



Villa Maria College
TE WHARE O MERI

CURRICULUM HANDBOOK

Years 7 - 13



2021

“DOING
ORDINARY THINGS
EXTRAORDINARILY
WELL”

Mission Statement

Empowering each young woman to determine her potential, live gospel values, confidently embrace life-long learning and as a Mercy woman, be inspired to make a difference.

Values

We are a Catholic College; the foundation for everything we do is our Catholic faith, which we express through our Mercy charism.

Villa Maria College aims to offer spiritual formation and pastoral care in the tradition of Catherine McAuley, and the Sisters of Mercy who founded the College in 1918.

MOTTO: That you may learn to Prize what is of Value – Ut Probetis Potiora

Ut Probetis Potiora, Learn to Prize what is of Value, comes from the Latin version of the scriptures. In 1961, Sister Pauline O'Regan (*then Sister Jerome, Principal of Villa Maria College*), asked Father Basil Blake to suggest a Latin motto. The scripture text is from St Paul's Letter to the Philippians:
(I:3-6, 9-10a, II. New Revised Standard Version)

MERCY ATTRIBUTES: At the heart of our College are the attributes of Mercy:

- Education that is grounded in the Gospel
- Respect for the dignity, worth and potential of every human being
 - Concern for the poor and the disadvantaged
 - Concern for justice

OUR VALUES:

- Whakaute – Respect

- Tika – Justice

- Manaakitanga – Hospitality





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From the Principal



Villa Maria College has as its Mission Statement: "To empower each young woman to determine her potential, live Gospel values, confidently embrace life-long learning and as a Mercy woman, be inspired to make a difference."

School is the ideal time for you to explore learning and try different learning areas as you work to find out your personal potential. This booklet covers course options for all your time at Villa Maria and we hope you will explore it broadly as you plan your progress through the College. Take opportunities for learning across as broad a set of learning areas as you can as you develop your interests.

Remember, developing your skills for learning will be more significant than specific content, as you progress through life. We all need to keep learning new things throughout our lives, so an emphasis on skills for learning will be very important for you. Problem solving is very important, but so too is the ability to commit things to memory! Creativity as well as critical thinking are key thinking approaches. Working in a collaborative way and having strong communication skills as well as being flexible and adaptable are all attributes that employers have indicated are needed for work in the twenty first century world.

Some of you may have a particular career pathway in mind but keep alert to changes in how things are being done and the impact of technologies as some careers that have traditionally been available may not remain in future. Having a range of skills and knowing how to adapt and change are critical to responding to the dramatic changes we are seeing across the world now.

There are people for you to talk to and seek advice from at the College, alongside your parents. If you need support, the Careers Advisor, Heads of House, Heads of Faculty and your Ako Kaiako are all people you can talk to about your decisions. Don't forget to pray over difficult decisions, and to remember that no decision you make at school should close any doors that cannot be opened in the future if you are careful and thoughtful.

Deborah Brosnahan

Principal





Introduction

This handbook provides information that will enable our rangitahi to select a course that will be challenging and rewarding, and will provide access to further education and training at higher levels of the National Qualifications Framework.

At Villa Maria College, we place a strong emphasis on developing critical, digital and numerical literacies which will support students in their studies and life beyond school. The development of the key competencies reflects the value we place on reaching a balance between academic, physical, cultural, social and spiritual growth.

The Junior School curriculum at Villa Maria College reflects the intentions of the New Zealand Curriculum (2007). This includes providing a broad range of subjects in Years 7 to 10, and ensures students have access to the eight essential learning areas from the National Curriculum Framework. Our Religious Studies programme is a reflection of the College's special character.

We encourage all girls to develop to their potential. Targeted tracking identifies girl's strengths and weaknesses and the girls' learning needs are supported through a variety of school programmes, for example Learning Support and Gifted and Talented (GATE). Junior classes are generally grouped according to House groups for core Subjects (Religious Studies, Social Studies, Physical Education and Science), while Mathematics and English are broken into bands across three Houses.

The programmes at Villa Maria College provide opportunities for students of all abilities to be challenged through engaging opportunities to stretch their learning. This includes more able students and those needing additional learning assistance.

The significant changes in qualifications and assessment over recent years have had an impact on how students learn and how subjects are delivered. The National Certificate of Educational Achievement (NCEA) is offered at three levels, and Universities and Polytechnics use this qualification in selecting students for places in Tertiary training.

At times, students will select subjects at different levels, and Heads of Faculty may adapt the course and standards offered to better meet the needs of students. Hence the single booklet for all levels enables you to make decisions based on what lies ahead in subsequent years.

This booklet will outline the important points of NCEA and will explain the credits required to gain University Entrance. It will also explain the Scholarship Award.

It is important to note, that the NCEA is continuing to evolve and the NCEA alignment started in 2018 highlights significant changes in future years. This handbook is one source of information to help each student make informed decisions with her parents. The Subject Choice evening is another opportunity. Students are encouraged to seek information and advice from subject teachers, Heads of House, the Careers Adviser, and others who work in a range of occupational fields.

Please note course contributions are indicative only and will be confirmed at the beginning of 2021.

Parents are encouraged to contact the College if they require further information or details about any aspect of their daughter's academic programme.

PERSONALISATION

At Villa Maria College, where appropriate and practicable, we work to develop learning programmes which are individualised. Girls are encouraged to demonstrate agency and to take ownership over their learning throughout their time at the College. As our rangitahi progress through the school, greater opportunities for self-directed learning are provided. The Ako structure allows for a mentorship role by the Kaiako as they support rangitahi to set goals, reflect on their progress and to take action to meet their targets.

Learning at Villa Maria is flexible. A student's interests, strengths and passions are acknowledged as key aspects of the learning process. Learning and assessment, which 'fits' a student's strengths, allows students to achieve while developing areas where they may struggle. In the Junior College, learning and



assessment are personalised through context choice, teaching to student needs, and in assessment tasks where students may have elements of choice. In the Senior College, Heads of Houses and Heads of Faculties work to develop a holistic course for girls which are manageable and allow them the opportunity to meet their potential and achieve their desired career pathway. Where practicable, we work to assess students when they are ready for the assessment. The total number of assessments offered are capped across subjects to minimise workload and stress and to allow students to focus on learning and curriculum coverage. Where students have particular skills or talents exceptions may be made through an application to the AP Curriculum.

The College works to manage assessment at workable and realistic levels for students and staff, without detriment to curriculum coverage. More recently, a greater focus on curriculum coverage and the development of critical and creative learning skills, which encompasses digital literacies, literacy and numeracy skills and the key competencies has characterised our philosophy of learning. This reflects the belief that NCEA should allow staff to design and deliver a diverse range of courses, which fit student need and interest. Courses which offer real-life contexts support student learning and outcomes and allow the College to deliver courses with a Mercy vision with a focus on social action. Level One provides an important structure for girls to become familiar with, and practise in, the NCEA system prior to pivotal their Level Two certificate. Thus, at Level One the focus is on skills acquisition, not credit accumulation. Level Two and Three are key academic targets for the College. We, students, are encouraged to strive for endorsements in these areas. Akonga are encouraged to display agency of their learning and to manage their time and programmes.

The assessments suggested in the Curriculum Handbook are guidelines only and students are not enrolled in all standards offered in a course. Rather, students will complete a combination of standards which best fits their needs.

Sarah Kirk, Assistant Principal (Curriculum)

YEAR 7-8: INTERMEDIATE

In the Intermediate our girls are in combined Year 7- 8 classes. This allows the College to differentiate and develop courses which fit students' needs and abilities.

Students in the Intermediate complete integrated courses in their Homeroom classes which cover **Literacy, Numeracy, and Social Studies**. **Religious Studies** is a special feature of our programmes. In addition, specialist teaching is provided in **Physical Education/Health, the Arts (Art, Music, Drama/Dance), Languages (French, Japanese and Te Reo Māori), and Technology (Digital Technology, Food and Textiles Technology)**.

During their Intermediate years all our students participate in the Winter Sports programme with other Christchurch Intermediate schools. Bi-annually they attend a residential camp or take part in the Christchurch Schools Music Festival. All students are given the opportunity to learn a variety of musical instruments with specialist itinerant teachers.

YEAR 9

All students in Year 9 are together in House groups for core classes in **Religious Education, Social Studies, Physical Education and Science**. Girls are broadly banded in **Mathematics and English** classes across three Houses.

Students in Year 9 choose one language from **ESOL, French, Japanese or Te Reo Māori**.

In addition, students take modules in the **Arts (Art, Music, Drama), Health, Technologies (Digital, Food, Textiles), Sexuality and Financial Literacy**.

There is a Retreat during Term One.



YEAR 10

All students in Year 10 are together in House groups for core classes in **Religious Education, Social Studies, Physical Education/Health and Science**. Girls are placed in **Mathematics** and **English** classes across three Houses, with one extension class in each area.

A range of options are offered to give girls choice. Girls choose (a) two full year options, or (b) one full year and two half year options, or, (c) four half year options. Only one **Language** is able to be taken.

Full Year Options	Half Year Options		
French	Food Technology	Drama	Commerce
Japanese	Textiles Technology	The Arts	
Te Reo Māori	Digital Technologies	Music	

ENTRY RECOMMENDATIONS: SENIOR COURSES

Subjects may suggest recommended standards for entry to a course. These are an indication of what is required for students to be likely to succeed in future years. Students are encouraged to talk to their Head of House, or the A.P. Curriculum if they don't have the entry recommendations. Students are advised to look ahead to see the recommended entry requirements for subjects at a higher level in order to make wise decisions for the future. Subject changes can be made up until March 31st with the support of the Head of House.

YEAR 11

Students entering Year 11 will follow a course that includes:

Religious Studies	English, Communications Skills or ESOL
Mathematics	Physical Education (core) (most students)
Science	

Students need to select two other subjects from the list available of Level 1 subjects.

Some students choose to select an additional subject or a subject at a higher level in consultation with parent/caregiver, teachers and the Head of House. This will be based on student performance in Year 10, and is for students who are very able and who have displayed motivation, sound work habits and self-management skills.

In order to study three subjects, in addition to the core programme of **Religious Studies, English, Mathematics** and **Science**, students need to have ability to achieve well in **English** and **Mathematics**. These students will be in a cohort that has three periods per cycle in both **English** and **Mathematics** as opposed to four periods per cycle for most students. These students in the third option subject cohort will not have core **Physical Education** but may choose **Physical Education** as one of their option subjects.

YEAR 12

Students entering Year 12 will follow a course that includes:

Religious Studies	English, Communication Skills, or ESOL
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Students select four other subjects from the list of available subjects at Level 1 or 2.

YEAR 13

Students entering Year 13 will follow a course that includes:

Religious Studies

Students select five other subjects from the list of available subjects at Level 2 or 3.



Subject Choice Timeline

FRIDAY 17th AUGUST: Subject Information Course Booklet online.

MONDAY 24th AUGUST: Subject Information Evening.

FRIDAY 4th SEPTEMBER: All subject choice selections are due online in the student portal.

BEGINNING TERM 4: Students will be contacted if they do not or are unlikely to meet the recommended entry requirements for subjects or if subjects will not be offered.

TERM 1 - 2021: Subject Confirmation to be completed online after results are released.

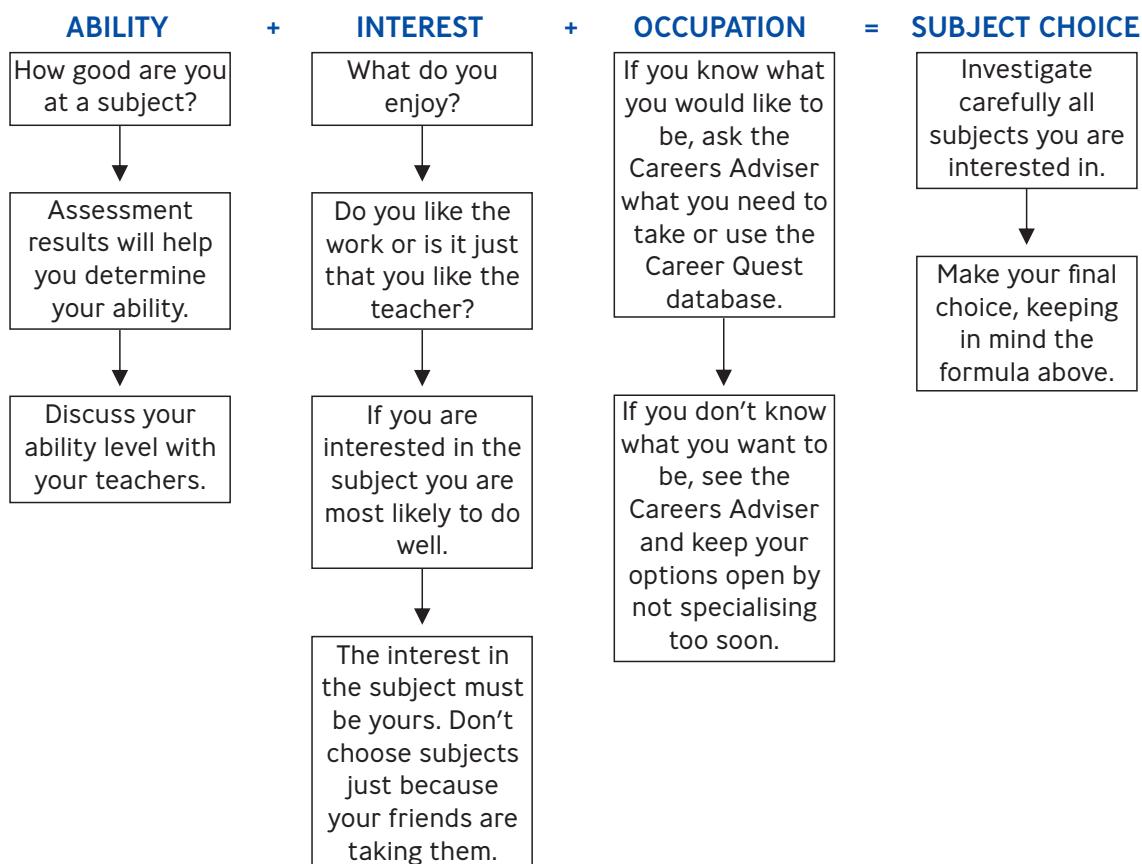
Please Note: While every effort is made to ensure accuracy in the following information, changes can become necessary as the College works to personalise courses to meet each individual student's needs and because of timetabling restrictions, class sizes etc.

Where change does occur students will be informed. The assessment information contained herein is indicative only; subjects may alter courses and assessment to fit the learning needs of the students in the class.

*Information in this booklet is correct at the time of publishing, but may be subject to change.

Choosing Your Subjects

Use the following formula to help guide your subject choices.



Students are offered individual Careers Guidance Counselling and Careers Interviews from Year 11 onwards. If you need further help with your choice of subjects please ask:

- your Ako Kaiako
- your Head of House
- the Careers Adviser
- talk about your choices with your parents.

Ensure that the choices you make are sensible and realistic and concentrate on what you need for the future.



Course Overview: Years 7 - 10

Faculty	Year 7/8	Year 9	Year 10
Religious Studies	Religious Studies	Religious Studies	Religious Studies
		Sexuality	
The Arts	Drama/Dance	Arts <i>This will include Drama, Music and Visual Arts</i>	Drama
	Music		Music
	Visual Arts		Visual Arts
English	English	English	English
Languages <i>Yr 7-8: All covered. Yr 9: ONE compulsory</i>	ESOL	ESOL	ESOL
	French	French	French
	Japanese	Japanese	Japanese
	Te Reo Māori	Te Reo Māori	Te Reo Māori
Mathematics	Mathematics	Mathematics	Mathematics
Physical Education	Physical Education	Physical Education/ Health	Physical Education/ Health
	Health		
Science	Science	Science	Science
Social Sciences	Social Studies	Financial Literacy	Commerce
		Social Studies	Social Studies
Technology	Digital Technologies	Technology <i>This will include Digital, Food and Textile Technologies</i>	Digital Technologies
	Food		Food
	Textiles Technology		Textiles Technology





Course Overview: Years II - I3

Faculty	Year II (Choose 2/3)	Year I2 (Choose 4)	Year I3 (Choose 5)
Religious Studies	Religious Studies	Religious Studies	Religious Studies
		Social Action	Social Action Theology
The Arts	Drama	Design	Art History
		Drama	Design Drama
	Music	Music	Music
		Painting	Painting Printmaking
	Visual Arts	Printmaking	Printmaking
		Photography	Photography
		Sculpture	Sculpture
Careers		Future Intentions - Supported Study (F.I.S.S.)	Future Intentions - Supported Study (F.I.S.S.)
		Gateway	Gateway
English <i>Compulsory at Yr II & I2</i>	English	English	English
	Communication Skills	Communication Skills	Media Studies
		Media Studies	
Languages	ESOL	ESOL	ESOL
	French	French	French
	Japanese	Japanese	Japanese
	Te Reo Māori	Te Reo Māori	Te Reo Māori
Mathematics	Mathematics	Mathematics with Calculus OR Mathematics with Statistics	Mathematics with Calculus
	Mathematics Numeracy	(one of these only)	Mathematics with Statistics
Physical Education	P.E. (core)	Physical Education	Physical Education
	P.E. (opt)	Outdoor Education	
Science	Science	Biology	Biology
		Chemistry	Chemistry
	Science Pathways	Physics	Physics
		Science Pathways	Science Pathways
Social Sciences	Geography	Business Studies	Accounting
		Classical Studies	Business Studies
	History	Economics/Accounting	Classical Studies
		Geography	Economics
	Commerce	History	Geography
			History
Technology	Digital Technologies	Computing for Employment	Computing for Employment
	Food	Digital Technologies	Digital Technologies
		Food	Food
	Textile Technology	Textile Technology	Textile Technology
Senior Semesters <i>Students choose TWO. Classes run for half a year with minimum class size 20</i>		Intensive Te Reo & Tikanga Māori	Art History
		Legal Studies	Intensive Te Reo & Tikanga Māori
		Psychology	Legal Studies
		Waiora - Health/Food Nutrition	Psychology
			Option Study

NB: The Villa Maria Timetabling Policy for class sizes will apply in 2021 to already established classes. Classes which are in the Senior Semesters in Years I2-I3 will require a minimum of 20 students to run.



NCEA Qualifications

There are three NCEA qualifications:

Level 1 NCEA

Level 2 NCEA

Level 3 NCEA

These are the first three levels of the National Qualifications Framework's ten levels.

FOR A STUDENT TO BE AWARDED NCEA LEVEL 1 she must achieve 80 credits. Of these, 10 credits must be in literacy and 10 credits in numeracy standards. The booklet indicates where particular standards count towards literacy or numeracy.

FOR A STUDENT TO BE AWARDED NCEA LEVEL 2 she must achieve 80 credits, 60 of which must be from Level 2 standards or above. The NCEA Level 1 literacy and numeracy requirements must be met. Students should also look to obtain the University Entrance literacy requirements of 5 Reading and 5 Writing credits by choosing Achievement Standards with a literacy component. The booklet indicates where particular standards count towards literacy or numeracy for University Entrance.

FOR A STUDENT TO BE AWARDED NCEA LEVEL 3 she must achieve 80 credits, 60 of which must be from Level 3 standards, and 20 credits from Level 2 or higher. The NCEA Level 1 literacy and numeracy requirements must be met. If they haven't already gained University Entrance Literacy, students are strongly encouraged to consider this when making their course selection.

Credits are awarded for reaching a standard. A course will consist of standards, which may be assessed internally or externally. Each standard is worth a set number of credits. This booklet will outline the standards offered in each senior subject, together with its credit value and whether the standard works towards literacy and/or numeracy for NCEA and University Entrance.

Internally assessed standards are completed throughout the year. Most subjects also have a number of externally assessed standards that will be assessed in November in a formal examination situation.

NCEA Certificate Endorsement

At any of these Levels (1, 2 or 3) a student's NCEA certificate may be awarded **NCEA with Excellence**, if she achieves 50 credits or more, at that level, with Excellence.

Students who achieve 50 credits or more at Merit or above will be awarded **NCEA with Merit**.

NCEA Course Endorsement

The aim of this award is to recognise students who perform exceptionally well in an individual course. Students will gain an endorsement for a course when they achieve 14 or more credits at Merit or Excellence.

At least three credits of the 14 must be from externally assessed standards, and at least three credits from internally assessed standards. Exemptions to this rule include Physical Education, Religious Studies, and Level 3 Visual Art.



Important Information

The subject information evening will be held on **MONDAY 24th AUGUST 6pm - 8pm**.

There will be further information about this in the College newsletter.

Every effort is made to meet student preferences for course selection.

When you have made your subject choices, please go online to the Villa Maria College portal and enter your preferred choices by: **FRIDAY 4th SEPTEMBER**.

To enter subject selection on the portal choose '**Course Selection**', then use the pull down boxes to enter preferred subject choices. Please note, once the lists have been collated they go to the HOF for approval. Year 11 students should only choose their options. Clarification of students doing three option subjects will be made later in the year. **Students in Years 12 – 13 may have recommendations to reach before entry is confirmed. Students will be advised if they do not meet recommendations for automatic entry or if they will be in a largely internally assessed course by the end of the school year.**

Subject choices need to be made by the due date. The College works to create individualised courses and some advertised subjects may not be able to run if there are insufficient numbers. In these cases girls may be asked to make another choice.

BYOD (Bring Your Own Device)

All students at Villa Maria College bring an electronic device to school to complete their work on. Further information is available on our website.

Students will need to attend a workshop with the technician at the beginning of the year in order to be able to 'hook' their device onto the College's network and wireless. They will also need to adhere to College protocols and procedures.

Useful Websites

- <http://parentportal.villa.school.nz/> - to input Course Selections.
- www.villa.school.nz - this has the most up-to-date College information and also gives access to the Student Portal.
- www.nzqa.govt.nz - this has all the NCEA information. It is also where students can log in and check what credits they have achieved. It has all achievement standards.
- www.careers.govt.nz - the website of careers New Zealand.



Scholarship

Scholarship will extend our best secondary students and enable top scholars to be identified and acknowledged. The aim is to assess a student's ability to synthesise and integrate concepts - to apply higher level thinking based on in-school and independent learning. Scholarship is entered additionally to the student's enrolled course.

The content assessed for Scholarship will be the same as that covered for Level 3 Achievement Standards. It is expected that Scholarship candidates will have completed a full year of Level 3 studies at a secondary school.

Assessment is standards-based and all assessment is external. Standards have been developed for each Scholarship subject.

Scholarship is an award, not a qualification and it will not attract credits. It will, however, earn a financial reward. There is no fee for New Zealand residents.

Scholarship Subjects

The following subjects are available for Scholarship in 2021:

Accounting	Agricultural and Horticultural Science	Art History	Biology
Calculus	Chemistry	Chinese	Classical Studies
Dance	Design and Visual Communication	Drama	Earth and Space Science
Economics	English	French	Geography
History	Japanese	Latin	Media Studies
Music	Physical Education	Physics	Religious Education
Samoan	Spanish	Statistics	Te Reo Māori
Te Reo Rangatira	Technology	Visual Arts	

SCHOLARSHIP AWARDS: Students who are awarded Scholarship in up to two subjects receive a one-off award of \$500 per subject.

TOP SUBJECT SCHOLAR: For students who are the top of one of the Scholarship subjects there is \$2,000 each year for three years as long as students maintain a 'B' average in tertiary study.

SCHOLARSHIP AWARD: For a student who gets three Scholarships there is \$2,000 each year for three years as long as the student maintains a 'B' average in tertiary study.

OUTSTANDING SCHOLAR AWARD: For the top 40 – 60 students who achieve three Scholarship subjects there is \$5,000 each year for three years as long as the student maintains a 'B' average in tertiary study.

PREMIER AWARD: For the top 5 to 10 students who achieve three Scholarship subjects there is \$10,000 each year for three years as long as students maintain a 'B' average in tertiary study.



Approved University Entrance Subjects

- Accounting
- Agriculture & Horticulture
- Biology
- Business Studies
- Calculus
- Chemistry
- Chinese
- Classical Studies
- Construction and Mechanical Technologies
- Cook Islands Māori
- Dance
- Design (*Practical Art*)
- Design and Visual Communication
- Digital Technologies
- Drama
- Earth and Space Science
- Economics
- Education for Sustainability
- English
- French
- Geography
- German
- Hauora
- Health Education
- History
- History of Art
- Home Economics
- Indonesian
- Japanese
- Korean
- Latin
- Mathematics
- Media Studies
- Music Studies
- Painting (*Practical Art*)
- Photography (*Practical Art*)
- Physical Education
- Physics
- Psychology
- Printmaking (*Practical Art*)
- Processing Technologies
- Religious Studies
- Samoan
- Science
- Sculpture (*Practical Art*)
- Social Studies
- Spanish
- Statistics
- Technology
- Te Reo Rangatira or Te Reo Māori
- Tongan



Villa Maria Awards for Excellence

In addition to the Endorsed Certificates and Course Endorsements, students are encouraged to aim at achieving Villa Maria Subject Excellence Awards.

Subject Excellence Awards are presented at Prize Giving for students who achieve 14 credits with Excellence in a NCEA subject. This includes results of the College examinations.

Other prizegiving awards include diligence (effort and attitude put into school work) and general excellence, for all year levels. Year 13 have a number of other awards. The top academic student will be named as the College Dux.

Further Academic Awards are presented at the annual High Achievers' assembly in February. These students will be presented with an academic bar to be worn on their blazers. Gold Award recipients will have their names added to the Honours Board currently displayed in the Hall.

Those who achieve at least 80 credits with Excellence in Level 1, or 66 credits with Excellence in Level 2 in the previous calendar year, are presented with a Gold Academic Award.

Those who achieve 50 or more credits with Excellence in Level 2 or 60 or more credits with excellence in Level 1 in the previous calendar year, receive the Silver Academic Award.

In addition, all students who achieve an Excellence Endorsement, but no other Academic Award, receive an Excellence Academic Award in a school assembly.

The Prime Minister's Vocational Excellence Award

Villa Maria College has a \$2000 cash prize to be presented to the top vocational student in Year 12 and 13.

The award is aimed at raising the status of vocational study and recognising the achievements of students excelling in vocational education. The award also aims to inspire students to plan more carefully how their subject choices lead on to careers that suit their skills and abilities.

University Entrance 2021

Students should note that some Universities set a higher standard. This is based on performance in Level 3 subjects, with points awarded for the number of credits achieved with Excellence. The most up-to-date information is available on College or University websites.

THIS IS THE MINIMUM STANDARD CURRENTLY REQUIRED FOR UNIVERSITY ENTRANCE IN 2021.

If unsure please speak to the Assistant Principal (Curriculum), Careers staff or HOH.

A person shall be qualified for entrance to a university in New Zealand if they:

- attain NCEA Level 3
- achieve 14 credits at Level 3 in **EACH OF THREE SUBJECTS FROM THE LIST OF APPROVED SUBJECTS (on page II)**
- achieve UE numeracy - 10 credits at Level 1 and above from specific achievement standards, or three specific numeracy standards
- achieve UE literacy - 10 credits (five in reading and five in writing) at Level 2 and above from specific standards.



