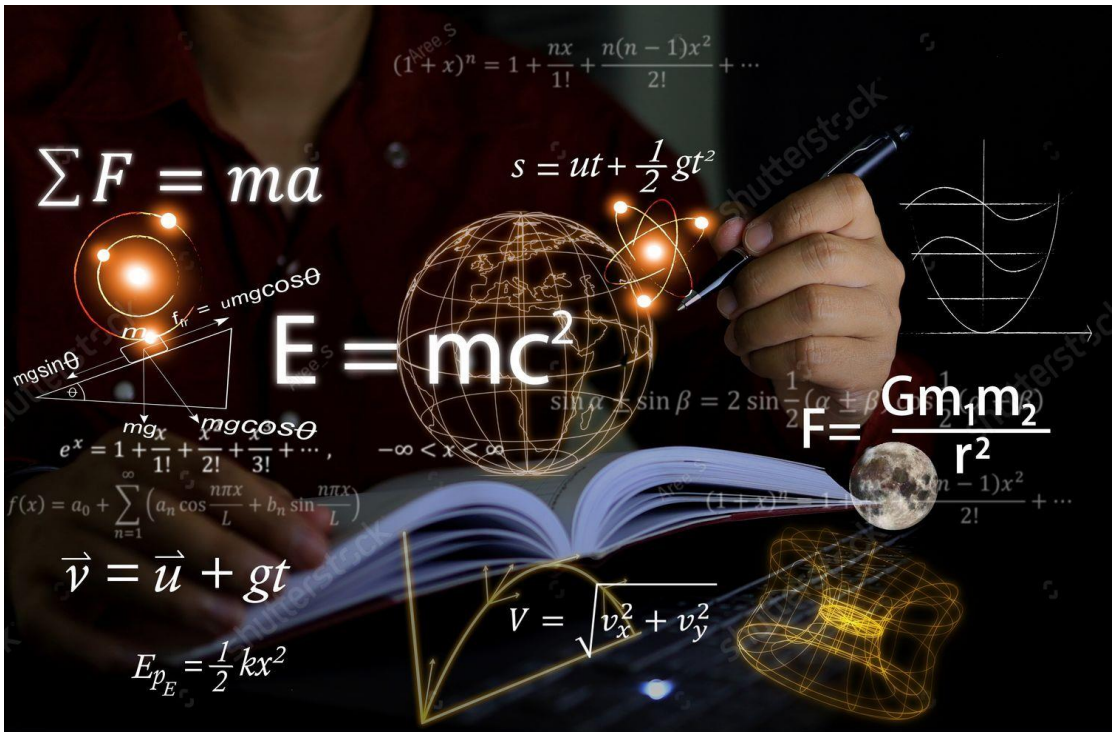
LEVEL 2

AS	Description	Cr
91171	Demonstrate understanding of mechanics	6e
91172	Demonstrate understanding of atomic and nuclear physics	3i
91173	Demonstrate understanding of electricity and electromagnetism	6e
91523	Demonstrate understanding of wave systems ***(Level 3, optional)***	4e

LEVEL 3

AS	Description	Cr
91523	Demonstrate understanding of wave systems	4e
91524	Demonstrate understanding of mechanical systems	6e
91525	Demonstrate understanding of modern physics	3i
91526	Demonstrate understanding of electrical systems ***(optional)***	6e

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

AS	Description	Cr
91917	Demonstrate understanding of how a significant narrative relates to a cultural context or religious tradition	5i
91916	Demonstrate understanding of the development of a community that shares religious or spiritual beliefs	5i
91918	Demonstrate understanding of a characteristic of religious or spiritual traditions	5e

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

AS	Description	Cr
90823	Explain the key beliefs within two religious traditions in relation to a significant religious question	6i
90821	Explain the changes in an expression(s) of a religious tradition	6i
90822	Explain how a contemporary social action derives from the ethical principles of a religious tradition	6i

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
90826	Analyse the response of the Catholic Church to a contemporary ethical issue	6i
91725	Analyse the meanings in a sacred text within 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 – (SCI)

DURATION: Full year

ENTRY EXPECTATION:

Nil

COURSE DESCRIPTION:

The Year 11 Science course is a full-year programme aligned with the NZ Curriculum and assessed at NCEA Level 1. It provides a comprehensive overview of key scientific principles across the *Material World*, *Physical World*, *Living World*, and *Planet Earth and Beyond* 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 two internally assessed achievement standards, offering students the opportunity to achieve a subject endorsement in Science at Level 1. These standards are selected to provide both breadth and depth in scientific understanding, 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.

This course is a *prerequisite* 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: 11 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
92045	Demonstrate understanding of a physical phenomenon through investigation	5i
92047	Demonstrate understanding of energy in a physical system	5e

LEVEL 1 – (SCN)

DURATION: Full year

ENTRY EXPECTATION:

Nil

COURSE DESCRIPTION:

This Year 11 Science course is aligned with the NZ Curriculum and provides students with the opportunity to achieve credits towards NCEA Level 1. It is designed to build scientific literacy, develop investigation skills, and foster an understanding of science in everyday contexts.

The course includes three internally assessed achievement standards and an **optional** externally assessed achievement standard, offering a pathway to subject endorsement in Science for those who choose to sit the external examination. The standards focus on key areas of the curriculum, with an emphasis on practical investigation, data analysis, and applied science concepts.

Students are supported through a structured learning programme using the *SciPAD* Level 1 Science workbook, which aligns with course content and provides targeted exercises and revision activities. An online learning platform complements the workbook, offering digital access to resources, tutorials, and reinforcement of key concepts.

This course is ideal for students aiming to gain a general understanding of science and achieve NCEA Level 1 credits. However, **it does not provide sufficient preparation for students wishing to pursue Biology, Chemistry, or Physics at Level 2**. Students intending to follow an academic science pathway should enrol in the Year 11 Science programme (11SCI) that includes the required external standards.

ACHIEVEMENT STANDARDS:

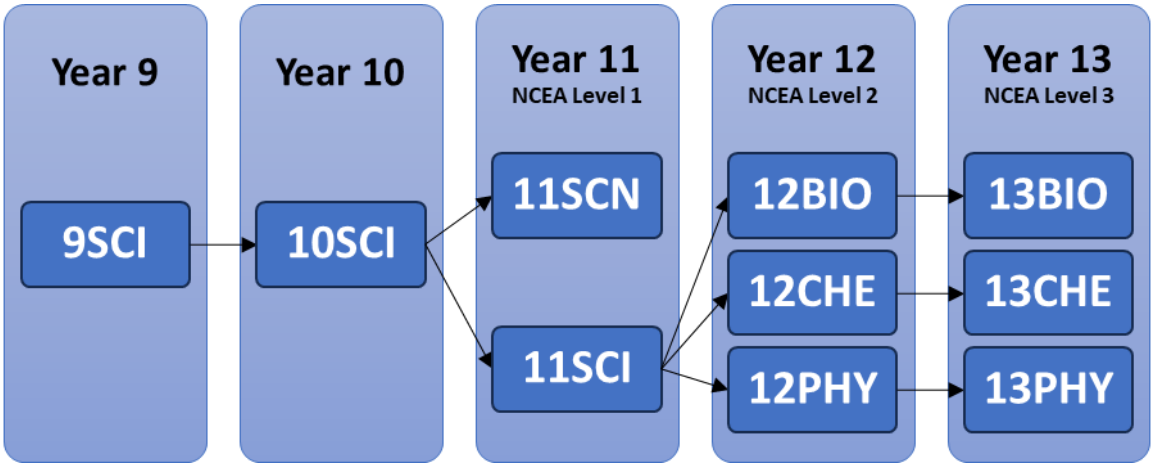
Internal: 16 credits

External: 5 credits ***(optional)***

AS	Description	Cr
92020	Demonstrate understanding of the relationship between a microorganism and the environment	5i
92021	Demonstrate understanding of a chemical reaction in a specific context	6i
92045	Demonstrate understanding of a physical phenomenon through investigation	5i
92046	Demonstrate understanding of the effect on the Earth of interactions between the Sun and the Earth-Moon system ***(optional)***	5e

SCIENCE cont …

The following chart shows progression through our science programmes and prerequisites courses.