Villa Maria College & NCEA Awards & Certificates

Level	NCEA Credits Required	NCEA Literacy	NCEA Numeracy	NCEA Certificate Endorsement	NCEA Course Endorsement*	VMC Prizegiving Excellence*	VMC Academic Award~
One	80	10 Credits	10 Credits	Excellence: 50 credits at excellence Merit: 50 credits at merit or excellence	Excellence: 14 credits in a particular subject at excellence Merit: 14 credits in a particular subject at merit or excellence	14 credits at excellence in a subject <i>(This includes the results of the College examinations)</i>	Gold: 80 credits at excellence Silver: 66 credits at excellence Academic Excellence: Any student gaining an excellence certificate Endorsement Nationally who have not been recognised through the above process
Two	80 (60 must be from Level 2 or above)	Literacy Level I	Numeracy Level I	Excellence: 50 credits at excellence Merit: 50 credits at merit or excellence	Excellence: 14 credits in a particular subject at excellence Merit: 14 credits in a particular subject at merit or excellence <i>(must include one external where available)</i>	14 credits at excellence in a subject <i>(This includes the results of the College examinations)</i>	Gold: 66 credits at excellence Silver: 50-65 credits at excellence
Three	80 (60 must be from Level 3 or above)	Literacy Level I	Numeracy Level I	Excellence: 50 credits at excellence Merit: 50 credits at merit or excellence	Excellence: 14 credits in a particular subject at excellence Merit: 14 credits in a particular subject at merit or excellence	14 credits at excellence in a subject <i>(This includes the results of the College examinations)</i>	66 credits at excellence

* This must be achieved within a calendar year. ~ Based on NZQA results – internals and externals. These are awarded at the High Achievers Assembly in February of the following year. Gold Award recipients will have their name added to the Honours Board in the Hall. Academic Award recipients receive a badge to wear on their blazer to acknowledge this accomplishment.

*Information in this booklet is correct at the time of publishing, but may be subject to change due to COVID-19.



Gifted and Talented Students

At Villa Maria College we want to help your daughter to broaden her potential. Students with particular gifts and talents are included on the Villa Maria College GATE Register. These students are monitored by the Gifted and Talented Co-Ordinator and extended by classroom teachers. This may include differentiation, acceleration, multi-level studies or personalised learning programmes.

There are also many opportunities for enrichment outside of the classroom that allow students to further demonstrate and develop their skills. These include competitions, quizzes, workshops and courses. These will be promoted by the Gifted and Talented Co-ordinator or relevant subject teacher and advertised in the student notices and on the academic noticeboard.

Enquiries to: Ruth Sullivan, Gifted and Talented Co-ordinator

Learning Support

The purpose of Learning Support is to identify, coordinate and monitor support services for learners within a classroom context.

In the junior school, students' learning needs are identified through a variety of data sources. Collaboration between the SENCO, a student's Ako kaiako, classroom teachers, and external agencies and the RTLB (where appropriate) is essential in implementing appropriate classroom interventions which best support and enhance the learning experience of students. Throughout the junior school, progress monitoring is essential to ensure that the interventions are meeting the needs of the students.

Students in the senior College are offered multi-dimensional supports to help with the rigour of NCEA assessment programmes. These supports are intended to reflect the learning needs of the student, providing an inclusive and supportive learning environment. Teachers actively offer students multiple mediums of assessment for in-class and take-home assessments through actively using assistive technologies, student conferencing and gathering naturally occurring evidence . For time-bound assessments and external examinations, some students may be eligible to apply for Special Assessment Conditions. These allows students to undertake examinations with the supports and conditions appropriate to their learning needs; having a Reader, Writer, the use of Computer, Separate Accommodation and/or Extra-time are the most commonly accessed conditions.

Students throughout the College who require a more intense approach to their learning programme are placed on an Individual Education Plan. The IEP process is a student-focussed, living document which is regularly updated and matures with the student as they progress through the College. The IEP is set in consultation with the student, whānau and teachers.

Enquiries to: Ruth Sullivan, Leader of Learning Support



Course Planner

Use this sheet to help you plan a course of study over Years II, I2 and I3.

Possible career direction:

YEAR II SELECTION

Religious Education

English/Communication Skills/ESOL

Mathematics/Numeracy

Science/Science Pathways

Physical Education (core) not for additional option subjects

YEAR I2 SELECTION

Religious Education/Social Action

English/Communication Skills/ESOL

YEAR I3 SELECTION

Religious Education/Social Action/Theology



Subject Reference Chart

SUBJECT	YEAR				
	9	10	11	12	13
RELIGIOUS EDUCATION:	Religious Studies	C	C	C	C
	Social Action			✓	✓
	Theology				✓
	Sexuality	C			
THE ARTS:	Design			✓	✓
	Drama	C	✓	✓	✓
	Music	C	✓	✓	✓
	Painting			✓	✓
	Photography			✓	✓
	Printmaking			✓	✓
	Sculpture			✓	✓
	Visual Arts	C	✓	✓	
				✓	✓
CAREERS	Future Intentions - Supported Study (F.I.I.S.)			✓	✓
	Gateway			✓	✓
COURSE SEMESTERS:	Equine Studies			✓	✓
	Waiora - Health/Food Nutrition			✓	✓
	Legal Studies			✓	✓
	Psychology			✓	✓
ENGLISH:	English	C	C	C	✓
	Communication Skills			✓	✓
	Media Studies			✓	✓
LANGUAGES:	ESOL	✓	✓	✓	✓
	Chinese*				
	French	✓	✓	✓	✓
	Japanese	✓	✓	✓	✓
	Korean*				
	Samoan*				
	Spanish*				
	Te Reo Māori	✓	✓	✓	✓
	Tongan*				
MATHEMATICS:	Mathematics	C	C	C	
	Mathematics with Calculus			✓	✓
	Mathematics with Statistics			✓	✓
PHYSICAL EDUCATION:	Physical Education and Health	C	C	C	✓
	Outdoor Education				✓
SCIENCE:	Science	C	C	C	
	Biology			✓	✓
	Chemistry			✓	✓
	Physics			✓	✓
	Science Pathways			✓	✓
SOCIAL SCIENCES:	Accounting				✓
	Business Studies			✓	✓
	Classical Studies			✓	✓
	Commerce		✓	✓	
	Economics				✓
	Economics/Accounting				✓
	Financial Literacy	C			
	Geography			✓	✓
	History			✓	✓
TECHNOLOGY:	Social Studies	C	C		
	Computing for Employment			✓	✓
	Digital Technologies	C	✓	✓	✓
	Food	C	✓	✓	✓
Textile Technology		C	✓	✓	✓

* The following subjects may offer an opportunity for students to sit an external exam: Chinese, Korean, Tongan, Samoan and Spanish. These subjects require students to largely work independently in self managed study, with limited teaching support. In some cases Tongan and Samoan classes may be available in conjunction with Riccarton High School. Please see Ms Palmer or Ms Kirk for further information.



Years 7 and 8 Subjects

Religious Studies

7RES → **8RES** → **9RES** → **I0RES** → **I1RES** → **I2RES** → **I3THE**

→ **I2SAC** → **I3SAC**
→ **I3RES**

Religious Studies is compulsory.

Introduction: At Villa Maria College, Religious Studies is teaching and learning what the Catholic Church believes and teaches – it aims to enable students to understand and appreciate how people live, pray and celebrate and how they can respond freely to God according to their gift of faith.

Through knowledge of Scripture, Church teachings and beliefs, students come to understand that Religious Studies plays a significant role in developing their spiritual identity. It helps inform their life experiences and shapes their world view and spirituality around the person of Jesus, and their relationship with him develops as the model for all of their relationships. The Catholic understanding of spirituality is that it is both personal and communal. Villa Maria aims to provide for both of these as part of the spiritual life of the school and in relationship with whānau and parish.

- Content:**
- God – “the Father Almighty”: Te Atua – Io Matua Kore
 - Jesus Christ: Hehu Karaiti
 - the Holy Spirit: Te Wairua Tapu
 - church – Community of Disciples: Te Whanau a Te Karaiti
 - sacrament: Hakarameta
 - communion of Saints: Te Kotahitanga o Te Hunga Tapu.

SEXUALITY

Introduction: By recalling the scriptural foundations of the Church’s teachings, Sexuality allows students to see themselves as sexual beings and to use the knowledge in a responsible manner. Students review their attitudes and values in relation to the Church’s teaching on sexuality and to arrive at an understanding of the philosophy behind those teachings.

- Content:**
- learn about intimate personal relationships and sexual attraction highlighting respect and communication skills
 - learn about the processes of conception and child birth.

Skills: Students will:

- learn how to support themselves and others during pubertal change and develop a positive self-image
- critically explore how gender and sexuality messages affect well-being and plan strategies to support inclusion, diversity and respect in friendships and relationships (including in online environments)
- analyse how sexuality is represented in social media and critique dominant messages
- develop assertiveness skills and recognise instances of bullying and discrimination and question and discuss gender norms.

Enquiries to: Ms Craig



The Arts



The Arts develop the artistic and aesthetic dimensions of human experience. They contribute to our intellectual ability and to our social, cultural, and spiritual understandings. They are an essential element of daily living and of lifelong learning.

DRAMA

- Introduction:** This is a two year course that looks at skills and content in both Dance and Drama.
- Content:** Dance and drama involve learning the ways of working and basic components of both Dance and Drama, learning the terminology and applying this to create new performance. Students examining current forms of Dance and working in role in Drama.
- Skills:** Learning how to work in groups: collaborating and creating new ideas with others. Learning to stay focussed and in role when rehearsing and performing. Learning to express ideas through the use of your body, voice, movement and space.

MUSIC

- Content:** The course concentrates on developing practical performance skills. Students will use musical elements, instruments, and technologies to improvise and compose simple musical pieces. Students will identify through focused listening and experiment action, a range of patterns, effects, sound qualities and structural devices.
- Skills:** Reading Music, developing theory skills, performance skills and learning to work collaboratively with others to create and perform music.

VISUAL ARTS

- Content:** Year 7 and 8 operate as a core class with a two-year rotation. Assessments are global and students may be working towards objectives at different levels within the range of Level 3-5 of the curriculum. All key competencies are involved in each area of study. Students will apply knowledge of elements and principles to make objects and images, using art-making conventions and a variety of techniques, tools, materials, processes, and procedures.
- Skills:** **Year 1:** Using selected wet and dry media students will make a series of artworks looking at and discuss the painting techniques and conventions used in the work of contemporary New Zealand artists.
- Year 2:** Discovering artists techniques and ideas that lead to the development of her own work.
- Enquiries to:** Ms Wybrow



English

7ENG → 8ENG → 9ENG → IOENG → IICOM → I2ENV
→ IIENG → I2COM → I2MES → I3MES
→ I2ENG → I3ENG → I3ENG

English is compulsory.

Themes:

Identity/Tuakiri.

Year 7: Who am I? **Year 8:** Who are we?

"But whoever is united with the Lord is one with him in Spirit." I Corinthians 6:17

Content:

The courses cover the two strands of the New Zealand English Curriculum; Creating Meaning and Making Meaning, at Levels 3-6. Students will be exposed to a range of fiction and non-fiction in many different genres. They will enjoy all kinds of writing; both formal and creative, including portfolio writing, letters, narratives, profiles, literary essays and research reports. They will also develop the ability to speak confidently and with purpose, and present in non-verbal ways.

All learners are encouraged to build their personal reading through regular use of the LIRC and sustained reading of texts for the purpose of vocabulary extension, building contextual understanding and for enjoyment of the written word.

Skills:

These programmes enable students to develop the skills needed to understand, use and create oral, visual and written texts. Through engaging with a range of texts, students will become increasingly skilled and sophisticated speakers and listeners, writers and readers, presenters and viewers. In doing so students will gain a better understanding of language, literature and the world around them.

Enquiries to:

Ms Wilson



Languages



Language is compulsory.

Introduction: *Ko tōu reo, ko tōku reo, te tuakiri tangata. Tīhei uriuri, tīhei nakonako*

Your voice and my voice are expressions of identity. May our descendants live on and our hopes be fulfilled.

Over the course of three semesters, students in Years 7 - 8 undertake an introductory study into the three languages offered at Villa Maria College. This familiarises the girls with the culture and language of Te Reo Māori, Japanese and French.

The focus is for students to be introduced to the concept of learning a language by using songs, games, chants, cards and online sites, in order to understand and use familiar expressions and every day vocabulary.

Learning a language gives us an understanding of, and links us, to the world we live in. It gives us insight into different ways of interpreting our own perspectives and various world views, beliefs and practices. Students extend their linguistic skills and cultural understanding through language learning and they develop key skills to interact respectfully as global citizens. As they learn a language, students discover new ways of learning, new ways of knowing, and more about their own capabilities.

The emphasis across all languages in Years 7 to 10 is on effective communication and developing intercultural understanding. The focus is on students building confidence in the language skills; listening, reading, viewing, speaking, writing, presenting and performing in each target language.

A range of online sites and other technology is used to enhance language acquisition at all levels.

ESOL

Content:

Students with a non-English speaking background will be interviewed, and tested where applicable, to ascertain whether or not they need extra support with building their language skills in order to cope with language requirements at College. Students will be given support to meet their needs through:

- ESOL classes
- peer tutoring
- teacher aide assistance
- online resources
- access to ESOL Notebooks.

Ongoing support is given to girls throughout their years at the College, in order to build their language confidence and to help them achieve success.

Enquiries to:

Ms Palmer



FRENCH

Content:

Language covered may include:

- pronunciation
- self- introductions
- greetings
- praise words
- colours
- animals
- classroom expressions
- likes and dislikes
- counting with numbers.

Skills:

Students will develop the language skills of listening, viewing, reading, speaking, presenting or performing so students can understand and use familiar expressions and everyday vocabulary at a beginner level.

Enquiries to:

Madame Bonnetat

JAPANESE

Content:

Language covered may include:

- self-introductions
- greetings
- praise words
- colours
- animals
- classroom expressions
- likes and dislikes
- counting with numbers.

Skills:

Students will develop the language skills of listening, viewing, speaking, presenting and performing so students can understand and use familiar expressions and everyday vocabulary at a beginner level.

Enquiries to:

Sensei Perkins

TE REO MĀORI

Content:

As an official language of Aotearoa, Te Reo Māori is a recognised taonga under the Treaty of Waitangi. By understanding and communicating in Te Reo Māori, young New Zealanders become aware of how language and culture play a role in shaping our identity and defining our point of difference in the wider world.

- tōku whānau – my family
- pūreta and Mita – Māori alphabet and pronunciation
- ngā mihi – greetings
- ngā kare ā roto – feelings
- te huarere – the weather
- ngā rā o te wiki – days of the week
- ngā marama o te tau – months of the year
- ngā wahi – locations
- Matariki – Māori New Year.

Skills:

Through learning Te Reo Māori and becoming increasingly familiar with tikanga, our students strengthen their identities and develop shared cultural understandings. The focus at Year 7 and 8 is on developing the language skills of listening, reading, viewing, speaking, writing and presenting or performing so students can understand and use familiar expressions and everyday vocabulary.

Enquiries to:

Whaea Awhi Clarke

Mathematics



Mathematics is compulsory.

Content:

The courses cover the six strands of the New Zealand Mathematics Curriculum; Number, Algebra, Geometry, Measurement, Statistics and Probability, at Levels 2, 3, 4 and 5. Students will be exposed to a range of open and closed type questions in order to solve problems presented to them. They will be given a variety of situations and expected to select and reason the mathematics involved in the given situation. They will also be expected to learn certain basic facts and then use and apply this knowledge to more complex situations.

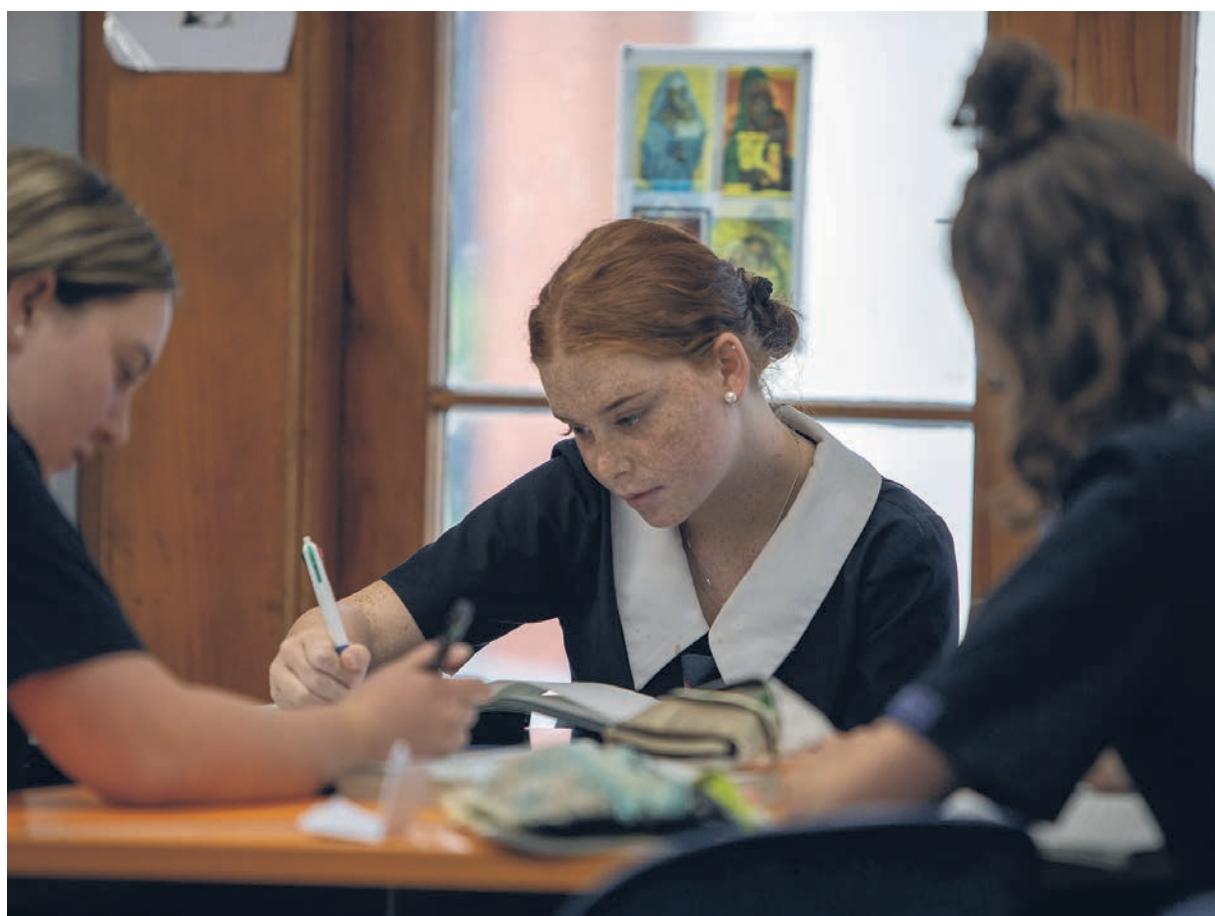
All learners are encouraged to build their knowledge through recognising mathematical opportunities in real life and making sense of the given situations. An ability to be able to understand and use technology will be developed.

Skills:

These programmes enable students to develop the skills needed to understand how to solve problems in the real world. Through engaging with a range of strands, students will become increasingly skilled at utilising the correct mathematical concepts to solve problems presented to them in a real life context.

Enquiries to:

Mrs Jackson





Physical Education and Health



Physical Education and Health is compulsory.

Content:

Physical Education and Health in Years 7 and 8 involves a basic introduction to movement and Physical Education and Health concepts. Over a two year programme the students experience a wide range of motor skills and develop their overall well-being (haoura). The emphasis is on involvement, enjoyment and co-operative learning activities.

Physical Education activities may include: aquatics, jump jam, basketball, football, adventure based learning, aerobics, athletics and minor games.

Health topics are taught over a two year programme and include: hauora, careers, nutrition, self-esteem, stereotypes and discrimination, Kia Kaha programme, Life Education, sexuality (puberty – taught each year).

Skills:

- participating and contributing through class discussions in health and learning about team work and being inclusive in physical education classes
- thinking through developing ideas about tactics and strategies in game situations or through health and sociological topics by examining stereotypes and assumptions based on ethnicity, culture, economics and appearance
- managing self by being prepared for each class and working successfully in practical situations
- relating to others by learning how to give and receive feedback and co-operate in the team situation
- using language, symbols and texts by developing their communication skills.

Enquiries to:

Ms Barrett



Science

7SCI

→ 8SCI

→ 9SCI

→ 10SCI

→ IISCP
→ IISCI→ I2BIO
→ I2CHE
→ I2SCP
→ I2PHY→ I3BIO
→ I3CHE
→ I3SCP
→ I3PHY

Science is compulsory.

Content:

During the science course students will gain knowledge of the world, how science is important and part of their lives every day. The units of work cover all five of the NZ curriculum strands for Science Capabilities: The Living World, The Material World, The Physical World and Planet Earth and Beyond. The science capabilities help students practice the types of thinking, questioning, and actions needed to become informed citizens.

Skills:

The students are encouraged to ask questions about the world they live in, learn how gain and use evidence through experiments and research to answer their questions. Students share their learning with their peers through presentations, discussions and practical demonstrations. Students are taught by Science teachers in specialist laboratories, and during the year learning opportunities are given that enhance understanding with field trips, Science badge activities and guest speakers.

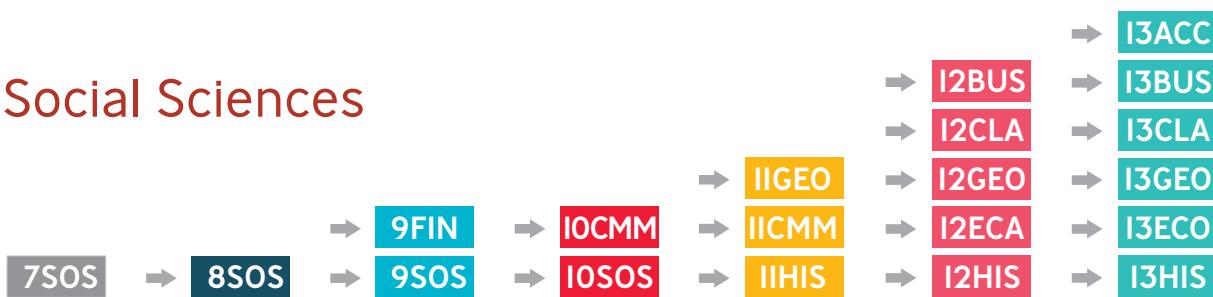
Course Contribution: \$28 online resource and science badge activity.

Enquiries to: Mr McCormick





Social Sciences



SOCIAL STUDIES

Social Studies is compulsory.

Content:

Six units of learning are studied over a two-year period to facilitate a deeper understanding of current social issues. These include consumerism, the importance of remembering people from our past, taking a stand on an environmental issue, and studying NZ water and land issues.

Skills:

Social Studies is about how societies work and how people can participate as critical, active, informed and responsible citizens. Contexts are drawn from the past, present and future and from places within and beyond New Zealand. Students develop a knowledge and understanding of the diverse and dynamic nature of society and how interactions occur among cultures, societies and environments. Students develop and apply skills as they investigate society, explore issues, make decisions and work cooperatively.

Field Trip(s):

Field trip dependent on topics being taught that year.

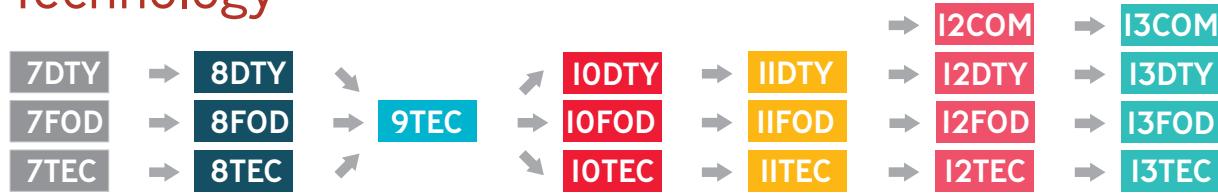
Enquiries to:

Mrs Nicholson





Technology



Technology is compulsory.

Introduction:

People use technology to expand their possibilities through the development of products, systems and environments. Technology acknowledges the continual changes that occur in our world and allows students the scope to use their creative, intellectual and practical resources.

Year 7-8: Technology classes are taught as a trimester of 24 lessons.

DIGITAL TECHNOLOGY

Content:

This course will develop students' skills in IT so they become familiar with the school software eg: Office 365. Students will learn good file management and skills in digital literacy and digital citizenship. Over the two year cycle with Years 7 and 8 DTY, students will learn skills and knowledge from the digital technologies strands of digital media using animation, and computer science and programming with an emphasis on robotics. As well as the learning of digital skills and content, students will be exposed to generic technology practice which involves brief development and evaluation.

Skills:

Students will develop skills needed to understand basic programming in robotics and computer science by using both a virtual and physical world. Students will participate and contribute through class discussions and teamwork, as well as manage themselves to work successfully with individual learning of some programming skills.

FOOD TECHNOLOGY

Content:

This course introduces the girls to working together in the school kitchen. It encourages good nutritional choices for teenagers. The girls learn about, and use, good food hygiene to cook a number of dishes that appeal to their age group.

Skills:

The course emphasizes working together, being organized and having fun in the kitchen.

TEXTILES TECHNOLOGY

Content:

This course enables the students to use the design process to be creative in addressing an issue and devising their own solution. Over the two year cycle the girls are able to focus on researching, developing, designing, manipulating and trialling: each year the course swaps the focus between textiles, jewellery materials and wearable technology.

Skills:

The students explore the possible outcomes, plan their time, consult with stakeholders about their designs, explore existing outcomes and design and develop their own creations.

Enquiries:

Ms Reveley

Year 9 Subjects

Religious Studies

7RES

→ 8RES

→ 9RES

→ IORES

→ IIRES

→ I2SAC
→ I2RES

→ I3THE
→ I3SAC
→ I3RES



YEAR 9

Religious Studies is compulsory.

Content:

- Scripture and Tradition: Te Karaipiture me nga Tikanga Tuku Iho
- Church History: Nga Korero Onamata o te Hahi
- Theology: Te Rangahau Whakapono
- Sacrament and Worship: Nga Tohu Tapu me te Whakamoemiti
- Social Justice: Te Mahi Tika mo te Katoa
- Human Experience: Te Hikoitanga o te Tangata.

Skills:

The general aims of the Religious Studies Curriculum are to develop appropriate knowledge, skills, attitudes and values through the effective delivery of the Learning Strands and to teach material that is theologically sound, using the resources of various cultures while allowing for each person's free faith response. It aims to enable young people to develop ways of integrating faith and life and culture and to integrate aspects of Religious Studies Te Whakaoranga Whakapono with other learning areas where appropriate. Although the general aims are intentionally educational, the curriculum also assists young people to develop a relationship with God, and to be living witnesses to the truth of the Gospel of Jesus Christ as members of the Catholic Church, always recognising that this depends on each person's free faith response.