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.

UNIT STANDARDS:

Internal: 19 credits

US	Description	Cr
24352	Demonstrate and apply knowledge of safe working practices and use PPE during construction of a BCATS project	2i
24355	Demonstrate knowledge of construction manufacturing materials	4i
24356	Apply elementary procedures and processes for a BCATS project	8i

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.

UNIT STANDARDS:

Internal: 20 credits

US	Description	Cr
22607	Read and interpret plans, working drawings and specifications for BCATS projects	3i
24354	Demonstrate knowledge of health and safety legislation and apply safe working practices in a BCATS environment	4i
13932	Construct timber garden furniture as BCATS projects	8i

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.

UNIT STANDARDS:

Internal: 19 credits

US	Description	Cr
29684	Undertake a Stage 3 BCATS project	12i
29681	Measure and calculate for a Stage 3 BCATS project	3i
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

US	Description	Cr
497	Demonstrate knowledge of workplace Health and Safety (Level 1)	3
18239	Demonstrate knowledge of circuit concepts and measurement for electronics (Level 2)	5
18243	Construct simple electronic products from supplied circuit schematics (Level 2)	6
15849	Perform soldering and de-soldering work (Level 2)	2

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.

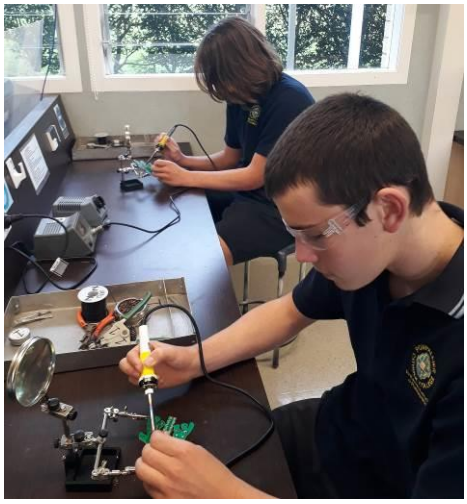
All students are required at all times to accept and carry out the legal safety requirements of learning in a workshop environment.

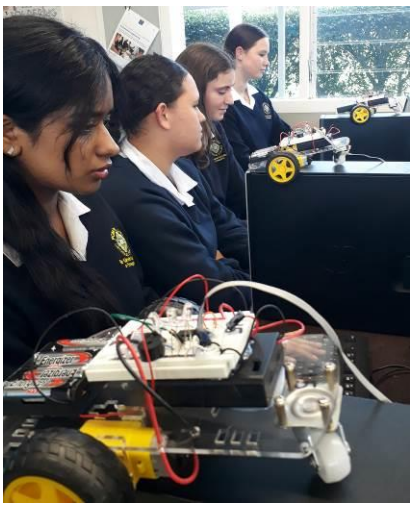
UNIT STANDARDS:

21 credits

US	Description	Cr
247	Prepare a vehicle for use and shut down after use (Level 2)	2
30571	Demonstrate knowledge of the principles and testing of automotive electrical circuits (Level 3)	6
30558	Test and repair automotive electrical circuits (Level 3)	5
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: 19 credits

US	Description	Cr
15900	Prepare and present mocktails	2i
15901	Prepare and present fruit and vegetables in the hospitality industry	3i
15919	Prepare and present hot finger foods in the hospitality industry	2i
15921	Prepare and cook cakes, sponges and scones	3i

LEVEL 2

DURATION: Full year

ENTRY EXPECTATION:

Year 11 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

US	Description	Cr
13285	Handle and maintain knives	2i
13281	Prepare and present sandwiches	2i
13280	Demonstrate fruit and vegetable knife cuts	2i
13272	Cakes, breads and pastries	2i

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
17288	Prepare and present espresso beverages for service	5i
13282	Prepare, assemble, and present complex sandwiches for service in a commercial kitchen	2i
13325	Prepare and bake basic cakes, sponges and scones in a commercial kitchen	4i
13328	Prepare and cook basic meat dishes in a commercial kitchen	8i

TECHNOLOGY – FOOD (HOSPITALITY) cont …

LEVEL 1

US	Description	Cr
19770	Prepare and present egg and cheese dishes	3i
21059	Demonstrate knowledge of knife care, use, storage and carrying for the hospitality industry	2i
167	Demonstrate knowledge of workplace health and safety requirements	4i

LEVEL 2

US	Description	Cr
13285	Cook food items by steaming	2i
13283	Prepare and assemble, and present salads for service	2i
17285	Demonstrate knowledge of commercial espresso coffee equipment and prepare espresso beverages under supervision	4i

LEVEL 3

US	Description	Cr

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:

In this course students look at the Māori world and contexts of relevance in their world, at their age.

They will further develop proficiency in reading, writing, listening and speaking Te Reo Māori, as well as exploring elements of Māori performance in Te Ao Haka.

Achievement and Unit Standards in Te Reo Māori, Te Ao Haka and Māori Performing Arts are offered and determined in consideration of individual student strengths.

ACHIEVEMENT STANDARDS:

Internal: 16 credits

External: 10 credits

AS	Description	Cr
92092	Te tautohu i ētahi panga o mua ki te mauri ora o te reo	6i
92093	Te whakamahi i ngā momo āhuatanga o te reo e rere ai te	4i
91977	Perform an item from a Te Ao Haka discipline	6i
92094	Te tautohu i ētahi a mātāpono Māori kei roto i te reo	4e
92095	Te whakaatu i te māramatanga ki te tika o te reo	6e
90859	Demonstrate ensemble skills in a dance / MPA ***(optional)***	4i
90860	Demonstrate understanding of dance elements within Kapa Haka / MPA ***(optional)***	4i

LEVEL 2

DURATION: Full year

ENTRY EXPECTATION:

Completion of Level 1 Te Reo Māori preferred

COURSE DESCRIPTION:

In this course students look at the Māori world in contexts that they are less familiar with.

They will further develop proficiency in reading, writing, listening and speaking Te Reo Māori, as well as exploring elements of Māori performance in Te Ao Haka.

Achievement and Unit Standards in Te Reo Māori, Te Ao Haka and Māori Performing Arts are offered and determined in consideration of individual student strengths.

ACHIEVEMENT STANDARDS:

Internal: 16 credits

External: 12 credits

AS	Description	Cr
91288	Waihanga tuhinga auaha, i te reo o tea o torotoro	6i
91285	Kōrero kia whakamahi i te reo o te ao torotoro	6i
91284	Whakarongo kia mōhio ki te reo o tea o torotoro	4i
91286	Pānui kia mōhio ki te reo o tea o torotoro	6e
91287	Tuhi i te reo o tea o torotoro	6e

LEVEL 3

DURATION: Full year

ENTRY EXPECTATION:

Completion of Level 2 Te Reo Māori preferred

COURSE DESCRIPTION:

In this course students look at the Māori world through a global lens.

They will further develop proficiency in reading, writing, listening and speaking Te Reo Māori, as well as exploring elements of Māori performance in Te Ao Haka.

Achievement and Unit Standards in Te Reo Māori, Te Ao Haka and Māori Performing Arts are offered and determined in consideration of individual student strengths.

ACHIEVEMENT STANDARDS:

Internal: 16 credits

External: 12 credits

AS	Description	Cr
91650	Whakarongo kia mōhio ki te reo o te ao whānui	4i
91651	Kōrero kia whakamahi i te reo o te ao whānui	6i
91652	Pānui kia mōhio ki te reo o te ao whānui	6e
91653	Tuhi i te reo o te ao whānui	6e
91654	Waihanga tuhinga whai take i te reo o te ao whānui	6i

CAREER OPPORTUNITIES: University/tertiary lectureship, law, health, teaching, economics, broadcasting.