SEXUALITY

Introduction:

By recalling the scriptural foundations of the Church's teachings, Sexuality allows students to see themselves as sexual beings and to use the knowledge in a responsible manner. Students review their attitudes and values in relation to the Church's teaching on sexuality and to arrive at an understanding of the philosophy behind those teachings.

Skills:

Students will:

- learn about intimate relationships and explore positive sexual health
- learn how to manage their own sexual health and how to access health care
- review conception
- examine long and short term effects of sexual decisions
- learn about contraception, sexually transmissible infections and other aspects of sexual decision-making
- learn about the physical and emotional effects of sexual identity, sexual attraction and sexual maturation
- critique dominant cultural messages and sexual behaviour (*including those on mass and online media*) and identify skills for positive and supportive intimate relationships
- will discuss human rights, consent, and the importance of choice and agency in relationships
- explore online and social media environments and plan strategies for positive and supportive engagement.

Enquiries to:

Ms Campbell



The Arts



Year 9 Arts is taught over the year and encompasses Drama, Music and Visual Arts contexts. Students use the Arts in collaboration projects which give students opportunities to extend their knowledge, skills, and experience within more than one arts discipline. This can be multimedia or multi-disciplinary projects which will offer students opportunities to extend the knowledge, skills and experience within more than one arts discipline.

In assessing students learning within collaborative arts projects, the students start off by having fun experiencing all the different context areas before identifying one of the areas to focus on. The aim of this structure is to have students experience the different forms of each arts discipline, work in groups and collaborate on a small project that contributes actively to Dance, Drama, Music, and the Visual Arts within the College and the community.

DRAMA

Content:

The key question for Year 9 is "How is meaning created in drama?" Topics include: understanding how Dramatic space can be used to communicate, the theatre form of Puppetry, creating new drama and performance, analysing their own work and the work of others.

Skills:

Innovation, inquiry, and curiosity through discussion, finding creative ways to create drama, using technology, solving problems. Collaboration skills through learning to work with all in the class, discovering others' point of view through dramatic exploration, the concept of saying yes to everything.

MUSIC

Content:

At this level students learn how to describe music using the correct music vocabulary. They learn about rhythms and beat in Common Time. They create, notate and perform their own rap compositions. As a soloist, they choose from either guitar, ukulele or keyboard/piano. In groups, they arrange and perform a piece of music of their own choice.

Skills:

Research and presentation skills, composition, performance skills and listening skills. Independent work habits.

VISUAL ARTS

Content:

At Year 9 students will continue to develop their visual literacy and aesthetic awareness as they manipulate and transform visual, tactile, and spatial ideas to solve problems. They explore experiences, stories, abstract concepts, social issues, both individually and collaboratively. All key competencies are developed and students work through a range of tasks to allow individual success at the student's own level.

A range of assessments will be used from self-assessment, peer assessment and formal methods. Students will study drawing, painting, stenciling, and printmaking as they work through two key assessments. To examine and investigate Native Flora and Fauna students will look at New Zealand based artist model FLOX, while demonstrating an understanding of stencil cutting techniques and also show understanding of printing processes, colour and application of media with purpose and control.

Skills:

Students will apply knowledge of elements and principles for a range of art-making purposes, using conventions and a variety of techniques, tools, materials, processes, and procedures.

Enquires to:

Ms Wybrow

English



YEAR 9

English is compulsory.

Theme: Journeys/Haerenga

"Please send them on their way in a manner that honours God." 3 John 1:6

Content:

The courses cover the two strands of the New Zealand English Curriculum; Creating Meaning and Making Meaning, at Levels 3, 4, 5 and 6. Students will be exposed to a range of fiction and non-fiction in many different genres. They will enjoy all kinds of writing; both formal and creative, including portfolio writing, letters, narratives, profiles, literary essays and research reports. They will also develop the ability to speak confidently and with purpose, and present in non-verbal ways.

All learners are encouraged to build their personal reading through regular use of the LIRC and sustained reading of texts for the purpose of vocabulary extension, building contextual understanding and for enjoyment of the written word.

Skills:

These programmes enable students to develop the skills needed to understand, use and create oral, visual and written texts. Through engaging with a range of texts, students will become increasingly skilled and sophisticated speakers and listeners, writers and readers, presenters and viewers. In doing so students will gain a better understanding of language, literature and the world around them.

Enquiries to:

Ms Wilson



Languages



In Year 9 **ONE** language is compulsory.

Introduction:

Ko tōu reo, ko tōku reo, te tuakiri tangata. Tīhei uriuri, tīhei nakonako

Your voice and my voice are expressions of identity. May our descendants live on and our hopes be fulfilled.

The aim is for students to understand and use familiar expressions and every day vocabulary to interact in simple supported situations through the choice of **ONE** of the following four Languages.

The focus is for students to be introduced to the concept of learning a language by using songs, games, chants, cards and online sites, in order to understand and use familiar expressions and every day vocabulary.

Learning a language gives us an understanding of, and links us, to the world we live in. It gives us insight into different ways of interpreting our own perspectives and various world views, beliefs and practices. Students extend their linguistic skills and cultural understanding through language learning and they develop key skills to interact respectfully as global citizens. As they learn a language, students discover new ways of learning, new ways of knowing, and more about their own capabilities.

The emphasis across all languages in Years 7 to 10 is on effective communication and developing intercultural understanding. The focus is on students building confidence in the language skills; listening, reading, viewing, speaking, writing, presenting and performing in each target language.

A range of online sites and other technology is used to enhance language acquisition at all levels.

ESOL

Content:

Students with a non-English speaking background will be interviewed, and tested where applicable, to ascertain whether or not they need extra support with building their language skills in order to cope with language requirements at the College. Students will be given support to meet their needs through:

- ESOL classes
- peer tutoring
- teacher aide assistance
- online resources
- access to ESOL Notebooks.

Ongoing support is given to girls throughout their years at the College, in order to build their language confidence and to help them achieve success.

Enquiries to:

Ms Palmer



YEAR 9



FRENCH

Content:

Students taking Year 9 French will experience language learning by immersion, using the AIM (Accelerated Integrative Method) which is a Canadian-developed programme. Language is taught and acquired by means of gesture and speaking. Students participate by copying the gestures and repeating the words. Students are then able in groups to present a simple play entirely in French, based on the language learned. There is also a written component, with students completing workbook exercises independently and in groups. In addition, online access is provided to the AIM Portal so students can practice vocabulary at home. Each class normally covers two plays in the course of a year. They are 'Les Trois Petits Cochons' (*The Three Little Pigs*). Students also acquire basic vocabulary on everyday topics. By the end of Year 9 they will be able to use simple syntax to ask questions and build sentences.

Skills:

By the end of the year, students will have had exposure to a vocabulary of around 800 words, practised a natural sounding accent, and gained the confidence to ask questions and interact spontaneously in French.

Study in French works around developing the Key Competencies; students will make connections between French and the languages they already know, and will begin to observe patterns in French. Students will develop discipline in the regular practice of new language at home. Students will be challenged to 'trust their ears' first, then to add the second layer of competency in written French, which involves accents and silent letters. Through participating and contributing students will support each other as they take the 'risk' of speaking a new language. They will work together and work cooperatively to present a short play. Students will encounter aspects of culture relating to France and Canada in particular, and learn to appreciate that another language and its speakers are "not weird, just different."

Course Contribution:

Education Perfect \$20 (approx.)

Enquiries to:

Madame Bonnetat

JAPANESE

Content:

This course invites students to speak in Japanese using language they become comfortable using in a class immersion setting. Students learn to read and write hiragana script and some kanji. They learn to interact with others and to make connections with their own language(s) and culture(s). As they discover interesting aspects related to the Japanese way of life, students develop confidence to use Japanese without hesitation in everyday situations with a range of gestures, songs, chants, visual aids and online resources and tools.

Skills:

The focus at Year 9 is on developing the language skills of listening, reading, viewing, speaking, writing and presenting and performing so students can understand and use familiar expressions and everyday vocabulary.

Course Contribution:

Education Perfect \$20 (approx.)

Enquiries to:

Sensei Perkins

TE REO MĀORI

Content:

As an official language of Aotearoa, Te Reo Māori is a recognised taonga under the Treaty of Waitangi. By understanding and communicating in Te Reo Māori, young New Zealanders become aware of how language and culture play a role in shaping our identity and defining our point of difference in the wider world. Students will study:

- tōku whānau – my family
- pūreta and Mita – Māori alphabet and pronunciation
- ngā mihi – greetings
- ngā kare ā roto – feelings
- te huarere – the weather
- ngā rā o te wiki – days of the week
- ngā marama o te tau – months of the year
- ngā wahi – locations
- Matariki – Māori New Year.

Skills:

Through learning Te Reo Māori and becoming increasingly familiar with tikanga, our students strengthen their identities and develop shared cultural understandings. The focus at Year 9 is on developing the language skills of listening, reading, viewing, speaking, writing and presenting or performing so students can understand and use familiar expressions and everyday vocabulary.

Course Contribution: Education Perfect \$20 (approx.)

Enquiries to: Whaea Awhi Clarke



Mathematics



Mathematics is compulsory.

Content:

The courses cover the six strands of the New Zealand Mathematics Curriculum; Number, Algebra, Geometry, Measurement, Statistics and Probability, at Levels 3, 4, 5 and 6. Students will be exposed to a range of open and closed type questions in order to solve problems presented to them. They will be given a variety of situations and expected to select and reason the mathematics involved in the given situation. They will also be expected to learn certain basic facts and then use and apply this knowledge to more complex situations.

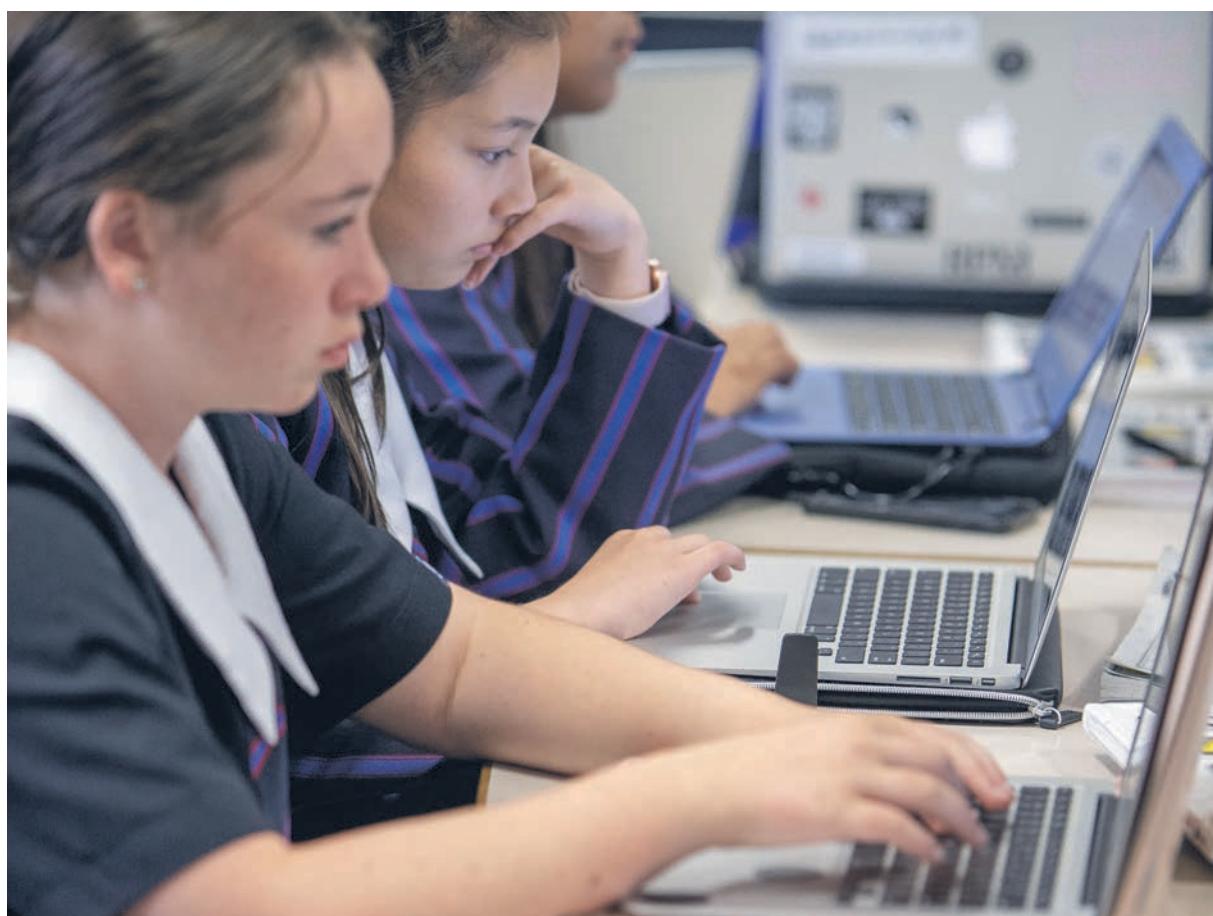
All learners are encouraged to build their knowledge through recognising mathematical opportunities in real life and making sense of the given situations. An ability to be able to understand and use technology will be developed.

Skills:

These programmes enable students to develop the skills needed to understand how to solve problems in the real world. Through engaging with a range of strands, students will become increasingly skilled at utilising the correct mathematical concepts to solve problems presented to them in a real life context.

Enquiries to:

Mrs Jackson



Physical Education and Health



Physical Education and Health is compulsory.

Content:

Physical Education and Health in Year 9 focusses on the students developing their motor skills while also developing constructive positive values and attitudes towards themselves and others.

The outline for the year explicitly relates to each of the College values:

- Manaakitanga: students learn about respecting and caring for self, others and society learning in, through and about movement through the context of Aquatics and co-operative games
- Tika: students learn about promotion of diversity and acceptance of difference through sport choice and a range of modified activities
- Whakuate: connecting and building strong relationships by developing interpersonal skills within the context of tchoukball and other sporting contexts.

Skills:

- participating and contributing through class discussions in health and through team work in practical classes
- thinking by looking at life from other people's points of view, critiquing a local swimming pool in Physical Education and by learning new tactics and strategies in new games e.g. tchoukball
- managing self by being prepared for each lesson and working successfully towards goals
- relating to others by appreciating their own strengths and weaknesses and the strengths and weaknesses of others in sporting contexts through analysis of character strengths and practically developing their interpersonal skills throughout the year
- using language, symbols and texts by developing their communication skills.

Enquiries to:

Ms Barrett



YEAR
9

Science

7SCI

→ 8SCI

→ 9SCI

→ 10SCI

→ IISCP
→ IISCI

→ I2BIO
→ I2CHE
→ I2SCP
→ I2PHY

→ I3BIO
→ I3CHE
→ I3SCP
→ I3PHY

Science is compulsory.

Content:

The focus is “Science is all around us” and how it’s fun. By becoming interested students learn ‘what is science’ how Energy changes and what is the ‘Nature of Science’.

The units of work cover all five of the NZ curriculum strands for Science: The Living World, The Material World, The Physical World and Planet Earth and Beyond.

Skills:

As well as developing a broad knowledge of scientific theory and practical skills, students develop scientific literacy and digital skills. This allows students to become creative and open minded in their thinking. This will allow them to appreciate that understanding of science is essential to decision making and empowers them to contribute more in our daily lives.

Course Contribution:

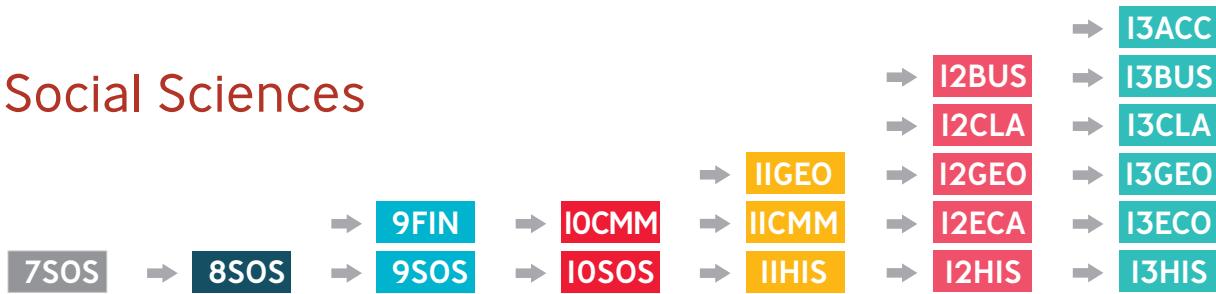
\$40 workbook and online resource

Enquiries to:

Ms Woods



Social Sciences



FINANCIAL LITERACY

Content:

- the history of money
- income/taxation
- decision making
- budgeting
- impulse buying
- saving/Kiwisaver
- borrowing, credit and interest.

Skills:

This module is designed to develop students' financial literacy skills as well as give them a broad understanding of economic issues. The course introduces students to topics and skills which they can use throughout their lives in a fun and hands on way. They are "paid" to attend class and are given opportunities to increase their earnings during the course, while being subjected to a tax regime also. At the completion of the course they are able to spend their earnings at an auction.

Course Contribution: Activities resources \$3

Enquiries to: Mrs Sherry

SOCIAL STUDIES

Content:

Three units of learning are studied including current issues. These include systems of government, human rights and migration.

Skills:

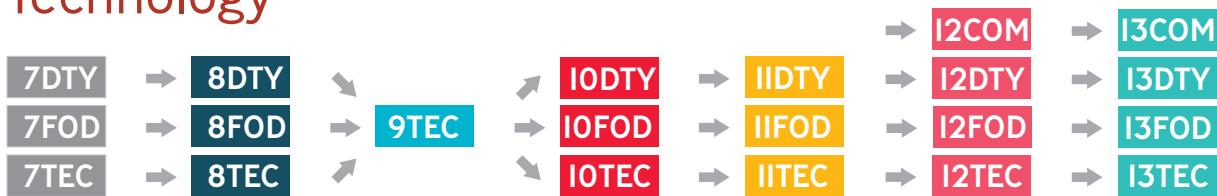
Social Studies is about how societies work and how people can participate as critical, active, informed and responsible citizens. Contexts are drawn from the past, present and future and from places within and beyond New Zealand. Students develop a knowledge and understanding of the diverse and dynamic nature of society and how interactions occur among cultures, societies and environments. Students develop and apply skills as they investigate society, explore issues, make decisions and work cooperatively. Students are also encouraged to identify and participate in social action.

Enquiries to: Mrs Nicholson



YEAR 9

Technology



Content:

Year 9 Technology is taught over a half year and encompasses Food, Materials and Digital contexts. Students use the Technology Design Process to determine a need or opportunity that they are able to independently address through guided planning, research, brief writing, experimentation, trialing and evaluation.

Skills:

The students start off by having fun experiencing all the different context areas before using at least one technology area to solve their issue. The aim of this unit is to have students experience working independently on an issue or problem of their own choosing. Students are able to choose how they document their project – either video, blog, portfolio diary, OneNote etc.

Enquiries to:

Ms Reveley



Year 10 Subjects

Religious Studies

7RES

→ 8RES

→ 9RES

→ IORES

→ IRES

→ I2SAC
→ I2RES

→ I3THE
→ I3SAC
→ I3RES

Religious Studies is compulsory.

Content:

- Scripture and Tradition: Te Karaipiture me nga Tikanga Tuku Iho
- Church History: Nga Korero Onamata o te Hahi
- Theology: Te Rangahau Whakapono
- Sacrament and Worship: Nga Tohu Tapu me te Whakamoemiti
- Social Justice: Te Mahi Tika mo te Katoa
- Human Experience: Te Hikoitanga o te Tangata.

Skills:

The general aims of the Religious Studies Curriculum are to develop appropriate knowledge, skills, attitudes and values through the effective delivery of the Learning Strands and to teach material that is theologically sound, using the resources of various cultures while allowing for each person's free faith response. It aims to enable young people to develop ways of integrating faith and life and culture and to integrate aspects of Religious Studies Te Whakaoranga Whakapono with other learning areas where appropriate. Although the general aims are intentionally educational, the curriculum also assists young people to develop a relationship with God, and to be living witnesses to the truth of the Gospel of Jesus Christ as members of the Catholic Church, always recognising that this depends on each person's free faith response.

SEXUALITY

Introduction:

By recalling the scriptural foundations of the Church's teachings, Sexuality allows students to see themselves as sexual beings and to use the knowledge in a responsible manner. Students review their attitudes and values in relation to the Church's teaching on sexuality and to arrive at an understanding of the philosophy behind those teachings.

Skills:

Students will:

- learn about intimate relationships and explore positive sexual health
- learn how to manage their own sexual health and how to access health care
- review conception
- examine long and short term effects of sexual decisions
- learn about contraception, sexually transmissible infections and other aspects of sexual decision-making
- learn about the physical and emotional effects of sexual identity, sexual attraction and sexual maturation
- critique dominant cultural messages and sexual behaviour (*including those on mass and online media*) and identify skills for positive and supportive intimate relationships
- discuss human rights, consent, and the importance of choice and agency in relationships
- explore online and social media environments and plan strategies for positive and supportive engagement.

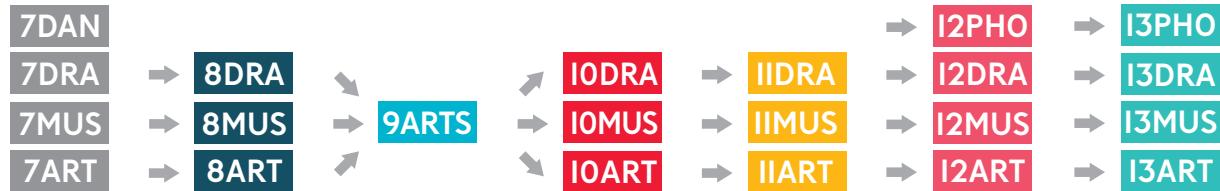
Enquiries to:

Ms Campbell



YEAR 10

The Arts



DRAMA

Content:

The course builds on the work from Year 9. Students will develop understandings of and skill of using drama techniques in various ways to create character in performance. They will develop their own original drama paying particular attention to the Elements of Role , Time, Place and Situation. Students will also experiment with creating and performing scripts. Students will analyse their own performances and those of others.

Skills:

Developing creativity through experimentation with voice, body, movement and space to create character through enhanced observation, movement exercises, vocal work and experimenting with various conventions to deepen understanding of the elements of drama. Especially role, situation, time and place. Students develop collaboration skills through extended work in groups and analysis skills through discussion of their work and the work of others.

MUSIC

Content:

At this level students start to specialise in their own instrument of choice. This includes voice. More in-depth musical theory, harmony, structures and compositional techniques are taught. This leads to students composing, developing and arranging their own music using their own computers or devices. Students enquire and learn about a range of different types of music including Classical Music, World Music and Popular Music.

Skills:

Research and presentation skills, composition, performance skills and listening skills. Independent work habits.



VISUAL ARTS

Content:

At Year 10 students will continue to explore art-making processes, discover artists' methods and concepts, devise and communicate their own ideas through a series of frame-worked tasks which allow each student to develop and succeed at her own level. The essential skills in drawing, painting, printmaking, and mixed media studies will be taught and fully discussed to allow students to develop full control of their ideas and production. Additionally, problem solving and innovation will become progressively essential components. Students will demonstrate an understanding of the relationship between the production of artworks and their cultural contexts using art terminology and compare and contrast the ways in which cultural ideas and art-making processes are used to communicate meaning. They will apply knowledge of selected drawing, painting and mixed media conventions to generate, develop, and refine ideas to produce finished, resolved works, in response to a study of established cultural practice.

Skills:

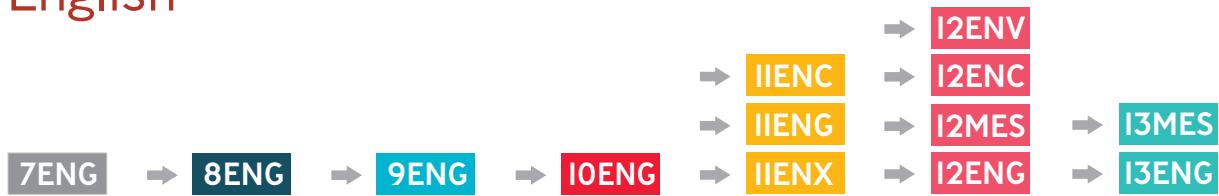
By the end of Year 10, students will have developed creativity and confidence. Students learn to work on art projects independently and purposefully. Year 10 students will develop connections and be able to relate well to others. Students will record information from a classroom still-life arrangement in preparation for a painting project. They will develop ideas, skills, and techniques through a series of drawings using wet and dry media.

Enquiries to:

Ms Wybrow



English



English is compulsory.

Theme: Respect and Diversity/Whakaute

"You shall do no injustice in judgement." Leviticus 19:15

Content:

The courses cover the two strands of the New Zealand English Curriculum; Creating Meaning and Making Meaning, at Levels 3, 4, 5 and 6. Students will be exposed to a range of fiction and non-fiction in many different genres. They will enjoy all kinds of writing; both formal and creative, including portfolio writing, letters, narratives, profiles, literary essays and research reports. They will also develop the ability to speak confidently and with purpose, and present in non-verbal ways.

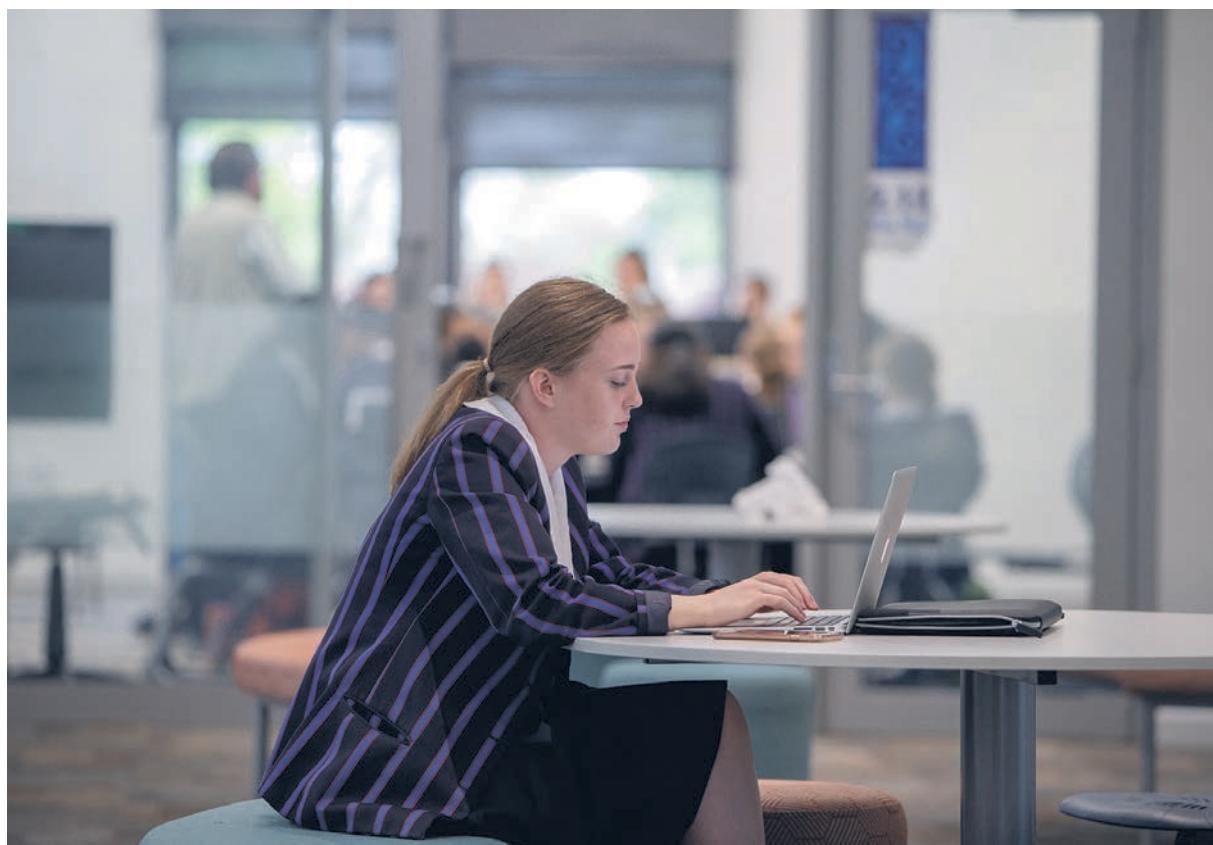
All learners are encouraged to build their personal reading through regular use of the LIRC and sustained reading of texts for the purpose of vocabulary extension, building contextual understanding and for enjoyment of the written word.

Skills:

These programmes enable students to develop the skills needed to understand, use and create oral, visual and written texts. Through engaging with a range of texts, students will become increasingly skilled and sophisticated speakers and listeners, writers and readers, presenters and viewers. In doing so students will gain a better understanding of language, literature and the world around them.

Enquiries to:

Ms Wilson



Languages



Students may choose to continue in their Language option from Year 9 or they may be considered for another option, on application to the Head of Faculty.

Introduction: *Ko tōu reo, ko tōku reo, te tuakiri tangata. Tīhei uriuri, tīhei nakonako*

Your voice and my voice are expressions of identity. May our descendants live on and our hopes be fulfilled.

The focus is for students to be introduced to the concept of learning a language by using songs, games, chants, cards and online sites, in order to understand and use familiar expressions and every day vocabulary.

Learning a language gives us an understanding of, and links us, to the world we live in. It gives us insight into different ways of interpreting our own perspectives and various world views, beliefs and practices. Students extend their linguistic skills and cultural understanding through language learning and they develop key skills to interact respectfully as global citizens. As they learn a language, students discover new ways of learning, new ways of knowing, and more about their own capabilities.

The emphasis across all languages in Years 7 to 10 is on effective communication and developing intercultural understanding. The focus is on students building confidence in the language skills; listening, reading, viewing, speaking, writing, presenting and performing in each target language.

A range of online sites and other technology is used to enhance language acquisition at all levels.

ESOL

Content:

Students with a non-English speaking background will be interviewed, and tested where applicable, to ascertain whether or not they need extra support with building their language skills in order to cope with language requirements at College. Students will be given support to meet their needs through:

- ESOL classes
- peer tutoring
- teacher aide assistance
- online resources
- access to ESOL Notebooks.

Ongoing support is given to girls throughout their years at the College, in order to build their language confidence and to help them achieve success.

Enquiries to:

Ms Palmer





FRENCH

Content:

Year 10 students will work from a textbook series called Studio I designed by a French team. Topics covered are: personal details, school life, leisure time, my town and my holidays. The book also contains cultural information on interesting places to visit in France and French speaking countries.

Skills:

By the end of the year, students will have consolidated and extended their vocabulary from Year 9. They will have listened to French spoken by native-speakers at slightly less than real-life pace. They will have had many opportunities to speak in pairs, to participate in group activities and to complete individual written work. They will have gained greater confidence in interacting spontaneously in French, and begun to develop responsibility for asking questions to extend their own knowledge. Students will have completed many online homework tasks designed to aid their language acquisition. Finally, students will have found a system that works for them to begin learning the grammatical rules and patterns in French.

Girls work to develop the Key Competencies through:

- thinking – Students will continue to make connections between French and the languages they already know, and will begin to accurately reproduce grammatical patterns in French
- managing Self – Students will maintain discipline in the regular practice of new language at home
- using Language and Symbols – Students will be challenged to continue to be open and flexible in listening well and speaking comprehensibly. They will be encouraged to do what it takes to produce accurate written French, as well as to understand well the French they are reading
- participating and Contributing – Students will support each other by participating fully in pair and group work, independently, and by using as much French as possible in class
- relating to Others – Students will encounter aspects of culture relating to France and French speaking countries in particular, and appreciate more fully that another language and its speakers are “not weird, just different.”

Course Contribution: Education Perfect \$20 (approx.)

Enquiries to: Madame Bonnetat

JAPANESE

Content:

This course builds on language skills developed during Year 9 and assumes students are familiar with reading and writing hiragana script and some kanji. Students learn to read and write katakana script and build their repertoire of kanji they are familiar with. There is a continued focus on genuine communication as students learn to understand and produce language to express their ideas and describe aspects of their immediate environment.

Skills:

The focus at Year 10 is on developing the language skills of listening, reading, viewing, speaking, writing, presenting and performing so students can communicate information and ideas about their own lives and backgrounds in genuine contexts.

Field Trip(s): Visit to a Japanese restaurant \$15-\$22

Course Contribution: Education Perfect \$20 (approx.)

Enquiries to: Sensei Perkins

TE REO MĀORI

Content:

As an official language of Aotearoa, Te Reo Māori is a recognised taonga under the Treaty of Waitangi. By understanding and communicating in Te Reo Māori, young New Zealanders become aware of how language and culture play a role in shaping our identity and defining our point of difference in the wider world. Students will study:

- āhea, māhea – when, where
- te wa – time
- ngā rā ki muri, ngā rā o naianei, ngā rā kei te heke mai – past, present, future.
- ngā momo haerenga – modes of transport
- ngā tohutohu – directions
- Matariki – Māori New Year
- te marae me te pōwhiri – the meeting house and the welcome ceremony
- tono, whakaaetanga, whakanau – request, accept, decline.

Skills:

Through learning Te Reo Māori and becoming increasingly familiar with tikanga, our students strengthen their identities and develop shared cultural understandings. The focus at Year 10 is on developing the language skills of listening, reading, viewing, speaking, writing, presenting and performing so students can understand and use familiar expressions and everyday vocabulary.

Course Contribution: Education Perfect \$20 (approx.)

Enquiries to: Whaea Awhi Clarke



Mathematics



Mathematics is compulsory.

Content:

The courses cover the six strands of the New Zealand Mathematics Curriculum; Number, Algebra, Geometry, Measurement, Statistics and Probability, at Levels 3, 4, 5 and 6. Students will be exposed to a range of open and closed type questions in order to solve problems presented to them. They will be given a variety of situations and expected to select and reason the mathematics involved in the given situation. They will also be expected to learn certain basic facts and then use and apply this knowledge to more complex situations.

All learners are encouraged to build their knowledge through recognising mathematical opportunities in real life and making sense of the given situations. An ability to be able to understand and use technology will be developed.

Skills:

These programmes enable students to develop the skills needed to understand how to solve problems in the real world. Through engaging with a range of strands, students will become increasingly skilled at utilising the correct mathematical concepts to solve problems presented to them in a real life context.

Enquiries to:

Mrs Jackson



Physical Education and Health



Physical Education and Health is compulsory.

Content:

The outline for the year explicitly relates to each of the College's values:

- Manaakitangi: students make connections through their own wellbeing and looking at the wellbeing of the community through the context of lifesaving
- Tika: students learn about promotion of fairness, equity and truth through the context of dance and health promotion
- Whakuate: students learn about respect of themselves and others to form the basis for decision making and minimising harm in relation to Education Outside the Classroom (EOTC) and other sporting contexts.
- participating and contributing through class discussions in health and through team work in practical classes
- thinking by learning how to identify and minimise risks in Health classes; choreographing a dance and by learning new tactics and strategies in new games e.g. korfball
- managing self by being prepared for each lesson and working successfully towards goals, and by successfully keeping themselves and their friends safe on camp
- relating to others by learning how to give and receive feedback during practical classes and by developing their leadership and social responsibility
- using language, symbols and texts by developing their communication skills.

Skills:

Enquiries to:

Ms Barrett



YEAR 10

Science

7SCI

→ 8SCI

→ 9SCI

→ 10SCI

→ IISCP
→ IISCI

→ I2BIO
→ I2CHE
→ I2SCP
→ I2PHY

→ I3BIO
→ I3CHE
→ I3SCP
→ I3PHY

Science is compulsory.

Content:

Topics are based around scientific issues and contexts, allowing the students to appreciate that understanding of science is essential to their lives. In addition, the course aims to build a foundation for Year II, when the students will sit NCEA level I Science. The units of work cover all five of the NZ curriculum strands for Science: The Living World, The Material World, The Physical World and Planet Earth and Beyond.

Skills:

Year 10 Science continues to focus on developing the learner's knowledge of scientific theory and practical skills.

Course Contribution:

\$40 online resource and workbook

Enquiries to:

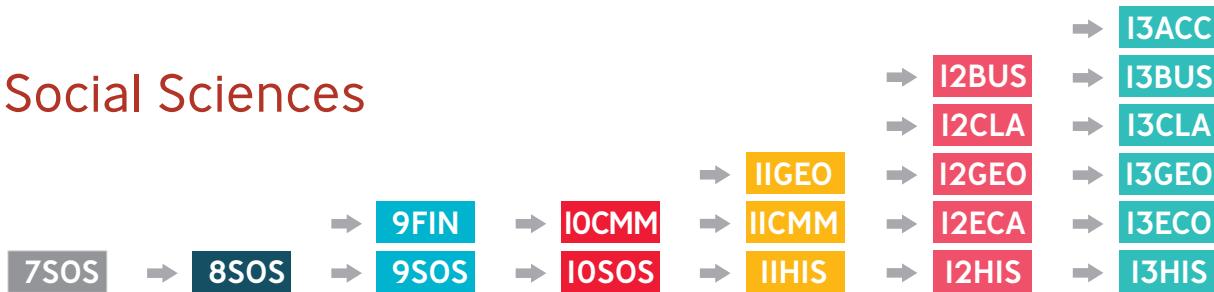
Ms Woods



YEAR 10



Social Sciences



COMMERCE

Content:

This course builds on some of the skills learned in Financial Literacy. Banqer, an online simulation programme is integrated into the course. It allows students to explore financial concepts like budgeting, insurance, banking, flatting and the Stock Exchange.

Students also set up and run their own business. They will plan for their business, perform market research and produce and sell a product of their own development. A business plan will be produced including basic accounting statements.

Skills:

Students will develop skills and knowledge that will enable them to be successful in future Commerce courses and as a member of society. They will experience managing their money, undertake detailed report writing including graphing and get creative and innovative with entrepreneur activities. A large part of this course is hands on where students will be working within different groups and developing problem-solving skills, how to work co-operatively and advancing their communication skills.

Course Contribution: Activities resources \$12**Enquiries to:** Mrs Sherry

SOCIAL STUDIES

Social Studies is compulsory.

Content:

Three units of learning are studied including current issues. These include poverty, events which have shaped New Zealand's identity and the Treaty of Waitangi.

Skills:

Social Studies is about how societies work and how people can participate as critical, active, informed and responsible citizens. Contexts are drawn from the past, present and future and from places within and beyond New Zealand. Students develop a knowledge and understanding of the diverse and dynamic nature of society and how interactions occur among cultures, societies and environments. Students develop and apply skills as they investigate society, explore issues, make decisions and work cooperatively. Students are also encouraged to identify and participate in social action.

Course Contribution: Nil**Enquiries to:** Mrs Nicholson

Technology



DIGITAL TECHNOLOGIES

- Content:** This is a practical and theoretical course that will provide understanding and knowledge across all Digital Technologies areas. Students will become creators rather than just users of Digital Tools.
- Skills:** Students will learn about the design process, and develop a range of print media outcomes using Microsoft and Adobe programs. They will create and manipulate images in Photoshop suitable for integration into other applications. Students will become efficient users of a computer, with correct file management, and an understanding of file types.
- This course will cover the building blocks of programming: sequence, selection, and iteration. Students will create an interactive game in Scratch and learn to decompose problems using computational thinking. They will learn fun computer science topics of representing data using binary digits, evaluating the efficiency of algorithms, and how computers manage data.
- Students will learn to format their data accurately, both text and numerical using Word and Excel. They will learn shortcut keys for efficiency and use appropriate design principles for quality digital outcomes.
- Students can also chose a topic of choice, ie 3D Printing, web development, app development, and electronics.
- Enquiries:** Mrs O'Brien



YEAR 10

FOOD TECHNOLOGY

- Content:** During this course the students use the Technology Design Process to design and develop their own food products.
- Skills:** This course provides plenty of hands on food preparation. The girls use safe food practices to make a variety of dishes. Once they have mastered the routines and food safety requirements they move onto designing their own food product to address a given brief. The girls are able to choose any food product that fits the specifications. They use research and survey tools to determine the most marketable product. The product is trialled and modified as required before a final evaluation is conducted. This is a fun hands-on course where students work together to help each other complete their products.
- Enquiries to:** Ms Reveley or Ms Rennie

TEXTILES TECHNOLOGY

- Content:** This course offers students the opportunity to use the design process to make design decisions and develop and make a Textile item of their choosing. This is a fun hands on course with plenty of room for the girls to be creative and manage their own projects to completion.
- Skills:** The girls are guided through Technology Practice and learn to plan, work with stakeholders, examine trends and the practicalities of their designs, problem solve, write design briefs, experiment with Textile materials, learn sewing skills, and evaluate and justify their designs.
- Enquiries to:** Ms Reveley

Year II Subjects - NCEA Level I

Religious Studies

7RES

→ 8RES

→ 9RES

→ IORES

→ IIRES

→ I2RES

→ I3THE
→ I3SAC
→ I3RES

Entry Recommendation: Religious Studies is compulsory.

Introduction: The course follows the curriculum set by the National Centre for Religious Studies. It will look at four major aspects of Catholicism in the world.

Content: Four topics are taught during the year: Conscience, Morality and Values, the Reformation and the Church, Understanding the Gospel and Trinity. Sexuality Education and Personal Development are also covered.

Skills: A knowledge of Catholic teaching and practices, both historical and modern, are covered. This enables students to discuss, discern and debate various opinions and viewpoints based on evidence.

Field Trip(s): Retreat \$15 (approx.)

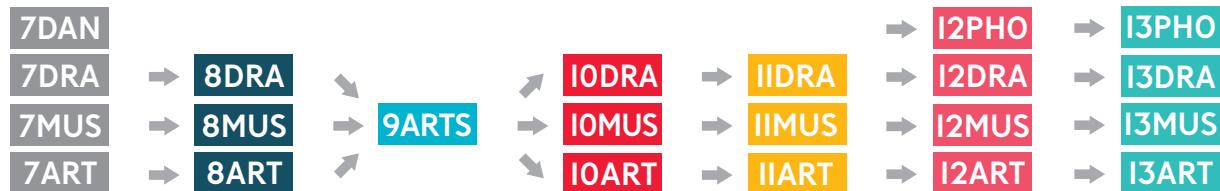
Enquiries to: Ms Craig

Course Title: Religious Studies - Level I

	Level	Credits	LI Literacy	LI Numeracy	Achievement Standard
INTERNAL					
AS 90818v3	I	6	Yes	No	Describe the application of an ethical principle(s) of a religious tradition
AS 90817v3	I	6	Yes	No	Describe a significant aspect within the development of a religious tradition
AS 90816v3	I	6	No	No	Describe key features of a sacred text



The Arts



DRAMA

Entry Recommendation: Year 9 and/or Year 10 drama or on application to the teacher in charge of Drama.

Introduction: The course builds on skills developed in the junior school. It covers the National Curriculum at Level 6 and concentrates on the understanding of Drama in different contexts, developing and shaping students' own ideas in Drama, communicating and interpreting different styles of Drama, and learning effective performance techniques. While all work is done in groups most assessments are marked individually.

Content: Study of a specific theatre form, creation of student devised drama based on a theme, development of rehearsal and performance skills using play scripts, understanding how to use technologies to enhance performance, viewing live performances to develop understanding of how Drama is performed and created. Students also participate in a performance for an invited audience.

Skills: Students develop greater command and range of performance techniques and learn to analyse text in preparation for performance. They develop improvisation, self- management and collaboration skills in order to create, refine and shape new work. They practice analytical skills and are able to confidently express themselves verbally, physically and in writing.

Field Trip(s): Live theatre performance, approximately two.
\$60 Theatre visits.

Enquiries to: Ms Gordon

Course Title: Drama - Level 1					
	Level	Credits	LI Literacy	LI Numeracy	Achievement Standard
EXTERNAL					
AS90011 v7	I	4	Yes	No	Demonstrate understanding of the use of drama aspects within live performance
EXTERNAL - OPTIONAL					
AS90998 v2	I	4	No	No	Demonstrate understanding of a Drama/theatre form
INTERNAL					
AS90997 v2	I	5	No	No	Devise and perform a drama
AS90999 v4	I	4	No	No	Use features of a drama/theatre form in a performance
AS90009 v6	I	5	Yes	No	Perform an acting role in a scripted production



MUSIC

Entry Recommendation: Year 9 or 10 music or on application to the Head of Faculty.

Introduction: The course follows the National Curriculum. It is possible to specialise according to your interests. All you need is a love of music, a willingness to apply yourself and to work independently towards agreed goals.

Content: Students use, explore and describe musical structures and devices and transcribe, transpose, and notate music in a range of styles. Students improvise, arrange, and compose music for specific purposes. Students notate and record original music. They prepare, rehearse, present, record, and evaluate individual and group performances of contrasting pieces, in keeping with the composers' intentions and style. Students will compare and contrast a range of musical styles and genres in relation to past and present contexts and investigate the purposes and significance of music in contemporary contexts.

- Skills:**
- solo and Group performance ensemble skills
 - analysing and Composing music
 - strengthening reading, writing, and listening skills.

Field Trip(s): I-2 Concerts. Co-curricular requirement for performance students; participation in an appropriate school group with a regular weekly rehearsal taken by a tutor – choir, orchestra, pop/rock group, jazz band

Course Contribution: \$40 Write-on Materials. \$40 for a piano accompaniment if required

Enquiries to: Mr McCabe

Course Title: Music - Level I					
	Level	Credits	LI Literacy	LI Numeracy	Achievement Standard
EXTERNAL					
AS 91093 v2	I	4	No	No	Demonstrate aural and theoretical skills through transcription
AS 91094 v2	I	4	Yes	No	Demonstrate knowledge of conventions used in music scores
INTERNAL					
AS 91090 v3	I	6	No	No	Perform two pieces of music as a featured soloist
AS 91091 v3	I	4	No	No	Demonstrate ensemble skills through performing a piece of music as a member of a group
AS 91092 v3	I	6	No	No	Compose two original pieces of music
AS 91095 v3	I	6	Yes	No	Demonstrate knowledge of two music works from contrasting contexts



VISUAL ARTS

Entry Recommendation: Year 10 course is an advantage, however students with good ability and a keen interest will be considered.

Introduction: Students will apply knowledge of elements and principles for particular art-making purposes, using a range of established conventions. Students will extend skills with techniques, tools, and materials for particular art-making purposes, using appropriate processes and procedures.

Content: Students will make a study of a contemporary painter and will explore the art-making traditions that may have influenced their work. Using wet and dry media, students make notes and drawings that describe the techniques, significance of subject matter, and particular conventions used in the artist's work. Students make artworks of similar subject matter to develop ideas for compositions that reflect knowledge and understanding of the artist's way of working.

Skills: Development of:

- drawing methodology(s) that develop, enhance and strengthen perception
- explore and use art-making conventions, applying knowledge of elements and selected principles using materials and processes
- research skills that allow continual development and evolution of concepts
- explore and describe ways in which meanings can be communicated and interpreted in their own and others' work.

Field Trip(s): \$60. Top Art Exhibition/Christchurch Art Gallery

Course Contribution: \$100.00 for class materials. Materials include brushes, paper, drawing/printing materials, paint etc. Note: \$15.00 covers the external folio: presentation card and developing costs.

Enquiries to: Ms Wybrow



Course Title: Visual Arts - Level 1

	Level	Credits	LI Literacy	LI Numeracy	Achievement Standard
EXTERNAL					
AS 90916 v3 I.4	I	I2	No	No	Produce a body of work informed by established practice, which develops ideas, using a range of media
INTERNAL					
AS 90913 v4 I.I	I	4	No	No	Demonstrate an understanding of art works from a Māori and another cultural context using art terminology
AS 90914 v3 I.2	I	4	No	No	Use drawing methods and skills for recording information using wet and dry media
AS 90915 v2 I.3	I	6	No	No	Use drawing conventions to develop work in more than one field of practice

English



ENGLISH (ENG)

Entry Recommendation: English is compulsory at this level.

Introduction:

Ko te reo te tuakiri, Ko te reo toku ahurei, Ko te reo te ora. (*Language is my identity. Language is my uniqueness. Language is life.*)

English is the study, use, and enjoyment of the English language and its literature, communicated orally, visually and in writing, for a range of purposes and audiences and in a variety of text forms. Understanding, using and creating oral, written and visual texts of increasing complexity is at the heart of English teaching and learning. By engaging with text-based activities, students become increasingly skilled and sophisticated speakers and listeners, writers and readers, presenters and viewers. Literacy in English gives students access to the understanding, knowledge, and skills they need to participate fully in the social, cultural, political, and economic life of New Zealand and the wider world. To be successful participants, they need to be effective oral, written and visual communicators who are able to think critically and in depth.

Theme:

Challenges/Wero

"Struck down but not destroyed." 2 Corinthians 4:9

Content:

The course follows the National Curriculum for English at Level 6 and covers the strands Making Meaning and Creating Meaning. Within these we cover: Speaking, Writing, Reading, Listening, Viewing and Presenting.

Skills:

Students learn to write in a range of genres, to explore the language of and think critically about a variety of oral, written and visual texts, to speak and present confidently and with purpose, and to read and respond to their own chosen texts.

Enquiries to: Mrs Willetts

Students will do a combination of the below standards for assessment to equal I7 or I8 credits.

Course Title: English - Level 1					
	Level	Credits	LI Literacy	LI Numeracy	Achievement Standard
EXTERNAL					
90849	I	4	Yes	No	Show understanding of specified aspect(s) of studies written text(s), using supporting evidence
90850	I	4	Yes	No	Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence
90851	I	4	Yes	No	Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supportive evidence
INTERNAL					
90052	I	3	Yes	No	Produce creative writing
90053	I	3	Yes	No	Produce formal writing
90854	I	4	Yes	No	Form personal responses to independently read texts, supported by evidence
90856	I	3	Yes	No	Show understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence
90857	I	3	Yes	No	Construct and deliver an oral text
90852	I	4	Yes	No	Explain significant connection(s) across texts using supporting evidence



ENGLISH (3 OPTIONS) (ENX)

Entry Recommendation: Students request this course. Enrolments may be decided in consultation with a student's Head of House.

Introduction: Ko te reo te tuakiri, Ko te reo toku ahurei, Ko te reo te ora. (*Language is my identity. Language is my uniqueness. Language is life.*)

English is the study, use, and enjoyment of the English language and its literature, communicated orally, visually and in writing, for a range of purposes and audiences and in a variety of text forms. Learning English encompasses learning the language, learning through the language, and learning about the language. Understanding, using and creating oral, written and visual texts of increasing complexity is at the heart of English teaching and learning. By engaging with text-based activities, students become increasingly skilled and sophisticated speakers and listeners, writers and readers, presenters and viewers. Literacy in English gives students access to the understanding, knowledge, and skills they need to participate fully in the social, cultural, political, and economic life of New Zealand and the wider world. To be successful participants, they need to be effective oral, written and visual communicators who are able to think critically and in depth.

Theme: Challenges/Wero

"Struck down but not destroyed." 2 Corinthians 4:9

Content: The course follows the National Curriculum for English at Level 6 and covers the strands Making Meaning and Creating Meaning. Within these we cover: Speaking, Writing, Reading, Listening, Viewing and Presenting.

Skills: Students learn to write in a range of genres, to explore the language of and think critically about a variety of oral, written and visual texts, to speak and present confidently and with purpose, and to read and respond to their own chosen texts.

Enquiries to: Mrs Willetts

Students will do a combination of the below standards for assessment to equal 17 or 18 credits.

Course Title: English - Level 1 (7 Subjects)					
	Level	Credits	LI Literacy	LI Numeracy	Achievement Standard
EXTERNAL					
90849	I	4	Yes	No	Show understanding of specified aspect(s) of studies written text(s), using supporting evidence
90850	I	4	Yes	No	Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence
90851	I	4	Yes	No	Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supportive evidence
INTERNAL					
90052	I	3	Yes	No	Produce creative writing
90053	I	3	Yes	No	Produce formal writing
90852	I	4	Yes	No	Explain significant connection(s) across texts using supportive evidence
90854	I	4	Yes	No	Form personal responses to independent read texts, supported by evidence
90856	I	3	Yes	No	Show understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence
90857	I	3	Yes	No	Construct and deliver an oral text



ENGLISH - COMMUNICATION SKILLS (ENC)

Entry Recommendation: Students may be invited to take this course.

Introduction: Ko te reo te tuakiri, Ko te reo toku ahurei, Ko te reo te ora. (*Language is my identity. Language is my uniqueness. Language is life.*)

English is the study, use, and enjoyment of the English language and its literature, communicated orally, visually and in writing, for a range of purposes and audiences and in a variety of text forms. Learning English encompasses learning the language, learning through the language, and learning about the language. Understanding, using and creating oral, written and visual texts of increasing complexity is at the heart of English teaching and learning. By engaging with text-based activities, students become increasingly skilled and sophisticated speakers and listeners, writers and readers, presenters and viewers. Literacy in English gives students access to the understanding, knowledge, and skills they need to participate fully in the social, cultural, political, and economic life of New Zealand and the wider world. To be successful participants, they need to be effective oral, written and visual communicators who are able to think critically and in depth.

Theme: Challenges/Wero

"Struck down but not destroyed." 2 Corinthians 4:9

Content: The course follows the National Curriculum for English at Level 6 and covers the strands Making Meaning and Creating Meaning. Within these we cover: Speaking, Writing, Reading, Listening, Viewing and Presenting.

Skills: Students learn to write in a range of genres, to explore the language of and think critically about a variety of oral, written and visual texts, to speak and present confidently and with purpose, and to read and respond to their own chosen texts.

Enquiries to: Mrs Willetts

Students will select from a range of standards below to create an individual assessment programme. Other standards may be added to personalise for students.