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

AS	Description	Cr
91310	Use drawing methods to apply knowledge of conventions appropriate to design	4i
91315	Develop ideas in a related series of drawings appropriate to established design practice	4i
91320	Produce a systematic body of work that shows understanding of art making conventions and ideas within design	12e

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
91445	Use drawing to demonstrate understanding of conventions appropriate to design	4i
91450	Systematically clarify ideas using drawing informed by established design practice	4i
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

DURATION: Full year

ENTRY EXPECTATION:

Successful achievement in Year 10 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.

ACHIEVEMENT STANDARDS:

Internal: 10 credits

External: 5 credits

LEVEL 2

DURATION: Full year

ENTRY EXPECTATION:

Successful achievement in Level 1 Visual Art is desirable.

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.

ACHIEVEMENT STANDARDS:

Internal: 8 credits

If a student successfully completes both internal assessments, they will be offered the opportunity to be entered for 2.4 – the external AS.

External: 12 credits

LEVEL 3

DURATION: Full year

ENTRY EXPECTATION:

Successful achievement in Level 2 Visual Art is desirable.

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: 8 credits

External: 14 credits

AS	Description	Cr
91912	Use practice-based visual inquiry to explore Aotearoa New Zealand's Māori context and another cultural context	5i
91913	Produce resolved artwork appropriate to established art making conventions	5i
91914	Explore visual arts processes and conventions to inform own art making	5e

AS	Description	Cr
91311	Use drawing methods to apply knowledge of conventions appropriate to painting	4i
91316	Develop ideas in a related series of drawings appropriate to established painting practice	4i
91321	Produce a systematic body of work that shows understanding of art making conventions and ideas within painting	12e

AS	Description	Cr
91446	Use drawing to demonstrate understanding of conventions appropriate to painting	4i
91451	Systematically clarify ideas using drawing informed by established practice	4i
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		3	2
6401	Basic First Aid and Resuscitation	2	1
6402		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	3
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

ONLINE LEARNING COMMUNITY:

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

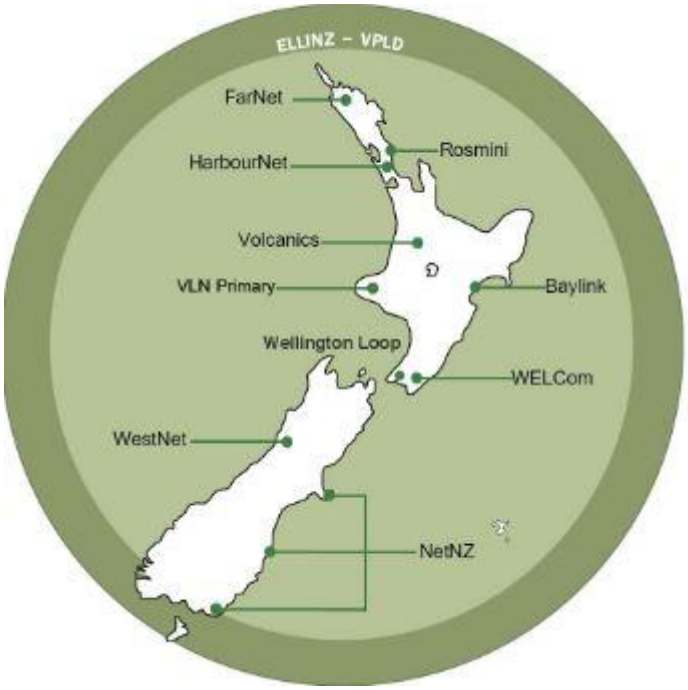
ONLINE LEARNING:

Online Learning, also known as "distance 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 here. The next step is to speak to the e-dean - Mrs Denise Finchett.

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:

- Hair and Beauty (Level 2 & 3)
- Health (Level 2)
- Construction (Level 2)
- Automotive (Level 2 & 3)
- Cookery (Level 3)
- Food & Beverage (Level 3)
- Tourism Academy (Level 3) – 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.

POMPALLIER
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