Course Title: English - Communication Skills - Level 1					
	Level	Credits	LI Literacy	LI Numeracy	Achievement Standard
EXTERNAL					
AS90850 v4	I	4	Yes	No	Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence
INTERNAL					
AS90053 v5	I	3	Yes	No	Produce formal writing
AS90853 v2	I	4	Yes	No	Use information literacy skills to form conclusion(s)
AS90854 v2	I	4	Yes	No	From personal responses to independently read texts, supported by evidence
AS90857 v2	I	3	Yes	No	Construct and deliver an oral text
AS90855 v2	I	3	Yes	No	Create a visual text
USI0792 v5	I	3	Yes	No	Write formal personal correspondence



Languages

**Introduction:**

Ko tōu reo, ko tōku reo, te tuakiri tangata. Tīhei uriuri, tīhei nakonako

Your voice and my voice are expressions of identity. May our descendants live on and our hopes be fulfilled.

The focus is for students to be introduced to the concept of learning a language by using songs, games, chants, cards and online sites, in order to understand and use familiar expressions and every day vocabulary.

Learning a language gives us an understanding of, and links us, to the world we live in. It gives us insight into different ways of interpreting our own perspectives and various world views, beliefs and practices. Students extend their linguistic skills and cultural understanding through language learning and they develop key skills to interact respectfully as global citizens. As they learn a language, students discover new ways of learning, new ways of knowing, and more about their own capabilities.

A range of online sites and other technology is used to enhance language acquisition at all levels.

Not all of the students will be entered into all of the standards offered.

ESOL - ENGLISH AS A SECOND LANGUAGE (NON-NCEA)

Entry Recommendation: Nil



YEAR 11

Introduction: The aim of the course is for students to:

- gain as much exposure as possible to language used in the wider school community to assist them in their everyday learning
- use language effectively to express and justify their own ideas and opinions, and support or challenge those of others
- to respond critically to texts
- communicate information, ideas and opinions through varied texts
- engage in interactions and produce extended text
- explore the views of others and develop and share their personal perspectives.

Content: This is topic based learning to best meet the needs of individual students. This course provides information to the students regarding significant religious people and events, the Mercy Sisters and the origins of Villa Maria College, the College's Special Character and discussions on socio-economic, youth and important moral issues.

Skills: The course aims to:

- assist students who need to improve academic English language skills
- support learning in other subjects by careful selection of topics and course components
- scaffold students into the types of tasks and texts needed to achieve
- improve language acquisition in listening, speaking, reading, writing, grammar, vocabulary, communication skills, research skills and PowerPoint presentation skills, all in the context of gaining a Catholic and religious understanding.

Field Trip(s): \$20 (approx.)

Enquiries to: Ms Palmer

ESOL - ENGLISH AS A SECOND LANGUAGE (NCEA)

Entry Recommendation: Stage 1 or 2 on English Language Learning Progressions

Introduction: The aim of the course is for students to:

- use language variably and effectively to express and justify their own ideas and opinions, and support or challenge those of others
- to respond critically to texts
- communicate information, ideas and opinions through increasingly complex and varied texts
- engage in sustained interaction and produce extended text
- explore the views of others and develop and share their personal perspectives.

Content: This is topic based learning to best meet the needs of individual students. Achievement Standards will also be offered to certain students to help them attain Literacy credits.

Skills: The course aims to:

- assist students who need to improve academic English language skills
- support learning in other subjects by careful selection of topics and course components
- scaffold students into the types of tasks and texts needed to achieve ESOL Level One and Two Unit Standards and Level One Achievement Standard
- improve language acquisition in listening, speaking, reading, writing, grammar, vocabulary and communication skills.

Field Trip(s): Restaurant visit \$15-\$20

Course Contribution: Education Perfect \$20 (approx.)

Enquiries to: Ms Palmer

Course Title: English - As a Second Language NCEA - Level 1

	Level	Credits	LI Literacy	LI Numeracy	Achievement Standard
INTERNAL					
EL US27996	1	8	No	No	Write basic texts on familiar topics
EL US27997	1	7	No	No	Write basic texts for practical purposes
AS 90857	1	3	Yes	No	Speech
EL US3I026	2	5	No	No	Present information on a familiar topic
EL US3I014	2	5	No	No	Participate in a straightforward spoken interaction on a familiar topic
EL US27999	2	5	No	No	Write a simple connected text on a familiar topic
EL US27983	2	5	No	No	Read and understand simple texts on familiar topics
EL US3I006	2	5	No	No	Read and understand a range of straightforward written texts on a familiar topic
EL US30979	1	5	No	No	Demonstrate understanding of simple spoken texts in everyday situations
EL US30988	2	5	No	No	Demonstrate understanding of a spoken interaction on a familiar topic

Note: Individual educational programmes are established for each student in order to cater for their individual needs and to assist them in being successful life-long learners of language.



FRENCH

Entry Recommendation: Year 10 French or on application to the Head of Faculty.

- Introduction:** The aim of the course is for students to:
- understand and produce more complex language than in Year 10
 - be able to communicate beyond the immediate context, for example, about past and future events
 - communicate information, ideas and opinions through different text types
 - express and respond to personal ideas and opinions
 - interact effectively in a range of familiar situations.

Content: The course follows the New Zealand Curriculum and includes a range of topics such as:

- relationships, family and friends, education and future plan, holidays and travel, leisure - food and drink, celebrations.

Skills: The focus is on developing the language skills of listening, reading, viewing, speaking, writing, presenting and performing so students can talk about their lives and their immediate environment in authentic contexts.

Course Contribution: Education Perfect \$20 (approx.)

Enquiries to: Madame Bonnetat

Course Title: French - Level 1					
	Level	Credits	LI Literacy	LI Numeracy	Achievement Standard
EXTERNAL					
AS 90878	I	5	No	No	Demonstrate understanding of a variety of spoken French texts on areas of most immediate relevance
AS 90881	I	5	No	No	Demonstrate understanding of a variety of French texts on areas of most immediate relevance
INTERNAL					
AS 90879	I	4	No	No	Give a spoken presentation in French that communicates a personal response
AS 90882	I	5	No	No	Write a variety of text types in French on areas of most immediate relevance
AS 90880	I	5	No	No	Interact using spoken French to communicate personal information, ideas and opinions in different situations

JAPANESE

Entry Recommendation: Year 10 Japanese or on application to the Head of Faculty.

Introduction: This course builds on language skills developed during Years 9 and 10 and assumes students are familiar with reading and writing hiragana and katakana script.

There is a focus on genuine communication and students learn to understand and produce more complex language to express their ideas and opinions.

Content: In this course students will:

- listen to a variety of Japanese texts in areas of immediate relevance
- compile a speaking portfolio (a spoken presentation and/or at least two interactions in different situations)
- read a variety of texts on familiar themes
- view and discuss online material, video clips and readings
- develop a portfolio of writing (consisting of at least two different text types).

Skills: The focus is on developing the language skills of listening, reading, viewing, speaking, writing, presenting and performing so students can talk about their lives and their immediate environment.

Field Trip(s): Restaurant visit \$15-\$22; Japanese trip \$5,000-\$5,600 (approx.) (optional). UC NCEA Day

Course Contribution: Education Perfect \$20 (approx.)

Enquiries to: Sensei Perkins

Course Title: Japanese - Level I					
	Level	Credits	LI Literacy	LI Numeracy	Achievement Standard
EXTERNAL					
90893	I	5	No	No	Demonstrate understanding of a variety of spoken Japanese texts on areas of most immediate relevance
90896	I	5	No	No	Demonstrate understanding of a variety of Japanese texts on areas of most immediate relevance
INTERNAL					
90894	I	4	No	No	Give a spoken presentation in Japanese that communicates a personal response
90895	I	5	No	No	Interact using spoken Japanese to communicate personal information, ideas and opinions in different situations
90897	I	5	No	No	Write a variety of text types in Japanese on areas of most immediate relevance



TE REO MĀORI

Entry Recommendation: Year 10 Te Reo Māori or on application to the Head of Faculty.

Introduction: This course builds on language skills developed during Years 7 to 10 in keeping with Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki (Years 1 – 13). There is a focus on genuine communication and students learn to understand and produce more complex language to express their ideas and opinions in familiar situations.

Content: The aim of the course is for students to:

- converse with Te Reo Māori speakers in familiar social situations
- use basic Māori language patterns spontaneously
- show a willingness to experiment with new language and to read independently
- write short passages, personal letters and simple formal letters in Te Reo Māori
- become increasingly confident in using strategies for learning Te Reo Māori and for communicating with others in predominantly Māori social contexts.

Skills: The focus is on developing the language skills of listening, reading, viewing, speaking, writing, presenting and performing within everyday and familiar situations. Students are able to gain literacy requirements for Level One NCEA through Level 1 Te Reo Māori.

Field Trip(s): Manu Kōrero and a Marae visit

Course Contribution: Education Perfect \$20 (approx.)

Enquiries to: Whaea Awhi Clark



Course Title: Te Reo Māori - Level 1					
	Level	Credits	LI Literacy	LI Numeracy	Achievement Standard
EXTERNAL					
9I087	I	6	Yes	No	Pānui kia mōhio ki te reo o tōna ao
9I088	I	6	Yes	No	Tuhi i te reo o tōna ao
INTERNAL					
9I085	I	6	Yes	No	Whakarongo kia mōhio ki te reo o tōna ao
9I086	I	6	Yes	No	Kōrero kia whakamahi i te reo o tōna ao
9I089	I	6	Yes	No	Waihangā tuhinga i te reo o tōna ao

Mathematics



MATHEMATICS - NUMERACY (MAN)

Entry Recommendation: Students may be invited to take this course.

Introduction: Students are invited onto this course based on their performance in Years 9 and 10. This course covers a variety of internal standards as well as one external standard so students still have the opportunity for an endorsement. The course is designed to meet the needs of students who will benefit from taking more time to cover NCEA and Level 1 Numeracy standards. This course will allow students to continue on to the Level 2 Mathematics with Statistics course but in some cases an individual learning program may be required; this will be arranged by the classroom teacher. This does provide the students with the opportunity to gain the university entry requirements for Mathematics.

Content: Students develop their understanding of the following:

- solving situations involving bivariate relationships
- real life situations involving chance and developing a simulation to represent that situation
- multivariate data sets
- right angled triangles to solve measurement problems
- the concepts of chance and data.

Skills:

The Students:

- develop their skills from Year 9 and 10 Mathematics
- start to make connections between concepts
- develop the ability to interpret and comment in detail on observations, graphical evidence and articles involving statistics
- develop their self-management skills and interpersonal skills as they need to collaborate with others and complete work in their own time.

Course Contribution: \$25. Note: A scientific calculator is essential.

Enquiries to: Mrs Jackson

Course Title: Mathematics - Numeracy - Level 1

	Level	Credits	LI Literacy	LI Numeracy	Achievement Standard
EXTERNAL					
9I037	I	4	No	Yes	Demonstrate understanding of chance and data
INTERNAL					
9I030	I	3	No	Yes	Apply measurement to solve problems
9I032	I	3	No	Yes	Apply right angled triangles in solving measurement problems
9I035	I	4	No	Yes	Investigate a given multivariate data set using the statistical enquiry cycle
9I036	I	3	No	Yes	Investigate bivariate numerical data using the statistical enquiry cycle

Note: At present two Achievement Standards are carried out in Year 10 with a total of 6 credits available. The results of these standards are reported in Year 11 and contribute to the overall number of credits at Level 1.



MATHEMATICS WITH STATISTICS (MAT)

Entry Recommendation: Mathematics is compulsory at this level.

Introduction: This is a compulsory course for all Year II students. For the IIMAX course, students are invited onto this course based on their performance in Year 9 and 10. Both courses cover a variety of internal and external standards and all students have the opportunity for an endorsement. These courses are designed to meet the needs of students who will benefit from taking a variety of challenging NCEA standards. Both courses provide the prerequisites for Level 2 Mathematics. In some cases an individual learning programme may be required; this will be arranged by the classroom teacher. This course provides students with the opportunity to gain the University Entry requirements for Mathematics.

Content: The students develop their understanding of the following:

- multivariate data sets using the statistical enquiry cycle
- linear algebra in solving problems and developing a discussion about the situation
- the concepts of chance and data
- right-angled triangles to solve measurement problems.

Skills: The students:

- develop their skills from Year 9 and 10 Mathematics.
- start to make connections between concepts.
- develop the ability to interpret and comment in detail on observations, graphical evidence or articles involving statistics.
- develop their self-management skills and interpersonal skills as they need to collaborate with others and complete work in their own time.

Course Contribution: \$40. Note: A Casio FX9750-G2 graphical calculator is compulsory.

Enquiries to: Mrs Jackson

Course Title: Mathematics - Level I					
	Level	Credits	LI Literacy	LI Numeracy	Achievement Standard
EXTERNAL					
9I037	I	4	No	Yes	Demonstrate understanding of chance and data
9I027	I	4	No	Yes	Apply algebraic methods in solving problems
9I028	I	4	No	Yes	Investigate relationships between tables, equations and graphs
INTERNAL					
9I029	I	3	No	Yes	MAT ONLY Apply linear algebra in solving problems
9I035	I	4	No	Yes	MAT ONLY Investigate a given multivariate data set using the statistical enquiry cycle
9I032	I	3	No	Yes	Apply right angled triangles in solving measurement problems

Note: At present two Achievement standards are carried out in Year 10 with a total of 5 credits available. The results of these standards are reported in Year 11 and contribute to the overall number of credits at Level I.

Physical Education and Health



PHYSICAL EDUCATION (CORE)

Entry Recommendation: Nil

Introduction: This is a compulsory subject for students enrolled in two option subjects. It aims to provide the students with a desire to keep physically active. Through participating in a range of activities they develop their self-management skills and recognise that these same skills can be used in a range of contexts outside of sport and into the future.

Content: The students develop their understanding of the following:

- how the use of self-management strategies can improve participation in physical activity
- the factors which influence their participation in physical activity.

Skills: The students:

- develop their self-management skills e.g. time management, goal setting
- develop their interpersonal skills e.g. leadership, being inclusive
- develop their practical skills in a wide range of activities e.g. lacrosse, self-defence, unihoc, basketball
- learn how to keep logs and reflect on their experiences.

Course Contribution: \$20

Enquiries to: Ms Barrett

Course Title: Physical Education (Core) - Level 1					
	Level	Credits	LI Literacy	LI Numeracy	Achievement Standard
INTERNAL					
90962 v3	I	5	Yes	No	Participate actively in a variety of physical activities and explain factors which influence participation
90970 v3	I	3	Yes	No	Demonstrate self-management strategies and describe effects on participation in physical activity



PHYSICAL EDUCATION (OPTIONAL)

Entry Recommendation: Nil

Introduction: This is the entry level option course for Physical Education. The focus is on the well-being of the students themselves, of other people, and of society through learning in movement contexts.

Content: The students develop their understanding of the following:

- how people learn and improve motor (physical) skills through participating in and training for an aquathon
- performance of a physical activity to a high level; the aquathon and touch rugby
- how to keep themselves and others safe during challenging outdoor activities through participating in a rock climbing and surfing day
- how society influences their opinions and the opinions of others in relation to a range of physical activities
- how the body functions to improve performance in physical activity through developing the knowledge of anatomy, physiology, training principles and biomechanics.

Skills: The students:

- develop their practical skills in running, swimming, rock climbing and surfing
- use video analysis to choose focus areas in their skill development in running and swimming
- start to develop critical thinking skills as they question commonly held assumptions about sport and physical activity.

Field Trip(s): Rock Climbing and Surfing

Course Contribution: \$83

Enquiries to: Ms Barrett

Course Title: Physical Education (Option) - Level I					
	Level	Credits	LI Literacy	LI Numeracy	Achievement Standard
INTERNAL					
90963 v3	I	5	Yes	No	Demonstrate understanding of the function of the body as it relates to the performance of physical activity
90964 v3	I	3	No	No	Demonstrate quality movement in the performance of a physical activity
90965 v3	I	4	Yes	No	Demonstrate understanding of societal influences on physical activity and the implications for self and others
90967 v3	I	3	Yes	No	Demonstrate strategies to improve the performance of a physical activity and describe the outcomes
90968 v3	I	3	Yes	No	Demonstrate, and show understanding of, responsible behaviour for safety during outdoor education activities



Science

7SCI

→ **8SCI**

→ **9SCI**

→ **10SCI**

→ **IISCP**
→ **IISCI**

→ **I2BIO**
→ **I2CHE**
→ **I2SCP**
→ **I2PHY**

→ **I3BIO**
→ **I3CHE**
→ **I3SCP**
→ **I3PHY**

SCIENCE

Entry Recommendation: Nil

Introduction: Science finds patterns by making careful observations of the world. By testing and using scientific ideas, diseases have been controlled and our food supply has grown. The population of the world now stands at over 7 billion, with half of these people living in cities. Thus, Science is part of 21st Century living. Understanding Science is vital for all citizens. Furthering scientific knowledge will be a key career for some. Learning in science is fundamental to understanding the world in which we live and work. It helps people to clarify ideas, to ask questions, to test explanations through measurement and observations and to use their findings to establish the worth of an idea. Science makes an important contribution to the decisions which are shaping our world and the world of future generations. Through classroom experiences students learn many of the basic ideas of science. They are assisted in developing the knowledge and abilities to make informed judgements on many of the scientific and technological issues society faces today.

Content:

- genetic variation
- motion and energy, electrical circuits
- chemistry of acids and alkalis
- a practical investigation.

Skills:

- understand and carry out instructions efficiently
- observe phenomena and use laboratory equipment correctly
- design and carry out simple laboratory investigations
- organise, record, present, interpret and critically appraise data
- explain findings in the language of science
- work together as part of a team.

Course Contribution:

Class workbook/online resource \$40. A minimal charge for materials or field trips may arise depending on the materials required.

Enquiries to:

Mr McCormick



Course Title: Science - Level 1					
	Level	Credits	LI Literacy	LI Numeracy	Achievement Standard
EXTERNAL					
90940 v3	I	4	No	Yes	Science - Demonstrate understanding of aspects of mechanics
90944 v4	I	4	No	No	Science - Demonstrate understanding of aspects of acids and bases
90948 v3	I	4	Yes	No	Science - Demonstrate understanding of biological ideas relating to genetic variation
INTERNAL					
90930 v3	I	4	No	Yes	Chemistry - Carry out a practical chemistry investigation, with direction

SCIENCE PATHWAYS

Entry Recommendation: Students may be invited to be part of this course.

Introduction: This course is an alternative to the IISCI course. The focus of this course is on increasing students' scientific knowledge and understanding of the world about them as well as their use of practical scientific skills.

- Content:**
- chemistry reactions
 - plant propagation
 - horticultural skills and techniques
 - practical investigations.

- Skills:**
- understand and carry out instructions efficiently
 - observe phenomena and use laboratory equipment correctly
 - design and carry out simple laboratory investigations
 - organise, record, present, interpret and critically appraise data
 - explain findings in the language of science
 - work together as part of a team.

Course Contribution: \$30 course materials resources charge

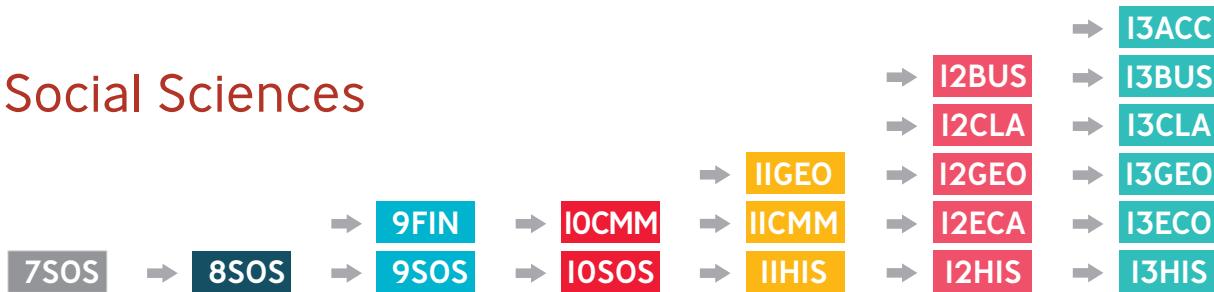
Enquiries to: Mr McCormick

Course Title: Science - Pathways - Level 1

	Level	Credits	LI Literacy	LI Numeracy	Achievement Standard
INTERNAL					
90947 v4	I	4	No	No	Science - Investigate selected chemical reactions
90923 v2	I	4	No	No	Agriculture and Horticulture Science - Plant propagation techniques
90157 v4	I	4	No	No	Agriculture and Horticulture Science - Practical skills used in agriculture
90918 v2	I	4	No	Yes	Agriculture - Carry out a practical Agriculture or Horticulture investigation with direction.
US 19139 v2	I	1	No	No	Agriculture - Gather and record information from a weather station
US 23783 v1	I	5	No	No	Horticulture - Grow and maintain plants in seed containers



Social Sciences



COMMERCE

Introduction:

Level I CMM is a combination course of Economics, Accounting and Business Studies, thereby giving students the benefit of studying three subjects in one course. Students sit two external examinations. Economics helps to explain and predict how goods and services are produced and consumed. Accounting gives an introduction to the skills required to manage the financial affairs of individuals and small businesses. Business Studies gives students an understanding of how and why different products are marketed.

Content:

This course examines the economic concepts of consumer demand, producer supply and how decisions affect the market. Accounting concepts are developed by processing financial transactions and preparing final financial statements. Business Studies compares the marketing mix of different products.

Skills:

Students learn to use economic models to predict how consumers and producers will behave and why. They develop written analysis skills to analyse the marketing needs of a product. Students learn how to utilise transaction data and process it to be presented in a format that can be used to make financial decisions.

Course Contribution: Workbook \$25

Enquiries to: Mrs Sherry

Course Title: Commerce - Level I					
	Level	Credits	LI Literacy	LI Numeracy	Achievement Standard
EXTERNAL					
Accounting 90978 v3	I	5	No	No	Prepare financial statements for sole proprietors
Economics 90986 v3	I	5	Yes	No	Demonstrate understanding of how consumer, producer and/or government choices affect society, using market equilibrium
INTERNAL					
Accounting 90977 v3	I	5	No	No	Process financial transactions for a small entity
Business Studies 90840 v3	I	3	Yes	No	Apply the marketing mix to a new or existing product



GEOGRAPHY

Entry Recommendation: Nil

Introduction: Geography is the study of the environment as the home of people. It seeks to interpret the world and how it changes over time – past, present and future.

Content: This course examines the extreme natural event of earthquakes in NZ, global fertility rates and the implications of this for NZ, and the impact tourists have in Hanmer Springs.

Skills: Students learn to think spatially. They learn resource interpretation skills including use of maps, photographs, statistics, graphs, film analysis and video clips. They learn resource construction skills such as drawing sketches and precis maps and diagrams.

Field Trip(s): Day trip to Hanmer Springs \$27 (approx.)

Course Contribution: Workbook \$19.72

Enquiries to: Mrs Nicholson

Course Title: Geography - Level 1

	Level	Credits	LI Literacy	LI Numeracy	Achievement Standard
EXTERNAL					
9I007 v3	I	4	Yes	No	Demonstrate geographic understanding of an extreme natural event
9I010 v2	I	4	No	Yes	Apply concepts and basic geographic skills to demonstrate understanding of a given environment
INTERNAL					
9I011 v3	I	4	Yes	No	Conduct geographic research with direction
9I013 v2	I	3	Yes	No	Describe aspects of a geographic topic at a global scale



HISTORY

Entry Recommendation: Nil

Introduction: The Level I History course examines events from the recent past and how they have influenced New Zealand and the wider world in the present day. Students are encouraged to engage with the past by asking questions, participating in discussions and drawing informed conclusions about what they are learning.

Content: This course examines the causes of World War Two and New Zealand's role in it, the leadership of Joseph Stalin in the USSR, and controversial events in New Zealand's recent past including the Vietnam War, the Anti-Nuclear Movement and Bastion Point Occupation

Skills: Students learn to ask and answer important questions, evaluate evidence, identify and analyse different interpretations of the past, and substantiate their arguments and judgements. They also develop the skills needed to process and synthesise varied and complex information, and give clear and effective oral and written presentations in which they clearly articulate their ideas to others.

Field Trip(s): Visit to Air Force Museum \$12

Enquiries to: Mrs Millar or Mrs Hood

Course Title: History - Level I					
	Level	Credits	LI Literacy	LI Numeracy	Achievement Standard
EXTERNAL					
9I003 v3	I	4	Yes	No	Interpret sources of an historical event of significance to New Zealanders
9I005 v3	I	4	Yes	No	Describe the causes and consequences of an historical event
INTERNAL					
9I001 v3	I	4	Yes	No	Carry out an investigation of an historical event, or place, of significance to New Zealanders
9I002 v3	I	4	Yes	No	Demonstrate an understanding of an historical event, or place, of significance to New Zealanders



Technology



DIGITAL TECHNOLOGIES

Entry Recommendation: Nil

Introduction: "In today's world, any learner in school without access to comprehensive digital technologies education will not have the same opportunities as those who do." (New Zealand's Digital Future, 2017)

Content: This is a practical and theoretical course that will provide understanding and knowledge across the core Digital Technologies areas. Using computational thinking, topics explored include: design for print media outcomes, web page outcomes, and image manipulation. Students will learn some basic concepts used in Computer Science. Learning basic programming is optional.

Students will develop a number of practical digital outcomes using a range of Microsoft and Adobe programs. The knowledge and skills learnt will provide a foundation for all further Digital Technologies courses and will also provide understanding that can be useful across other curriculum subjects.

Skills: Students will:

- create print media outcomes using the design process, with iterative development and testing
- create a multi-page website
- create and manipulate images suitable for digital and print outcomes
- use functional modelling to generate design ideas for an outcome to address a brief
- develop a database to structure, organise, query and present data
- understand human computer interaction, and what makes a good website
- use Python to learn basic programming principles of input, output, variables, selections and loops (optional).

Course Contribution: \$20 plus print credit

Enquiries to: Mrs O'Brien and Mrs van Kasteren

Course Title: Digital Technologies - Level 1					
	Level	Credits	LI Literacy	LI Numeracy	Achievement Standard
EXTERNAL					
9I886	I	3	Yes	No	Demonstrate understanding of human computer interaction
INTERNAL					
9I046	I	6	No	No	Use design ideas to produce a conceptual design for an outcome to address a brief
9I880	I	4	Yes	No	Develop a digital media outcome
9I879	I	4	Yes	No	Develop a digital outcome to manage data

FOOD

Entry Recommendation: Nil

Introduction: This course allows students to investigate food, food production, nutrition and technology.

Content: Safe food practices, food and nutrition for teenagers, food labelling, and testing of a food product.

Skills: Enthusiasm to work with food. By the end of the year students develop confidence with food and are able to justify the choices they make in food preparation and associated work.

Field Trip(s): Various food outlets

Course Contribution: \$140

Enquiries to: Ms Rennie

Course Title: Food - Level I

	Level	Credits	LI Literacy	LI Numeracy	Achievement Standard
EXTERNAL					
9096I	I	4	Yes	No	Demonstrate understanding of how packaging influences an individual's food choices and well-being
Internal					
90956	I	5	No	No	Demonstrate knowledge of an individual's food needs
90959	I	5	Yes	No	Demonstrate knowledge of practices and strategies to address food handling issues
9I082	I	4	No	No	Implement basic procedures to process a specified product



TEXTILE TECHNOLOGY

Entry Recommendation: Nil

Introduction: A genuine interest and enthusiasm for this area of study is essential for the enjoyment and successful completion of this course. The students are given the scope to determine the focus of their individual study, and are in essence their own project managers.

Content: The students complete two major design projects and a report. Both projects involve students planning and managing resources and design development, developing working and final design briefs for the garments or textile based items, trailing and making mock-ups and final garments, making adaptations to patterns, understanding different tailoring processes and materials selection and evaluating the outcome and its process. The report examines the functional modelling of an outcome. The students assessment is personalised by selecting the most advantageous standards to complete depending on their project.

Skills: Students learn to plan, allocate resources, work with stakeholders and peers, manipulate patterns using basic maths, and tailor garments they have designed. Students learn to produce a report.

Field Trip(s): Dunedin iD Fashion Show \$400 (approx.)

Course Contribution: \$40

Enquires to: Ms Reveley

Course Title: Textile Technology - Level 1					
	Level	Credits	LI Literacy	LI Numeracy	Achievement Standard
EXTERNAL					
9I048	I	4	Yes	No	Demonstrate understanding of how technological modelling supports decision making
INTERNAL					
9I096	I	4	No	No	Make basic adaptations to a pattern to enable a design to fit a person
9I058	I	6	No	No	Implement basic procedures using textile materials to make a specified product. This standard is available to any student who has completed garments of a very high quality
9I047	I	6	No	No	Undertake development to make a prototype to address a brief
9I044	I	4	Yes	No	Undertake brief development to address a need or opportunity



Year I2 Subjects - NCEA Level 2

Religious Studies

7RES

→ 8RES

→ 9RES

→ IORES

→ IIRES

→ I2RES

→ I3THE
→ I3SAC
→ I3RES

Entry Recommendation: Religious Studies is compulsory. All students will do either Social Action or Religious Studies.

Introduction: This course follows the curriculum set by the National Centre for Religious Studies. It looks at some major aspects of Catholicism.

Content: The topics covered include: Religions of the World, Justice and Peace, Loss, Death, Grief and Dying, Biblical Studies, Commitment and Ministry, The Modern Church and Sexuality/Personal Development.

Skills: A knowledge of Catholic teaching and practices, both historical and modern are covered. This enables students to discuss, discern and debate various opinions and viewpoints based on evidence.

Field Trip(s): Retreat \$95 (approx.)

Enquiries to: Ms Craig

Course Title: Religious Studies - Level 2

	Level	Credits	UE Reading	UE Writing	Achievement Standard
INTERNAL					
AS 91724 v2	2	6	No	No	Explain a significant theme in a sacred text within a religious tradition
AS 90821 v3	2	6	No	No	Explain the changes in an expression(s) of a religious tradition
AS 90823 v3	2	6	No	No	Explain the key beliefs within two religious traditions in relation to a significant religious question



YEAR 12

SOCIAL ACTION

Entry Recommendation: Entry Recommendation: Religious Studies is compulsory. All students will do either Social Action or Religious Studies.

Introduction: This course follows the curriculum set by the National Centre for Religious Studies. It will also include a practical unit whereby the students will need to plan, implement and evaluate a social action.

Content: The topics covered include: Biblical Studies, Justice and Peace, Religions of the World and Sexuality/Personal Development. There will also be a practical unit focused on rights and responsibilities. This unit will contain both Religious Studies and Social Studies elements.

Skills: A knowledge of Catholic teaching and practices, both historical and modern are covered. This enables students to discuss, discern and debate various opinions and viewpoints based on evidence.

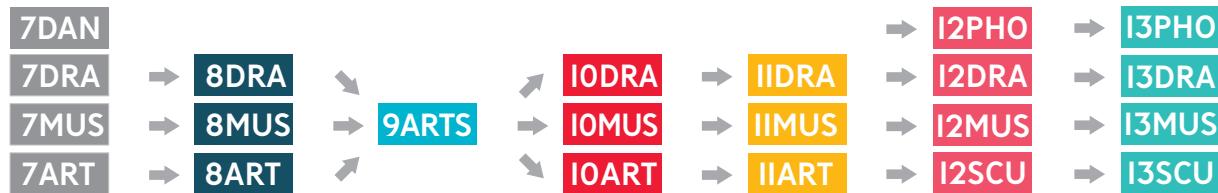
Field Trip(s): Retreat \$95 (approx.)

Enquires to: Ms Craig

Course Title: Social Action - Level 2					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
INTERNAL					
AS9I724 v2	2	6	No	No	Explain a significant theme in a sacred text within a religious tradition
AS90822 v3	2	6	No	No	Explain how a contemporary social action derives from the ethical principles of a religious tradition
AS9I282 v2	2	5	No	No	Describe personal involvement in a social action related to rights and responsibilities
EXTERNAL					
AS9I281 v2 (optional)	2	4	No	No	Describe how cultural conflict(s) can be addressed



The Arts



DRAMA

Entry Recommendation: Year 11 Drama or on application to Head of Faculty.

Introduction: Students learn in much more depth in Year 12. They will extend their practical skills and work with more complicated texts and ideas to extend their knowledge about drama and explore new skills. They are challenged to make sense of their own ideas, the ideas of others and to deepen their understanding of the elements and conventions of drama. Students will learn through experience of play, improvisation, performance, research and stage-craft. They work as a team and make every effort to work collaboratively.

Content: Students will study topics on theatre history and form and use this knowledge to interpret and perform a range of texts. They will extend their practical skills using the drama techniques of voice body movement and space with much more conscious control. Students will devise new work in groups and use a greater range of theatre technologies to create dramatic meaning. They will view and analyse live performances.

Many of the specific topics will be decided in consultation with the class. There is a range of learning and assessment opportunities and each girl's course will comprise of 18 credits.

Skills:

- analytical skills are developed through engaging with complicated texts and performance
- collaborative skills
- developing imagination, creativity and problem solving skills
- performance skills.

Field Trip(s): Live theatre performance (approx. one per term). \$70 theatre visits, performance rights and production costs.

Enquiries to: Ms Gordon

Course Title: Drama - Level 2					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
AS 91215	2	4	Yes	Yes	Discuss a drama or theatre from a period with reference to a text
AS 91219 v2	2	4	No	Yes	Discuss drama elements, techniques, conventions and technologies within live performance
INTERNAL					
AS 91214 v2	2	5	No	No	Devise and perform a drama to realise an intention
AS 91213 v2	2	4	Yes	No	Apply drama techniques in a scripted context
AS 91218 v2	2	5	Yes	No	Perform a substantial acting role in a scripted production
AS 91216	4	4	Yes	No	Use complex performance skills associated with a drama or theatre form or period



MUSIC

Entry Recommendation: Year II Music course or on application to the Head of Faculty.

Introduction: The course follows the National Curriculum. It is possible to specialise according to your interests so a course is individually developed using some of the standards below. All you need is a love of music, a willingness to apply yourself and to work independently towards agreed goals.

Content: Students will analyse and describe musical structures and devices and transcribe, transpose, and notate music from a range of styles and genres. They improvise music. Students combine musical elements, structural devices, and the use of technologies to compose and arrange music for specific purposes and in particular styles. Students notate, edit, and record original compositions and arrangements.

Students prepare, rehearse, refine, present, record, and evaluate, using critical analysis, individual and group performances of a range of pieces in contrasting styles, in keeping with the composers' intentions and style. Students analyse and investigate ways in which communications media and technology influence sound and meaning in music. Students study a range of musical styles and genres in relation to past and present contexts. Students investigate the production and performance of music in contemporary contexts.

- Skills:**
- solo and Group performance ensemble skills
 - analysing and Composing music
 - strengthening reading, writing, and listening skills.

Field Trip(s): One to two concerts. Co-curricular requirement for Performance students; participation in an appropriate school group with a regular weekly rehearsal taken by a tutor – choir, orchestra, pop/rock group, jazz band

Course Contribution: \$40 Write-on Materials. \$60 for piano accompaniment if required

Enquiries to: Mr McCabe

Course Title: Music - Level 2					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
AS 9I275 v2	2	4	No	No	Demonstrate aural understanding through written representation
AS 9I276 v2	2	4	No	No	Demonstrate knowledge of conventions used in music scores
INTERNAL					
AS 9I270 v2	2	6	No	No	Perform two substantial pieces of music as a featured soloist
AS 9I271 v2	2	6	No	No	Compose two substantial pieces of music original pieces of music
AS 9I272 v2	2	4	No	No	Demonstrate ensemble skills through performing a substantial piece of music as a member of a group
AS 9I273 v2	2	4	No	No	Devise and Instrumentation for an ensemble
AS 9I274 v2	2	3	No	No	Perform a substantial piece of music as a featured soloist on a second instrument
AS 9I278 v2	2	4	No	No	Investigate an aspect of New Zealand music



VISUAL ARTS - DESIGN

Students in Year I2 choose one of the four offered Visual Art domains.

Entry Recommendation: Year II Visual Art or on application to Head of Faculty.

Introduction: The aim is to develop an understanding that good design comes from a deeper understanding of cultural conventions that may have connections to other art practices. The student learns that the ability to operate in the design 'world' requires a good deal of self-motivation and the development of a work ethic.

Content: This is the entry level for design and students will learn a range of processes and techniques that show how modern design practice is an inter-connection between 'high art' and other cultural elements.

Skills: Development of:

- self-management and motivational skills
- the ability to determine the appropriate processes to execute a job efficiently. Be that hand skills or computer
- deeper understanding of language and text
- research skills that allow continual development and evolution of concepts
- development of computer skills - Adobe Photoshop, Illustrator and InDesign.

Field Trip(s): \$60 - Top Art Exhibition, UC/Christchurch Art Gallery

Course Contribution: \$120.00 Class Materials. Materials include: Photoshop software, folio presentation board. Note: Portfolio costs are specific to each student and what digital printing they require for the Design externals at Level 2. Extra Equipment: Laptop of high power, Adobe Photoshop, Illustrator, Premier Pro, After Effects software and a Digital SLR camera are recommended dependent on specific course requirements.

Enquiries to: Ms Wybrow

Course Title: Visual Arts - Design - Level 2					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
AS 9I320 v2 2.4	2	I2	No	No	Produce a systematic body of work that shows understanding of art making conventions and ideas within design
INTERNAL					
AS 9I305 v2 2.1	2	4	No	No	Demonstrate an understanding of methods and ideas from established practice appropriate to design
AS 9I310 v2 2.2	2	4	No	No	Use drawing methods to apply knowledge of conventions appropriate to design
AS 9I315 v2 2.3	2	4	No	No	Develop ideas in a related series of drawings appropriate to established design practice



VISUAL ARTS - PAINTING

Students in Year 12 choose one of the four offered Visual Art domains.

Entry Recommendation: Year 11 Visual Art or on application to Head of Faculty.

Introduction: The aim is to develop and refine a concept, subject matter, problem, or situation, in drawings informed established practice. The student analyses ideas in drawing to refine pictorial and/or conceptual and/or technical ideas. The student identifies strengths and addresses weaknesses, using strategies to address and advance identified pictorial concerns. This course requires a good deal of self-motivation and the development of a work ethic.

Content: Students will learn a range of processes and techniques that show how modern painting practice is an inter-connection between "high art" and other cultural elements. The student critically selects and uses particular processes, materials, techniques, and pictorial conventions according to an intended purpose when making their artworks.

Skills: Development of:

- self-management and motivational skills
- extend skills, for art-making purposes in a range of materials, techniques and technologies
- analyse and clarify how art works are constructed and presented to communicate meanings
- research skills that allow continual development and evolution of concepts
- development of a systematic approach to the development of ideas in a body of work.

Field Trip(s): \$60 - Top Art Show, UC/Christchurch Art Gallery

Course Contribution: \$100.00 Class materials. Materials include: brushes, paper, drawing/printing materials, paint etc. Note \$15.00 of this also covers the external folio presentation card and developing costs.

Enquiries to: Ms Wybrow

Course Title: Visual Arts - Painting - Level 2					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
AS 91321 v2 2.4	2	I2	No	No	Produce a systematic body of work that shows understanding of art making conventions and ideas within painting
INTERNAL					
AS 91311 v2 2.2	2	4	No	No	Use drawing methods to apply knowledge of conventions appropriate to painting
AS 91316 v2 2.3	2	4	No	No	Develop ideas in a related series of drawings appropriate to established painting practice



VISUAL ARTS - PHOTOGRAPHY

Students in Year I2 choose one of the four offered Visual Art domains.

Entry Recommendation: Year II Visual Arts or on application to Head of Faculty.

Introduction: This is a practical course that will involve the development of your digital skills using Adobe Photoshop and Illustrator Software on Mac computers.

The nature of the work is project based with the student determining what theme is explored within ranges given by the teacher. For photography this could be an exploration of any of the Photographic Genres from Still Life to Documentary.

Content: This is the entry level for photography and students will learn a range of processes and techniques that show how knowledge of a range of conventions from established practice can be applied to clarify ideas.

Skills: Development of:

- self-management and motivational skills
- the ability to determine the appropriate processes to execute a job efficiently
- deeper understanding of photographic conventions
- research skills that allow continual development and evolution of concepts
- development of computer skills - Adobe Photoshop.

Field Trip(s): \$60 - Top Art Show, UC/Christchurch Art Gallery

Course Contribution: \$120.00 Class materials. Materials include: Photoshop software, folio presentation board. Note: Portfolio costs are specific to each student and what digital printing they require for the Photography externals at Level 2. Extra Equipment: Laptop of high power, Adobe Photoshop, Illustrator, Premier Pro, After Effects software and a Digital SLR camera are recommended dependent on specific course requirements.

Enquiries to: Ms Wybrow

Course Title: Visual Arts - Photography - Level 2

	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
AS 9I322 v2 2.4	2	I2	No	No	Produce a systematic body of work that shows understanding of art making conventions and ideas within photography
INTERNAL					
AS 9I3I2 v2 2.2	2	4	No	No	Use drawing methods to apply knowledge of conventions appropriate to photography
AS 9I3I7 v2 2.3	2	4	No	No	Develop ideas in a related series of drawings appropriate to established photography practice



VISUAL ARTS - SCULPTURE

Students in Year 12 choose one of the four offered Visual Art domains.

Entry Recommendation: Year 11 Visual Arts or on application to Head of Faculty.

Introduction: The aim is to develop a holistic understanding and approach to sculpture allowing students to attempt Level 2 internal standards. This course requires students to produce work that builds upon previous studied processes, knowledge and experience.

Content: The course is practically based, where research is used as an important tool to develop and enhance understanding. The students are expected to build structures that increasingly communicate concepts that build out of their own thinking and become increasingly self-directed.

Skills: Development of:

- drawing methodology(s) that develop, enhance and strengthen structural and spacial perception as the individual's concepts require
- construction processes and methods toward sculptural practice suitable for this level
- research skills that allow continual critical development and evolution of concepts
- the development of critical skills in relation to conventions and their historical use in sculpture.

Field Trip(s): \$60 - Top Art Show, UC/Christchurch Art Gallery

Course Contribution: \$100.00 Class materials. Materials include, brushes, paper, drawing/printing materials, paint etc. Note \$15.00 of this also covers the external folio presentation card and developing costs.

Enquiries to: Mrs Wybrow

Course Title: Visual Arts - Sculpture - Level 2					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
AS 91324 v2 2.4	2	I2	No	No	Produce a systematic body of work that shows understanding of art making conventions and ideas within sculpture
INTERNAL					
AS 91309 v2 2.1	2	4	No	No	Demonstrate an understanding of methods and ideas from established practice appropriate to sculpture
AS 91314 v2 2.2	2	4	No	No	Use drawing methods to apply knowledge of conventions appropriate to sculpture
AS 91319 v2 2.3	2	4	No	No	Develop ideas in a related series of drawings appropriate to established sculpture practice



Careers

I2FIIS	→	I3FIIS
I2GAT	→	I3GAT
I2LSP	→	I3LSP

FUTURE INTENTIONS - SUPPORTED STUDY (F.I.S.S.)

Entry Recommendation: Nil

Content: This course is for students interested in gaining exposure to possible future industries as well as preparing them better for the workplace environment. Students will gain career education and guidance through teaching as well as sitting core courses through the medium of unit standards. Students are able to work at their own pace in a supportive learning environment and have the flexibility to choose electives that suit their interests.

Skills: Collaboration, time-management, self-directed learning skills.

Field Trip(s): Students will have guest speakers from a variety of career backgrounds as well as past students. Opportunities to visit tertiary providers and workplace environments. Shadowing opportunities maybe available.

Course Contributions: \$20 (approx.)

Enquiries to: Ms Chinnery

The course is comprised of two parts;

I. Employment Skills: Students will be placed on an individualised programme of 10 credits.

Course Title: Employment Skills - Level 2					
	Level	Credits	UE Reading	UE Writing	Course Title
4252	2	2	No	No	Produce a personal targeted CV
I2349	2	3	No	No	Demonstrate knowledge of time management
I2355	2	3	No	No	Describe stress and ways to deal with it
I294	2	2	No	No	Be interviewed in a formal interview

2. Elective Skills: Students will choose 8 credits from unit standard elective papers over the year. This part of the programme is personalised and offers students flexibility to suit their interest areas. In some cases, there may be an opportunity to gain additional credits depending on student need.

Course Title: Future Intentions - Level 2 (Elective Papers)					
	Level	Credits	UE Reading	UE Writing	Course Title
	2		No	No	Travel and tourism
	2		No	No	Early childhood
	2		No	No	Legal studies (in addition to semester standards)

3. Supported Study (S.S.): Students will have an opportunity to work on internal assessments for other subjects while receiving support through three Supported Study lessons (S.S.) per fortnight.



GATEWAY

Entry Recommendation: Interview with Gateway Co-ordinator. Students need to be suitable for this placement in terms of reliability, attendance and motivation.

Introduction: Gateway broadens students' options by offering structured workplace learning. It provides the opportunity for students to transition from school into the world of work or into a tertiary course. It is for students who wish to experience the workplace whilst still at school. They are able to complete assessments related to their chosen career.

Learning assessed in the workplace is in the form of industry-based unit standards which count towards NCEA. These are Level 1, 2 and 3.

Each student will have an individualised plan. Gateway students are expected to complete a minimum of 20 credits. These come from Health and Safety, Employment Skills and Unit Standards linked to their chosen industry.

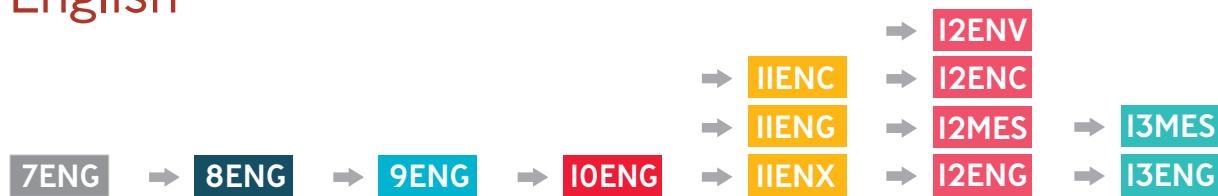
These Gateway courses do not count towards University Entrance and students who wish to pursue university study must ensure that they have enough credits from the Approved University Subject List before taking Gateway as a subject.

Work placements include: Agriculture, Automotive, Aviation, Beauty/Hairdressing, Broadcasting, Carpentry, Design/Print, Diving, Equine, Health and Fitness, Hospitality, Nursing, Retail, Social and Community Services (eg: Rehabilitation Assistant/Social Worker/Youth Worker), Sports Coaching, Travel and Tourism and other Industry Training Organisations (ITO). The main focus is to complete the Industry Unit Standards while gaining the relevant experience and confidence in the workplace.

Enquiries to: Gateway Coordinator



English



ENGLISH (ENG)

Entry Recommendation: English is compulsory at this level.

Introduction:

Ko te reo te tuakiri, Ko te reo toku ahurei, Ko te reo te ora. (Language is my identity. Language is my uniqueness. Language is life.)

English is the study, use, and enjoyment of the English language and its literature, communicated orally, visually and in writing, for a range of purposes and audiences and in a variety of text forms. Understanding, using and creating oral, written and visual texts of increasing complexity is at the heart of English teaching and learning. By engaging with text-based activities, students become increasingly skilled and sophisticated speakers and listeners, writers and readers, presenters and viewers.

Literacy in English gives students access to the understanding, knowledge, and skills they need to participate fully in the social, cultural, political, and economic life of New Zealand and the wider world. To be successful participants, they need to be effective oral, written and visual communicators who are able to think critically and in depth.

Theme: Justice/Injustice (Tika/Aitu)

"Speak out for those who cannot speak for themselves." Proverbs 31:8

Content: The course follows the National Curriculum for English at Level 7 and covers the strands Making Meaning and Creating Meaning. Within these we cover: Speaking, Writing, Reading, Listening, Viewing and Presenting.

Skills: Students learn to write in a range of genres, to explore the language of and think critically about a variety of oral, written and visual texts, to speak and present confidently and with purpose, and to read and respond to their own chosen texts.

Enquiries to: Mrs Willetts

Students will do a combination of the below standards for assessment to equal 17 or 18 credits.

Course Title: English - Level 2					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
9I098	2	4	Yes	Yes	Analyse specified aspect(s) of studied written text(s), supported by evidence OR
9I099	2	4	No	Yes	Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence
9II00	2	4	Yes	Yes	Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence
INTERNAL					
9II01	2	6	No	Yes	Produce a selection of crafted and controlled writing
9II02	2	3	No	No	Construct and deliver a crafted and controlled oral text
9II05	2	4	Yes	No	Use information literacy skills to form developed conclusion(s)
9II06	2	4	Yes	No	Form developed personal responses to independently read texts, supported by evidence
9II07	2	3	No	No	Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence



COMMUNICATION SKILLS (ENC)

Entry Recommendation: English is compulsory at this level.

Introduction: Ko te reo te tuakiri, Ko te reo toku ahurei, Ko te reo te ora. (Language is my identity. Language is my uniqueness. Language is life.)

English is the study, use, and enjoyment of the English language and its literature, communicated orally, visually and in writing, for a range of purposes and audiences and in a variety of text forms. Learning English encompasses learning the language, learning through the language, and learning about the language.

Understanding, using and creating oral, written and visual texts of increasing complexity is at the heart of English teaching and learning. By engaging with text-based activities, students become increasingly skilled and sophisticated speakers and listeners, writers and readers, presenters and viewers. Literacy in English gives students access to the understanding, knowledge, and skills they need to participate fully in the social, cultural, political, and economic life of New Zealand and the wider world. To be successful participants, they need to be effective oral, written and visual communicators who are able to think critically and in depth.

Theme: Justice/Injustice (Tika/Aitu)

"Speak out for those who cannot speak for themselves." Proverbs 31:8

Content: The course follows the National Curriculum for English at Level 7 and covers the strands Making Meaning and Creating Meaning. Within these we cover: Speaking, Writing, Reading, Listening, Viewing and Presenting.

Skills: The focus in this course will be on students achieving literacy. There will be a choice of assessment and tasks for students. The students are given a lot more time to develop these skills and are often on individual assessment programmes.

Enquiries to: Mrs Willetts

Students will do a combination of the below standards for assessment to equal 17 or 18 credits.

Course Title: English - Communication Skills - Level 2					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
9I098	2	4	Yes	Yes	Analyse specific aspect(s) of studies written text(s), supported by evidence
9I099	2	4	No	Yes	Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence
INTERNAL					
9II01	2	6	No	Yes	Produce a selection of crafted and controlled writing
9II02	2	3	No	No	Construct and deliver a crafted and controlled oral text
9II06	2	4	Yes	No	Form developed personal responses to independently read texts, supported by evidence
9II07	2	3	No	No	Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence
UNIT STANDARDS					
I279	3	3	No	No	Write in plain English
I294	2	2	No	No	Be interviewed in a formal interview
2989	2	3	No	No	Select, read, and assess text on a topic
3488	2	3	No	No	Write business correspondence for a workplace



MEDIA STUDIES

Entry Recommendation: Nil

Introduction: The media shapes our understanding of the world, reflecting and communicating aspects of our public and private lives and contributing to the creation of personal, social, cultural, and national identities.

Media Studies challenges and empowers students to analyse and interpret media content and to become more informed and think critically about the media and its role in everyday life.

The media is often controlled by powerful corporate interests. Media makers interpret events and shape how we view the world. Students learn to recognise the things that influence the media.

The media is constantly changing. The progress of technology, mobility, connectivity and digitisation is generating new channels and media formats. Students are increasingly participating in this dynamic new environment. Through active engagement with the media, they will deepen their awareness of the nature and purpose of these changes.

Content: Students develop and project their creativity, learning how to entertain and influence audiences and communicate powerfully using media technologies.

Students contribute to New Zealand culture, expressing their ideas and identities by creating their own media products. They learn to appreciate the aesthetic values of media products and their wider historical and cultural context.

Skills: Students learn to create a range of genres, to explore the language of and think critically about a variety of oral, written and visual texts, to read and respond to chosen texts, to examine connections between genre and society and the wider world impacts, to analyse how groups are represented and the role of media industries. They also look at narrative structure and its purpose.

Enquiries to: Ms Jensen

Course Title: Media Studies - Level 2					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
9I251	2	4	Yes	Yes	Demonstrate understanding of an aspect of a media genre
INTERNAL					
9I250	2	4	No	No	Demonstrate understanding of representation in the media
9I252	2	4	No	No	Produce a design and plan for a developed media product using a range of conventions
9I253	2	6	No	No	Complete a developed media product from a design and plan using a range of conventions
9I255	2	3	No	Yes	Write developed media text for a specific target audience



Languages



Introduction:

Ko tōu reo, ko tōku reo, te tuakiri tangata. Tīhei uriuri, tīhei nakonako

Your voice and my voice are expressions of identity. May our descendants live on and our hopes be fulfilled.

The focus is for students to be introduced to the concept of learning a language by using songs, games, chants, cards and online sites, in order to understand and use familiar expressions and every day vocabulary.

Learning a language gives us an understanding of, and links us, to the world we live in. It gives us insight into different ways of interpreting our own perspectives and various world views, beliefs and practices. Students extend their linguistic skills and cultural understanding through language learning and they develop key skills to interact respectfully as global citizens. As they learn a language, students discover new ways of learning, new ways of knowing, and more about their own capabilities.

A range of online sites and other technology is used to enhance language acquisition at all levels.

Not all of the students will be entered into all of the standards offered.



ESOL - ENGLISH AS A SECOND LANGUAGE (NCEA)

Entry Recommendation: Level 1 ESL and at least Stage 2-3 on English Language Learning Progressions.

Introduction: The aim of the course is for students to:

- gain as much exposure as possible to the language used in the wider school community to assist them in their everyday learning
- use language variably and effectively to express and justify their own ideas and opinions, and support or challenge those of others
- to respond critically to texts
- communicate information, ideas and opinions through increasingly complex and varied texts
- engage in sustained interaction and produce extended text
- explore the views of others and develop and share their personal perspectives.

Content: This is topic based learning to best meet the needs of individual students. Achievement Standards will also be offered to certain students to help them attain Literacy credits.

Skills: The course aims to:

- assist students who need to improve academic English language skills
- support learning in other subjects by careful selection of topics and course components
- scaffold students into the types of tasks and texts needed to achieve ESOL Level Two unit standards
- improve language acquisition in listening, speaking, reading, writing, grammar, vocabulary and communication skills
- provide IELTS skills.

Field Trip(s): Restaurant visit \$15-\$20

Course Contribution: Education Perfect \$20 (approx.)

Enquiries to: Ms Palmer

Course Title: English - As a Second Language - Level 2

	Level	Credits	UE Reading	UE Writing	Achievement Standard
INTERNAL					
EL US27999	2	5	No	No	Write simple texts on familiar topics
EL US3I006	2	5	No	No	Read and understand a range of straightforward written texts independently
EL US3I014	2	5	No	No	Participate in a straightforward spoken interaction on a familiar topic
EL US3I026	2	5	No	No	Present information on a familiar topic
EL US28068	3	5	No	No	Write a connected text on a familiar topic
EL US28070	3	5	No	No	Write a response for a specific purpose
EL US30988	2	5	No	No	Demonstrate understanding of a spoken interaction on a familiar topic

Note: Individual educational programmes are established for each student in order to cater for their individual needs and to assist them in being successful life-long learners of language. Other standards from other levels may also be offered to certain students.



FRENCH

Entry Recommendation: 10 credits at Level 1 French or on application to the Head of Faculty.

- Introduction:** The aim of the course is for students to:
- use language variably and effectively to express and justify their own ideas and opinions, and support or challenge those of others
 - to respond critically to texts
 - communicate information, ideas and opinions through increasingly complex and varied texts
 - engage in sustained interaction and produce extended text
 - explore the views of others and develop and share their personal perspectives.
- Content:** The course follows the New Zealand Curriculum and includes:
- a range of topics such as education, French speaking countries in Africa, friendships and relationships, culture, French connections with Australia and New Zealand, future plans and famous French people in the past.
- Skills:** The focus is on developing the language skills of listening, reading, viewing, speaking, writing, presenting and performing with students working towards developing communicative independence in authentic context
- Course Contribution:** Education Perfect \$20 (approx.)
- Enquiries to:** Madame Bonnetat

Course Title: French - Level 2					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
AS 9III8	2	5	No	No	Demonstrate understanding of a variety of spoken French texts on familiar matters
AS 9II2I	2	5	No	No	Demonstrate understanding of a variety of written and/or visual text(s) on familiar matters
INTERNAL					
AS 9III9	2	5	No	No	Interact using spoken French to share information and justify ideas and opinions in different situations
AS 9II20	2	4	No	No	Give a spoken presentation in French that communicates information, ideas and opinions
AS 9II22	2	5	No	No	Write a variety of text types in French to convey information, ideas, and opinions in genuine contexts



JAPANESE

Entry Recommendation: Level 1 Japanese or on application to the Head of Faculty.

Introduction: The course empowers students to communicate in a range of situations, as they develop skills to negotiate and clarify meaning. It builds on language features covered in previous years with a key focus on communication in genuine contexts. Students learn to use language variably and effectively to express and justify their own ideas and opinions.

Content: Students explore similarities and differences between life styles in New Zealand and Japan. They:

- listen to a variety of Japanese texts relating to the Japanese way of life
- compile a speaking portfolio (a spoken presentation and/or at least two interactions in different situations)
- read a variety of texts relating to the Japanese way of life
- view and discuss online material, video clips and readings
- develop a portfolio of writing (consisting of at least two different text types).

Skills: The focus is on developing the language skills of listening, reading, viewing, speaking, writing, presenting and performing with students working towards developing communicative independence

Field Trip(s): Restaurant visit \$15-\$22; Japanese trip \$5,000-\$5,600 (approx.) (optional). UC NCEA Day

Course Contribution: Education Perfect \$20 (approx.). Japanese Proficiency Tests \$65 (approx.) (optional)

Enquiries to: Sensei Perkins

Course Title: Japanese - Level 2					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
9II33	2	5	No	No	Demonstrate understanding of a variety of spoken Japanese texts on familiar matters
9II36	2	5	No	No	Demonstrate understanding of a variety of written and/or visual Japanese texts(s) on familiar matters
INTERNAL					
9II34	2	5	No	No	Interact using spoken Japanese to share information and justify ideas and opinions in different situations
9II35	2	4	No	No	Give a spoken presentation in Japanese that communicates information, ideas and opinions
9II37	2	5	No	No	Write a variety of text types in Japanese to convey information, ideas and opinions in genuine contexts



TE REO MĀORI

Entry Recommendation: Level I Te Reo Māori or on application to the Head of Faculty

Introduction: The course empowers students to communicate in a range of situations, as they develop skills to negotiate and clarify meaning. It builds on language features covered in previous years with a key focus on communication in genuine contexts. Students learn to use language variably and effectively to express and justify their own ideas and opinions.

Content: The aim of the course is for students to:

- take part in general conversation with speakers of Te Reo Māori
- explain and discuss many of their own ideas and opinions, using Te Reo Māori creatively
- read a variety of authentic Te Reo Māori materials and write expressively for a range of purposes
- use a range of strategies to help them learn Te Reo Māori effectively.

Skills: The focus is on developing the language skills of listening, reading, viewing, speaking, writing and presenting or performing within everyday and familiar situations. Students are able to gain literacy requirements for Level I NCEA through Level 2 Te Reo Māori.

Field Trip(s): Manu Kōrero and a Marae visit

Course Contribution: Education Perfect \$20 (approx.)

Enquiries to: Whaea Awhi Clarke

Course Title: Te Reo Māori - Level 2					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
9I286	2	6	Yes	No	Pānui kia mōhio ki te reo o te ao torotoro
9I287	2	6	No	Yes	Tuhi i te reo o te ao torotoro
INTERNAL					
9I284	2	4	No	No	Wakarongo kia mōhio ki te reo o te ao torotoro
9I285	2	6	No	No	Kōrero kia whakamahi i te reo o te ao torotoro
9I288	2	6	No	Yes	Waihangā tuhinga auaha, i te reo o te ao torotoro



Mathematics



MATHEMATICS WITH STATISTICS

Entry Recommendation: A minimum of 14 credits at Level 1 including Demonstrate Understanding of Chance and Data and Investigate a given Multivariate Data set using the Statistical Enquiry Cycle, or on application to the Head of Faculty.

Introduction: This course covers a variety of internal and one external standard and all students have the opportunity for an endorsement. The course is designed to meet the needs of students who would like to know more about statistics and prefer to complete assignments over a period of time. This course provides the prerequisites for Level 3 Mathematics with Statistics. This course provides the students with the opportunity to gain the University Entry requirements for Mathematics.

Content: The students develop their understanding of the following:

- designing a questionnaire that is useful in a real life situation
- how the PPDAC cycle works and how to interpret results correctly from given data sets
- conduct and carry out an experiment
- conduct a simulation from a real life situation and be able to interpret and discuss results
- the concepts of networks and how they relate to real life.

Skills: The students:

- develop their skills from Level 1 Mathematics
- start to make connections between concepts
- develop the ability to interpret and comment in detail on observations and data collection
- develop their self-management skills and interpersonal skills as they need to collaborate with others and complete work in their own time.

Course Contribution: \$40. Note: A Casio FX9750-G2 graphical calculator is compulsory.

Enquiries to: Mrs Jackson

Course Title: Mathematics with Statistics - Level 2					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
9I267	2	4	No	No	Apply probability methods in solving problems.
INTERNAL					
9I260	2	2	No	No	Apply network methods in solving problems.
9I263	2	3	No	No	Design a questionnaire.
9I264	2	4	No	No	Use statistical methods to make an inference.
9I265	2	3	No	No	Conduct an experiment to investigate a situation using statistical methods
9I268	2	2	No	No	Investigate a situation involving elements of chance using a simulation.



MATHEMATICS WITH CALCULUS

Entry Recommendation: A minimum of 16 credits at Level 1 including Apply Algebraic Methods in Solving Problems and Investigate relationships between tables, equations and graphs, or on application to the Head of Faculty.

Introduction: This course covers a variety of internal and external standards and all students have the opportunity for an endorsement. This course suits those students with a particular interest in algebra and algebraic concepts. The course is designed to meet the needs of students who will benefit from taking a variety of challenging NCEA standards. This course will provide the prerequisites for Level 3 Mathematics with Calculus and/or Mathematics with Statistics. This course provides the students with the opportunity to gain the University Entry requirements for Mathematics.

Content: The students develop their understanding of the following:

- solving complex algebraic problems that relate to real life situations
- use of coordinate geometry in finding locations, length of lines, midpoints and altitudes
- use of trigonometry in finding areas of triangles and quadrilaterals and lengths of lines
- the wide variety of graphs and the way they are formed
- concept of using systems of equations in solving everyday problems.

Skills: The students:

- develop their skills from Level 1 Mathematics
- develop connections between concepts
- develop the ability to interpret and comment in detail on observations, graphical evidence or complex algebraic formulas
- develop their self-management skills and interpersonal skills as they need to collaborate with others and complete work in their own time.

Course Contribution: \$40. Note: A Casio FX9750-G2 graphical calculator is essential.

Enquiries to: Mrs Jackson

Course Title: Mathematics with Statistics - Level 2					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
9I261	2	4	No	No	Apply algebraic methods in solving problems
9I262	2	5	No	No	Apply calculus methods in solving problems
INTERNAL					
9I256	2	2	No	No	Apply coordinate geometry methods in solving problems
9I259	2	3	No	No	Apply trigonometric relationships in solving problems
9I257	2	4	No	No	Draw straightforward non-linear graphs
9I269	2	2	No	No	Apply systems of equations in solving problems

Physical Education and Health



PHYSICAL EDUCATION

Entry Recommendation: Level I Option PE completion or on application to the Head of Faculty.

Introduction: Level 2 Physical Education applies the knowledge gained in Level I. The focus is on the well-being of the students themselves, of other people and of society through learning in movement contexts.

Content: The students apply their knowledge in the following contexts:

- analysing a volleyball skill performed by a junior student and suggesting practice types to improve performance based around their knowledge of anatomy and biomechanics
- experiencing a range of methods of training in relation to Turbo Touch and designing a training programme for improvement
- performing a practical skill in an applied setting e.g. Turbo Touch
- examining the significance of the Olympics on themselves, others and society
- managing their safety and the safety of others during a winter tramping trip to Woolshed Creek.

Skills:

The students:

- develop their practical skills in Turbo Touch and tramping
- use video analysis to assist a junior student to improve their volleyball skills
- apply risk management and leadership skills during the Woolshed Creek Tramp
- further develop their critical thinking skills as they question commonly held assumptions about the Olympic Games.

Field Trip(s): Woolshed Creek Tramping Trip

Course Contribution: \$60

Enquiries to: Ms Barrett

Course Title: Physical Education - Level 2

	Level	Credits	UE Reading	UE Writing	Achievement Standard
INTERNAL					
9I328 v2	2	5	No	No	Demonstrate understanding of how and why biophysical principles relate to the learning of physical skills
9I329 v2	2	4	No	No	Demonstrate understanding of the application of biophysical principles to training for physical activity
9I330 v3	2	4	No	No	Perform a physical activity in an applied setting
9I331 v2 (Optional)	2	4	No	No	Examine the significance for self, others and society of a sporting event, a physical activity, or a festival
9I333 v2	2	3	No	No	Analyse the application of risk management strategies to a challenging outdoor activity



OUTDOOR EDUCATION

Entry Recommendation: Nil

Introduction: This course will have a focus on sustainable education and leadership in the outdoors.

Content: Students will study group development and work on their leadership skills through participation in ABL activities. They will run a practical day with younger students on orienteering, raft building and ABL activities. There will be several practical options throughout the year Orienteering, Surfing and an overnight tramp looking at sustainable practices in the outdoors.

Skills: Willingness to have a go and challenge themselves

Course Contribution: \$450 (approx. estimate and dependent on numbers)

Enquiries to: Ms Barrett

Course Title: Outdoor Education - Level 2					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
INTERNAL					
AS 9I332 V2	2	4	No	No	Evaluate leadership strategies that contribute to the effective functioning of a group
AS 9I330 V3	2	4	No	No	Perform a physical activity in an applied setting
AS 9I336 V2	2	3	No	No	Analyse group processes in physical activity
AS 9I334 V2	2	3	No	No	Consistently demonstrate social responsibility through applying a social responsibility model in physical activity
AS 908II V3	2	4	Yes	No	Explain how human activity in a biophysical environment has consequences for a sustainable future
US 43I V6	2	3	No	No	Navigate in good visibility on land



Science



BIOLOGY

Entry Recommendation: I2 credits from Level I Science including - AS 90948 (Genetics) and one other external or on application to the Head of Faculty.

Introduction: The three aims of this course are to develop an understanding of key biological facts, be able to apply them in new situations, and to see them applied to meet human needs. To develop investigative and analytical skills and to develop other appropriate biological attitudes including a respect for the uniqueness of New Zealand biota.

Content:

- the study of cell organelles and processes and the molecules that are found in cells
- diversity in animals
- inheritance, variation and election leading to genetic changes
- biological issues and debates
- examples of applied biology.

Skills:

- carry out investigations including research, dissections, laboratory practicals
- plan investigations
- interpret information including analysing data
- research the interaction between humans and one aspect of biology
- accumulate biological knowledge and apply it in a variety of situations.

Course Contribution: Workbook and online resource \$45 approx.

Enquiries to: Mr McCormick

Course Title: Biology - Level 2					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
9I1I56 v2	2	4	No	No	Biology - Demonstrate understanding of life processes at the cellular level
9I1I57 v2	2	4	No	No	Biology - Demonstrate understanding of genetic variation and change
9I1I59 v2	2	4	No	No	Biology - Demonstrate understanding of gene expression
INTERNAL					
9I1I53 v2	2	4	No	No	Biology - Carry out a practical investigation in a biology context, with supervision
9I1I55 v2	2	3	No	No	Biology - Demonstrate understanding of adaptation of plants or animals to their way of life



CHEMISTRY

Entry Recommendation: Science I.5 (Acids and Bases) and Chemistry I.I (Investigation 90930) and a minimum of 14 credits in Level I Science or on application to the Head of Faculty. The Level I Algebra standard in Mathematics (9I022) is also recommended.

Introduction: The course is based on the Material World Curriculum Level 7 and is assessed to Level 2 NCEA Achievements Standards. Practical chemistry skills are assessed along with theory.

Content:

- organic chemistry
- structure and bonding
- chemical reactivity
- quantitative chemistry.

Skills:

- Observation of chemical reactions
- report writing and organisation of information
- interpretation and communication of chemical information
- ability to work in groups in the laboratory.

Field Trip(s): A one day investigation at school

Course Contribution: Course workbook \$40

Enquiries to: Mr McCormick

Course Title: Chemistry - Level 2

	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
9II64 v2	2	5	No	No	Chemistry - Demonstrate understanding of bonding, structure, properties and energy changes
9II65 v2	2	4	No	No	Chemistry - Demonstrate understanding of the properties of selected organic compounds
9II66 v2	2	4	No	No	Chemistry - Demonstrate understanding of chemical reactivity
INTERNAL					
9II67 v2	2	3	No	No	Demonstrate understanding of oxidation and reduction
9I9II v1	2	3	No	No	Carry out an investigation into chemical species present in a sample using qualitative analysis

The Chemistry Internal Achievement Standards for 2021 are currently in the trial phase. Two Internal Achievement Standards are likely to be affected.



PHYSICS

Entry Recommendation: At least 12 credits NCEA Level 1 including achievement in Mechanics (AS90940) or application to the Head of Faculty. It is strongly recommended that students also study Level 2 Maths.

Introduction: Physics investigates physical phenomena such as motion, waves, electricity, magnetism and radioactivity and concepts, principles and models to explain these phenomena. It also examines technology, its benefits and its challenges.

- Skills:**
- carry out instructions efficiently
 - use measuring equipment correctly
 - organise, record and interpret information
 - plan and carry out investigations
 - communicate in written and mathematical form
 - work both cooperatively and independently as required
 - solve problems.

Field Trip(s): Day trip to University of Canterbury Physics Department/Rutherford's Den.

Course Contribution: Workbook/online resource \$46 (approx.). A minimal charge for materials or field trips may arise.

Enquiries to: Mr McCormick

Course Title: Physics - Level 2					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
9II70 v2	2	4	No	No	Physics - Demonstrate understanding of waves
9II71 v2	2	6	No	No	Physics - Demonstrate understanding of mechanics
9II73 v2*	2	6	No	No	Physics - Demonstrate understanding of electricity and electromagnetism
INTERNAL					
9II72 v2	2	3	No	No	Physics - Demonstrate understanding of atomic and nuclear physics
9II68 v2	2	4	No	No	Physics - Practical investigation that leads to a non-linear mathematical relationship

* Option only, not taught as part of course content.



SCIENCE PATHWAYS

Entry Recommendation: Nil

This course cannot be taken in any form of combination with any other Level 2 Science course i.e. Biology, Chemistry or Physics.

Introduction: Pathway Science course comprises standards from almost all areas of Science; Horticulture; Biology, Chemistry, Earth and Space Science. It is designed to allow students who need credits from the Sciences for future study the chance to gain these without specialising in a field.

Content: 18 Credits minimum are offered from the course. Alternate standards may be offered at discretion of HOF that may suit the student interest, ability, and future pathways.

- Skills:**
- planning and carrying out investigations
 - interpreting information
 - safety skills relating to the use of equipment and chemicals
 - various practical skills
 - field investigations and research.

Field Trip(s): There are field trips required for the completion of some of the standards. Alternative research standards are offered for those not able to meet field trip expenses.

Course Contribution: Course resource \$20.

Enquiries to: Mr McCormick

Course Title: Science Pathways - Level 2					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
INTERNAL					
9II53 v2	2	4	No	No	Biology - Carry out a practical investigation in a biology context, with supervision
9II60 v2	2	3	No	No	Biology - Investigate biological material at the microscopic level
US I9I38 v3	2	4	No	No	Primary Sector - Describe weather and interpret weather data/maps
9I9II v1	2	3	No	No	Chemistry - Carry out an investigation into chemical species present in a sample using qualitative analysis
9II90	2	4	No	No	Investigate how organisms survive in an extreme environment



Social Sciences



ACCOUNTING AND ECONOMICS

Entry Recommendation: Level 1 CMM with a minimum of Achieved grade in AS 90978 (I.3). Prepare Financial Statements, or on application to the Teacher-in-Charge.

Introduction: Level 2 ECA is a combination course of Economics and Accounting, hereby giving students the benefit of studying two subjects in one course. Accounting gives students the tools to make real life financial decisions in a constantly changing and uncertain world.

Content: Students will process and record financial transactions, prepare financial statements, both manually and using computer software. Students analyse the economy through the economic concepts of inflation and unemployment.

Skills: Students further develop skills to utilise transaction data and process it to be presented in a format that can be used to make financial decisions. Students learn how to use Xero, a computer software programme used by a number of businesses. Skills in research, critical thinking and written analysis are developed with the use of models.

Course Contribution: Workbook \$25

Enquiries to: Mrs Sherry

Course Title: Accounting and Economics - Level 2

	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
Economics 9I222 v2	2	4	No	No	Analyse inflation using economic concepts and models
Accounting 9II76 v2	2	5	No	No	Prepare financial information for an entity that operates accounting subsystems
INTERNAL					
Accounting 9II75 v2	2	4	No	No	Demonstrate understanding of accounting processing using accounting software
Economics 9I225 v2	2	4	No	No	Analyse unemployment using economic concepts and models



BUSINESS STUDIES

Entry Recommendation: Nil

Introduction: Students are given an understanding of what motivates people and gain experience in market research which will be valuable in L3 Business Studies. They implement and review a business activity, and learn about human resource issues.

Content: Students investigate a business' motivational practices and conduct market research that will enable them to successfully run a business activity.

Skills: Students gain knowledge and understanding of good business practice through cooperative learning. Skills are developed in problem solving, design making, negotiation, research and written and oral communication.

Enquiries to: Mrs Sherry

Course Title: Business Studies - Level 2					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
INTERNAL					
Business Studies 90847 v2	2	3	No	No	Investigate the application of motivation theory in a business
Business Studies 90846 v2	2	3	No	No	Conduct market research for a new or existing product
Business Studies 90848 v2	2	9	No	No	Carry out, review and refine a business activity within a community context with guidance
Business Studies 91383 v2	3	3	No	No	Analyse a human resource issue affecting business



CLASSICAL STUDIES

Entry Recommendation: Nil

Introduction: Classical Studies is the study of the people, places, and events of the classical world and how they influence the modern world. It is an interdisciplinary subject: students engage with literature, languages, art, history, technology, and religion.

Content: The course includes the following Greek and Roman topics: Greek mythology, Antigone, the buried city of Pompeii, Athenian social life and Greek art and architecture.

Skills: Classical Studies fosters thinking and inquiry skills by exploring sources and debating issues within the context of the key concepts. Students learn to select, organise, and communicate information clearly and logically and to evaluate the reliability of evidence. Students explore cultural identity, values and perspectives and think critically about human behaviour. By learning about the diverse and complex values of these societies, students develop the ability to form and reflect on their own viewpoints, respect others' viewpoints, and make informed judgments based on critical thinking.

Course Contribution: Write-on notes \$15

Enquiries to: Mrs Greenwood or Ms Heenan

Course Title: Classical Studies - Level 2					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
9I200 v2	2	4	Yes	Yes	Examine ideas and values of the classical world
9I201 v2	2	4	Yes	Yes	Examine the significance of features of work(s) of art in the classical world
INTERNAL					
9I202 v3	2	4	Yes	No	Demonstrate understanding of a significant event in the classical world
9I204 v2	2	6	Yes	No	Demonstrate understanding of the relationship between aspects of the classical world and aspects of other cultures



GEOGRAPHY

Entry Recommendation: Nil

Introduction: Geography is the study of the environment as the home of people. It seeks to interpret the world and how it changes over time – past, present and future. It explores the relationships and connections between people and both natural and cultural environments.

Content: This course examines geographic skills, differences in development in Tanzania, the global study of piracy and geographic research at a local scale or in Queenstown.

Skills: Students learn to think spatially. They learn resource interpretation skills including use of maps, photographs, statistics, graphs, film analysis and video clips. They learn resource construction skills such as drawing sketches and precis maps and diagrams. Students will learn communication and social skills and participate in fieldwork skills such as gathering information from the field, questionnaires, sketching, measuring, interviewing and observing.

Course Contribution: Write on skills book \$20. Optional trip to Queenstown if there is a combined class at an appropriate cost of \$340 plus attractions. A minimum of 15 students is required for this trip to be financially viable.

Enquiries to: Mrs Nicholson

Course Title: Geography - Level 2					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
9I242 v2	2	4	Yes	Yes	Demonstrate geographic understanding of differences in development
9I243 v2	2	4	No	No	Apply geography concepts and skills to demonstrate understanding of a given environment.
INTERNAL					
9I324 v2	2	5	Yes	Yes	Explain aspects of a geographic topic at a global scale
9I244 v2	2	5	No	No	Conduct geographic research with guidance



HISTORY

Entry Recommendation: Nil

Introduction: The Level 2 History course examines events from the recent past and how they have influenced New Zealand and the wider world in the present day. Students are encouraged to engage with the past by asking questions, participating in discussions and drawing informed conclusions about what they are learning.

Content: This course examines the fight for human rights in the context of the American Civil War, Parihaka and the Holocaust. Students also engage in independent research on an historical event from New Zealand history of their choice.

Skills: Students learn to ask and answer important questions, evaluate evidence, identify and analyse different interpretations of the past, and substantiate their arguments and judgements. They also develop the skills needed to process and synthesise varied and complex information, and give clear and effective oral and written presentations in which they clearly articulate their ideas to others.

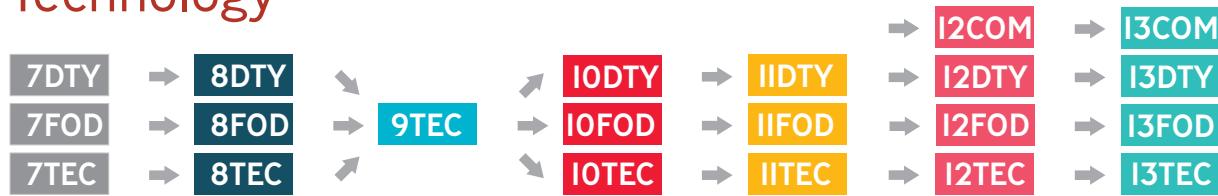
Field Trip(s): Possible optional trip to Wellington \$400 (approx.)

Enquiries to: Mrs Millar or Mrs Hood

Course Title: History - Level 2					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
9I231 v2	2	4	Yes	Yes	Examine sources of an historical event that is of significance to New Zealanders
9I233 v2	2	5	Yes	Yes	Examine causes and consequences of a significant historical event
INTERNAL					
9I229 v2	2	4	Yes	No	Carry out an inquiry of an historical event or place that is of significance to New Zealanders
9I230 v2	2	5	Yes	No	Examine an historical event or place that is of significance to New Zealanders
9I232 v2	2	5	Yes	No	Interpret different perspectives of people in an historical event that is of significance to New Zealanders



Technology



COMPUTING FOR EMPLOYMENT

Entry Recommendation: Nil

Introduction: This course provides students with practical skills over a range of essential computer applications. The main goal of the course is to help students develop skills that will be useful in the workplace. This course will also provide digital understanding that can be very useful across other curriculum subjects.

Content: This unit standards based course will enable students to become efficient users of the computer, and gain confidence in creating a range of organisational documents. There will be a focus on design in all outcomes. Students are offered a combination of the standards below, dependent on interest and ability. Personalised programmes can be arranged within the course. Students will do a combination of the unit standards below to equal 16-18 credits.

Skills: Students will:

- use basic skills in Word to produce business documents
- use Access to create a database to store, modify and extract data
- use Photoshop to create and manipulate images for integration into other applications
- use Publisher and InDesign to create, edit and format desktop published documents
- use Excel to manipulate numerical data, with formulas and graphs
- create a presentation using design principles.

Course Contribution: \$10 plus print credit

Enquiries to: Mrs van Kasteren

Course Title: Computing For Employment - Level 2					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
INTERNAL					
4252	2	2	No	No	Produce a personal targeted CV (curriculum vitae)
III	2	5	No	No	Use a word processor to produce documents for a business or organisation
29774	2	3	No	No	Use the main features and functions of a desktop publishing application to create documents
29770	2	3	No	No	Use the main features and functions of a spreadsheet application for a purpose
29777	2	3	No	No	Use the main features and functions of a database application to create and test a database
29771	2	2	No	No	Use the main features and functions of a presentation application for a purpose
I07	2	5	No	No	Apply text processing skills to produce communications in a business or organisational context



DIGITAL TECHNOLOGIES

Entry Recommendation: Nil

Introduction: "In today's world, any learner in school without access to comprehensive digital technologies education will not have the same opportunities as those who do." (NZ's Digital Future, 2017)

Content: This is a practical and theoretical course that will provide understanding and knowledge across the core Digital Technologies areas.

Students will use computation thinking while developing a range of digital outcomes. This course combines Digital Technologies disciplines and prepares students for an increasingly wide range of tertiary or employment pathways.

Students may opt for project-based learning in an area of their choice such as: Game Development, 3D Printing, Animation, Movie Making, and Programming. Students will do a combination of the below standards to choose which external to do.

Skills: Students will:

- use design principles and typography techniques in InDesign to create a range of print media outcomes.
- use advanced tools to create a website
- use Photoshop to create images and integrate into digital outcomes
- use project management tools to plan and guide a project
- use functional modelling to generate design ideas to address a brief
- understand advanced concepts of computer science.

Course Contribution: \$20 plus print credit

Enquiries to: Mrs O'Brien

Course Title: Digital Technologies - Level 2					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
9I898	2	3	No	No	Demonstrate understanding of a computer science concept
9I899	2	3	No	No	Present a summary of developing a digital outcome
INTERNAL					
9I356	2	6	No	No	Develop a conceptual design for an outcome
9I355	2	4	No	No	Select and use planning tools to manage the development of an outcome
9I893	2	4	No	No	Use advanced techniques to develop a digital media outcome
9I357	2	6	No	No	Undertake effective development to make and trial a prototype



FOOD

Entry Recommendation: Nil

- Introduction:** This course has been designed to meet the needs of senior students who wish to move on to tertiary food related courses and employment. Students are assessed with unit standards from the Hospitality domain. They need a genuine interest in the preparation and presentation of food. Students are given the opportunity to make an extensive range of dishes.
- Content:** Students prepare a number of dishes in a catering context. These include a selection of hot and cold sandwiches, grilled and roasted meat and vegetable meals, a selection of salad varieties, and assorted deep and shallow fried dishes.
- Skills:** Food preparation and presentation, handling food to suit restaurant presentation, basic Barista skills, safe and hygienic food handling.
- Course Contribution:** \$200
- Enquiries to:** Ms Reveley or Ms Rennie

Course Title: Food - Level 2					
	Level	Credits	UE Reading	UE Writing	Unit Standard
INTERNAL					
I3280	2	2	No	No	Prepare fruit and vegetable cuts
I3281	2	2	No	No	Prepare and present basic sandwiches for service Hospitality
I3278	2	2	No	No	Cook food items by roasting
I3276	2	2	No	No	Cook food items by grilling
I3271	2	2	No	No	Cook food items by frying
I3283	2	2	No	No	Prepare and present salads for service
I3285	2	2	No	No	Handle and maintain knives in a commercial kitchen
I67	2	4	No	No	Practise food safety methods in a food business



TEXTILE TECHNOLOGY

Entry Recommendation: Nil

Introduction: A genuine interest and enthusiasm for this area of study is essential for the enjoyment and successful completion of this course. The students are given the scope to determine the focus and context of their individual study, and are, in essence, their own project managers.

Content: The students complete one major design project and an external report. The major project is scheduled over 28 weeks and involves students managing themselves and their projects; developing working and final design briefs that encompass the requirements of key factors, stakeholders and occasion; designing garments; trailering and making mock-ups and final garment outcomes; making adaptations to patterns; understanding different tailoring processes and materials selection; and evaluating the outcome and its process. The report summarises the fabric properties, functional requirements, manipulation required to produce a functioning garment and the evaluation of that garment.

Skills: Students learn to plan, allocate resources, work with stakeholders and peers, consider the opinions of others, manipulate patterns using basic maths, tailor garments they have designed and effectively evaluate their work.

Field Trip(s): Dunedin iD Fashion Show \$400 (approx.)

Course Contribution: \$50

Enquires to: Ms Reveley

Course Title: Textile Technology - Level 2					
	Level	Credits	UE Reading	UE Writing	Unit Standard
EXTERNAL					
9I358	2	4	Yes	No	Demonstrate understanding of how technological modelling supports risk management
INTERNAL					
9I354	2	4	Yes	No	Undertake brief development to address an issue
9I350	2	4	No	No	Make advanced adaptations to a pattern to change the structural and/or style feature of the design
9I345	2	6	No	No	Implement advanced procedures using textiles materials to make a specified product with special features



Year I2 Semesters

I2LST	→	I3LST
I2PSY	→	I3PSY
I2WAI		
I2MAO	→	I3STU

Students may choose **TWO** modules from the following choices for one of their options. Classes will only run if numbers allow. Each class will run for half a year and offer a limited number of NCEA credits with a range of L2 and L3 credits available.

Students will be encouraged to personalise their programmes and assessment. This will occur in consultation with the teacher once the course has begun. Modules include:

- Intensive Te Reo and Tikanga Māori
- Legal Studies
- Psychology
- Waiora (health/food nutrition)



INTENSIVE TE REO AND TIKANGA MĀORI

Entry Recommendation: Open to all students who wish to improve their language skills.

Introduction: This is an intensive language and culture module for senior students, where students can gain skills for future pathways to enable them to meet the prerequisites of tertiary entry requirements. A number of future pathways require Te Reo Māori and Tikanga awareness such as; the Education Sector, Art, Law, Government Departments, City Councils, Journalism, Media, Science, Tourism and Nursing amongst many other possibilities.

Individualised educational programmes will be established to cater for personal needs and to support students to be successful life-long learners.

There is a particular focus on genuine communication and students learn to understand and produce language to express personal details, ideas and opinions. The course also offers essential knowledge associated with Tikanga Māori on topics related to; Powhiri, Hui, Whakapapa, historical events and famous Māori leaders and Tourism Māori.

Content: In this course students will:

- listen to a variety of texts of immediate relevance
- develop speaking and communication skills
- read a variety of texts on familiar themes
- view and discuss a range of online material and video clips
- develop writing pieces on familiar topics
- become increasingly confident in developing new strategies to learn a new language
- express and respond to personal ideas and opinions
- develop an awareness of Tikanga Māori on a range of topics.

Skills: The aim of this module is to develop the language skills of listening, speaking, reading, writing, viewing and presenting so students can talk about their lives and their immediate environment. Skills related to an understanding of Tikanga Māori will also be a large focus.

Assessments will be decided by negotiation with the Teacher in Charge and their whānau. It may depend on student prior knowledge and student intention.

Course contributions: \$20 Education Perfect (approx.)

Enquiries to: Whaea Awhi Clarke



LEGAL STUDIES

Entry Recommendation: Nil

Introduction: This module will run for half a year. This course is designed as an informative course which will allow for a lot of student direction in the content delivered. It will bridge the gap between school and community through having a number of speakers and visits to relevant organisations.

Content: Students of Legal Studies will explore how laws are an integral part of everyday life, consider how laws relate to and are affected by the changing needs and values of society. They will investigate what types of laws there are and analyse cases relating to these laws. They will ascertain how justice can be achieved in a variety of settings.

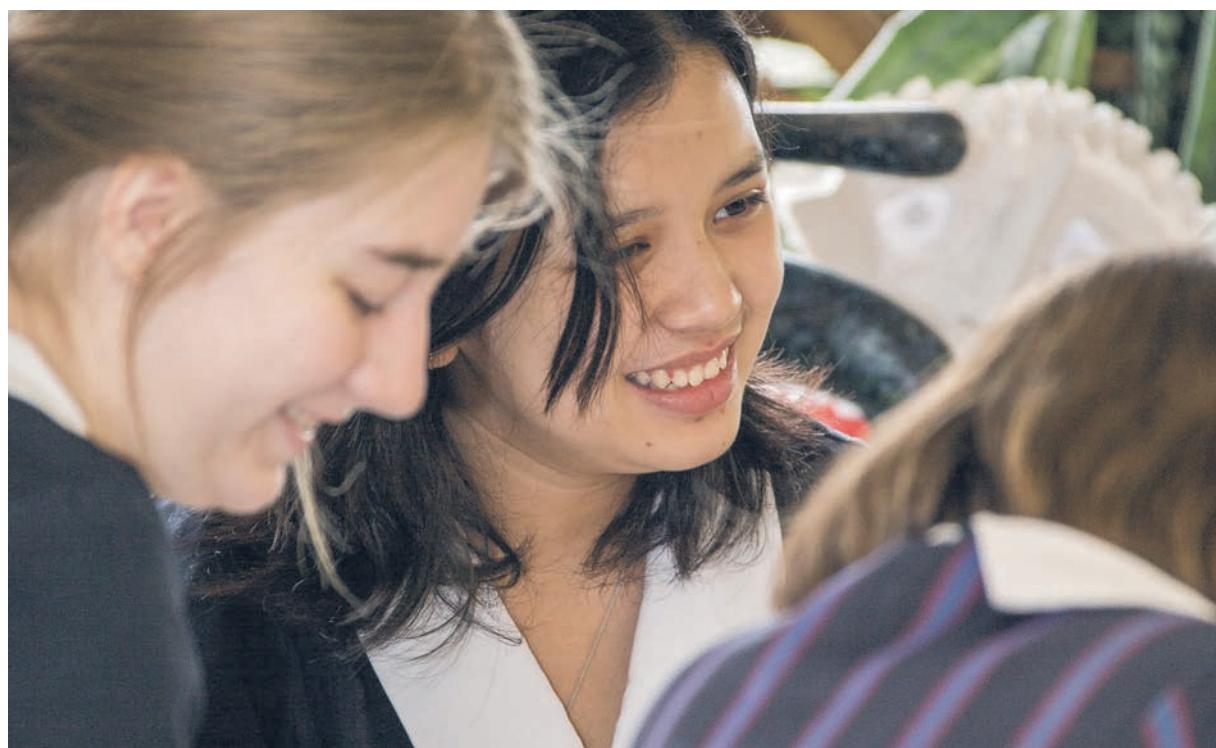
Skills: Students will discuss legal issues and gain an informed respect for the laws that will enable them to operate as confident and responsible citizens. They will develop their ability to evaluate concepts, principles and processes of the New Zealand legal system.

Field Trip(s): Christchurch Justice and Emergency Services Precinct (subject to availability).

Enquiries to: Mrs Sherry

Course Title: Legal Studies - Level 2					
	Level	Credits	UE Reading	UE Writing	Unit Standard
INTERNAL					
US 27842 v2	2	4	No	No	Explain concepts of law
US 27839 v2	2	4	No	No	Explain concepts of justice

Note: The Unit Standards offered in this course allow students to be awarded Achieved, Merit or Excellence, hence they contribute towards NCEA Merit and Excellence Endorsement, however, a course endorsement is not available in Legal Studies Certificate.



PSYCHOLOGY

Entry Recommendation: Nil

Introduction: Psychology is the study of human mind and behaviour. The aim of psychology is to understand how we think, feel and act the way we do.

Content: We will investigate the main approaches to psychology - behavioural, biological, cognitive and humanistic. These will then be applied to the behaviour of addiction. We will also discuss how the psychological debate of nature vs nurture has changed over time.

Skills: Through studying psychology, students become more self-aware. As they read and learn to use research papers, case studies, surveys, experiments, and observations, they develop their capacity to understand people's behaviours and responses to real-life situations and societies, past and present. Understanding human behaviour can build students' confidence, develop their awareness of people from different backgrounds, help them to communicate more effectively, and encourage them to participate in the community.

Course Contribution: Nil

Enquiries to: Mrs Nicholson

Course Title: Psychology - Level 2					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
INTERNAL					
91844	2	6	Yes	No	Examine different psychological approaches used to explain a behaviour
91845	2	2	Yes	No	Examine how a psychological debate has changed over time

Note: Students are not offered sufficient credits for a course endorsement, however, credits at Merit and Excellence will count towards a certificate endorsement.



WAIORA (HEALTH/FOOD NUTRITION)

Entry Recommendation: Nil

Content: This is a half year course. This course is created for students with an interest in health, food and nutrition. Aspects which could be investigated include food for groups with alternative requirements, well-being and how best to manage changes to improve both food and health related choices.

Skills: Interest in Nutrition and Health Issues

Course Contributions: \$30.00 plus trip costs TBA

Enquiries to: Ms Barrett or Mrs Rennie

Course Title: Waiora (Food Nutrition and Health) - Level 2

	Level	Credits	UE Reading	UE Writing	Unit Standard
INTERNAL					
9I299 v2 Food	2	5	No	Yes	Analyse issues related to the provision of food for people with specific food needs
9I237 v2 Health	2	5	No	No	Take action to enhance an aspect of people's well-being within the school or wider community



Year 13 Subjects - NCEA Level 3

Religious Studies

7RES

→ 8RES

→ 9RES

→ IORES

→ IIRES

→ I2RES

→ I3THE
→ I3SAC
→ I3RES

Entry Recommendation: Religious Studies is compulsory. All students will do either Religious Studies, Social Action or Theology.

Introduction: The course follows the curriculum set by the National Centre for Religious Studies. It will look at some major aspects of Catholicism.

Content: The topics covered include: Christology, Ethics and Ethical Issues, Religious Tradition in New Zealand and Finding Meaning.

Skills: A knowledge of Catholic teaching and practices, both historical and modern are covered. This enables students to discuss, discern and debate various opinions and viewpoints based on evidence.

Field Trip(s): Retreat \$95 (approx.)

Enquiries to: Ms Craig

Course Title: Religious Studies - Level 3					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
INTERNAL					
AS9I725 v2	3	6	Yes	No	Analyse the meanings in a sacred text within a religious tradition
AS90825 v3	3	6	No	No	Analyse a religious tradition(s) in Aotearoa New Zealand
AS90826 v3	3	6	Yes	No	Analyse the response of a religious tradition to a contemporary ethical issue



SOCIAL ACTION

Entry Recommendation: Religious Studies is compulsory. All students will do either Social Action, Religious Studies or Theology.

Introduction: This course follows the curriculum set by the National Centre for Religious Studies. It will also include a practical unit whereby students will need to plan, implement and evaluate a social action.

Content: The topics covered include: Ethics and Ethical Issues, Religious expression in New Zealand and moral responses to a chosen issue. There will also be a practical unit focused on social action. This unit will contain both Religious Studies and Social Studies elements.

This course can be used as one of the subjects for University Entrance in the Social Studies domain.

Skills: A knowledge of Catholic teaching and practices, both historical and modern are covered. This enables students to discuss, discern and debate various opinions and viewpoints based on evidence.

Field Trip(s): Retreat \$95 (approx.)

Enquires to: Ms Craig

Course Title: Social Action - Level 3					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
INTERNAL					
AS90826 v3	3	6	Yes	No	Analyse the response of a religious tradition to a contemporary ethical issue
AS9I597	3	6	Yes	No	Conduct a social inquiry
AS9I599	3	6	No	No	Examine personal involvement in a social action(s) that aims to influence policy change
EXTERNAL					
AS9I596	3	4	Yes	Yes	Demonstrate understanding of ideological responses to an issue(s)



THEOLOGY

Entry Recommendation: Religious Studies is compulsory. All students will do either Religious Studies or Theology.

Introduction: This course follows the curriculum set by the National Centre for Religious Studies. It looks at some major aspects of Catholicism. This course will also include the option for students to sit an optional Theology paper through Otago University.

Content: The topics covered include: Christology and Finding Meaning. Two other topics, Ethics and Ethical Issues and Religious Tradition in New Zealand. Students will choose one of these topics as their third internal assessment. The students selecting this course will enjoy rigorous debate about important issues that affect Catholics worldwide.

Skills: A knowledge of Catholic teaching and practices, both historical and modern are covered. This enables students to discuss, discern and debate various opinions and viewpoints based on evidence. A greater emphasis will be placed on the wider implications of each of these topics and students will have the opportunity to develop their critical thinking.

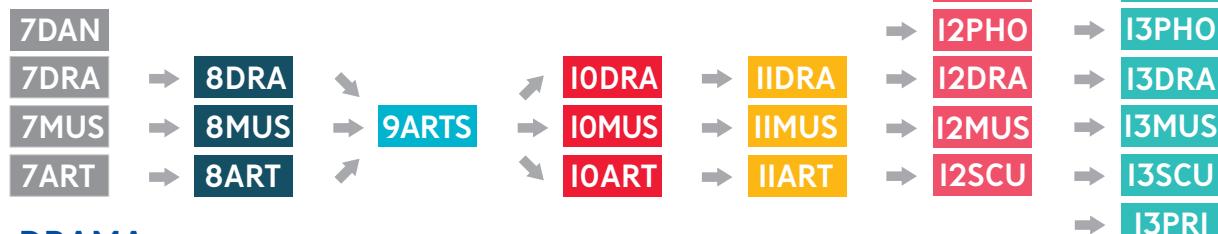
Field Trip(s): Retreat \$95 (approx.)

Enquires to: Ms Craig

Course Title: Theology - Level 3					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
INTERNAL - COMPULSORY					
AS9I725 v2	3	6	Yes	No	Analyse the meanings in a sacred text within a religious tradition
AS90827 v3	3	6	Yes	No	Analyse the key beliefs of a religious tradition and a secular world view in relation to ultimate questions
One of the following:					
AS90825 v3	3	6	No	No	Analyse a religious tradition(s) in Aotearoa New Zealand
AS90826 v3	3	6	Yes	No	Analyse the response of a religious tradition to a contemporary ethical issue



The Arts



DRAMA

Entry Recommendation: Level 2 Drama or on application to the Head of Faculty.

Introduction:

The aim of the Year 13 course is that by the end of the year students should be able to perform and create work independently, with the teacher in a guidance role. They will work with complicated, full length texts, conducting independent research taking a mature approach to their studies. There is a wide range of choice in the material to work with, and we endeavor to negotiate the topics and the plays studied. As such the assessments listed below are a guide only.

Content:

The course is based around three topics. These topic could be: A playwright or practitioner, theatre form or period, NZ theatre and/or major class production where students can take on diverse production and performance roles. Each of these topics can be assessed in a number of ways depending on skills and interests of the individual students. Assessment comprises 18 credits taken from the Drama Achievement Standards or the Performing Arts Technology standards.

Skills:

- analytical skills developed through engaging with complicated texts and performance
- collaborative skills
- developing imagination, creativity and problem solving skills
- advanced performance skills
- advanced improvisation skills
- advanced reading skills
- self-management skills.

Field Trip(s): \$80 (approx. one per term) live theatre visits. Performance rights and production costs.

Enquiries to: Ms Gordon

Course Title: Drama - Level 3					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
AS 91518 vI	3	4	No	Yes	Demonstrate understanding of live drama performance
INTERNAL					
AS 91512 vI	3	4	Yes	No	Interpret scripted text to integrate drama techniques in performance
AS 91513 vI	3	5	No	No	Devise and perform a drama to realise a concept
AS 91517 vI	3	5	Yes	No	Perform a substantial acting role in a significant production
AS 91516	3	4	Yes	No	Demonstrate understanding of the work of a drama or theatre theorist or practitioner
US 28002	3	4	Yes	No	Research, develop and visually communicate a costume design concept for a given work
AS 91515	3	4	Yes	No	Select and use complex performance skills associated with a drama form or period



MUSIC

Entry Recommendation: Year 11 or 12 Music or on application to the Head of Faculty.

Introduction: The course follows the National Curriculum. It is possible to specialise according to your interests so a course is individually developed using some of the standards below. All you need is a love of music, a willingness to apply yourself and to work independently towards agreed goals.

Content: Students manipulate, analyse, and describe musical structures and devices and to transcribe, transpose, notate, describe, and evaluate music from a wide range of styles and genres. They improvise music in performance settings. Students compose and arrange music for specific purposes. Students notate, edit, record, and direct original compositions and arrangements. Students prepare, rehearse, refine, present or direct, record, and evaluate individual and group performances of a selection of extended pieces in contrasting styles, including a programme of works selected for performance. Students use critical analysis to inform and evaluate a wide range of performances. Students investigate the purposes and significance of music in society and research a range of styles and genres of music in relation to past and present contexts. Students research the ways in which technology mediates between the composer or performer and the audience in contemporary contexts two substantial pieces of music as a member of a group.

- Skills:**
- solo and Group performance ensemble skills
 - analysing and Composing music
 - strengthening reading, writing, and listening skills.

Field Trip(s): I-2 Concerts. Co-curricular requirement for Performance students; participation in an appropriate school group with a regular weekly rehearsal taken by a tutor – choir, orchestra, pop/rock group, jazz band

Course Contribution: \$40 Write-on Materials. \$60 for piano accompaniment if required

Enquiries to: Mr McCabe

Course Title: Music - Level 3					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
AS 91420 VL	3	4	No	No	Integrate aural skills into written representation
AS 91421 VL	3	4	No	No	Demonstrate understanding of harmonic and tonal conventions in a range of music scores
AS 91422	3	4			Analyse a substantial music work
INTERNAL					
AS 91423 VL	3	4	No	No	Examine the influence of context on a substantial music work
AS 91424 VL	3	4	No	No	Create 2 arrangements for an ensemble
AS 91425 VL	3	6	Yes	No	Research a music topic
AS 91416 VL	3	8	No	No	Perform two programmes of music as a featured soloist
AS 91417 VL	3	4	No	No	Perform a programme of music as a featured soloist on a second instrument
AS 91418 VL	3	4	No	No	Demonstrate ensemble skills by performing a substantial piece of music as a member of a group
AS 91419 VL	3	8	No	No	Communicate musical intention by composing 3 original pieces of music

VISUAL ARTS - DESIGN

Students in Year 13 may choose up to TWO of the five offered Visual Art domains, with one each from: Photography, Design, Painting, Printmaking or Sculpture.

Entry Recommendation: Level 2 Design or on application to the Head of Faculty.

Introduction: The aim is to build upon previous experience and extend the understanding that good design comes from a deeper understanding of cultural conventions. The students will understand that the ability to operate in the design 'world' requires a good deal of self-motivation and the development of a work ethic is a must.

Content: The students will develop a body of work that systematically regenerates ideas using drawing informed by the students chosen approach from selected artist models.

Skills: Development of:

- sound self-management and motivational skills
- the ability to determine the appropriate processes to execute a job efficiently
- the successful use and understanding of language and text
- research skills that allow continual development and evolution of self-directed concepts
- successful use of computer skills: Adobe Photoshop, Illustrator, InDesign.

Field Trip(s): \$60 - Top Art Show, UC/Christchurch Art Gallery

Course Contribution: \$100.00 Class materials. Materials include: Photoshop software, folio presentation board. Note: portfolio costs are specific to each student and what digital printing they require for the design externals at Level 3.

Enquiries to: Mrs Wybrow

Course Title: Visual Arts - Design - Level 3					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
AS 91455 v2 3.4	3	14	No	No	Produce a systematic body of work that integrates conventions and regenerates ideas within design practice
INTERNAL					
AS 91440 v2 3.1	3	4	No	No	Analyse methods and ideas from established design practice
AS 91445 v2 3.2	3	4	No	No	Use drawing to demonstrate an understanding of conventions appropriate to design
AS 91450 v2 3.3	3	4	No	No	Systematically clarify ideas using drawing informed by established design practice



VISUAL ARTS - PAINTING

Students in Year I3 may choose up to TWO of the five offered Visual Art domains, with one each from: Photography, Design, Painting, Printmaking or Sculpture.

Entry Recommendation: Level 2 Painting or on application to the Head of Faculty.

Introduction: The aim is to develop a holistic understanding and approach to painting allowing students to attempt Level 3 standards. This course requires the student to produce work that builds upon previous studied processes, knowledge and experience.

Content: This course is practically based, where research is used as an important tool to develop and enhance understanding. The students are expected to extend and refine skills in painting, using appropriate processes and procedures, that increasingly communicate concepts that build out of their own thinking and become increasingly self-directed.

Skills: Development of:

- drawing methodology(s) that develop, enhance and strengthen drawing and painting perception as the individual's concepts require
- apply understanding from broad and deep research into the characteristics and constraints of materials, techniques, technologies, and established convention in painting and suitable for this level
- research skills that allow continual development and evolution of concepts
- the development of critical skills in relation to conventions and their historical use in painting.

Field Trip(s): \$60 - Top Art Show, UC/Christchurch Art Gallery

Course Contribution: \$115.00 Class materials. Materials include, brushes, paper, drawing/printing materials, paint etc. Note \$15.00 of this also covers the external folio presentation card and developing costs.

Enquiries to: Mrs Wybrow

Course Title: Visual Arts - Painting - Level 3					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
AS 91456 v2 3.4	3	I4	No	No	Produce a systematic body of work that integrates conventions and regenerates ideas within painting practice
INTERNAL					
AS 91446 v2 3.2	3	4	No	No	Use drawing to demonstrate an understanding of conventions appropriate to painting
AS 91451 v2 3.3	3	4	No	No	Systematically clarify ideas using drawing informed by established painting practice

VISUAL ARTS - PHOTOGRAPHY

Students in Year 13 may choose up to TWO of the five offered Visual Art domains, with one each from: Photography, Design, Painting, Printmaking or Sculpture.

Entry Recommendation: Level 2 Photography or on application to the Head of Faculty.

- Introduction:** The aim is to build upon previous experience and extended understanding that explores a range of ideas about the subject matter and shows a thorough understanding of the approach from selected artist models. Compositional conventions include the composition principles that underpin the work such as balance, harmony, rhythm, tension, repetition, etc. Additional pictorial considerations include colour, tone, contrast, light source, fragmentation, distortion, stylisation, etc. Conceptual and/or communicative conventions include the treatment of subject matter, juxtaposition or imagery, symbolism, metaphor, narrative etc.
- Content:** The students will develop a range of specific and in-depth understanding of conventions which means increasingly sophisticated use of particular conventions to successfully realise an intended purpose. Outcomes show a consistently high level of technical facility with a wide range of generic drawing and field specific conventions. Outcomes typically show a strongly developed personal style.
- Skills:** Development of:
- sound self-management and motivational skills
 - the ability to determine the appropriate processes and procedures to extend and refine skills in painting
 - research skills that allow continual development and evolution of self-directed concepts
 - successful use of computer graphics as a tool.
- Field Trip(s):** \$60 - Top Art Show, UC/Christchurch Art Gallery
- Course Contribution:** \$100.00 Class materials. Materials include: Photoshop software, folio presentation board. Note: portfolio costs are specific to each student and what digital printing they require for the design externals at Level 2.
- Enquiries to:** Mrs Wybrow

Course Title: Visual Arts - Photography - Level 3					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
AS 91457 v2 3.4	3	14	No	No	Produce a systematic body of work that integrates conventions and regenerates ideas within photography practice
INTERNAL					
AS 91447 v2 3.2	3	4	No	No	Use drawing to demonstrate an understanding of conventions appropriate to photography
AS 91452 v2 3.3	3	4	No	No	Systematically clarify ideas using drawing informed by established photography practice



VISUAL ARTS - PRINTMAKING

Students in Year I3 may choose up to TWO of the five offered Visual Art domains, with one each from: Photography, Design, Painting, Printmaking or Sculpture.

Entry Recommendation: Level 3 Printmaking or on application to the Head of Faculty.

Introduction: The aim is to develop a holistic understanding and approach to printmaking allowing students to attempt Level 3 standards. This course requires students to produce work that builds upon previous studied processes, knowledge and experience.

Content: The course is practically based, where research is used as an important tool to develop and enhance understanding. The students are expected to extend and refine skills in printmaking, using appropriate processes and procedures, that increasingly communicate concepts that build out of their own thinking and become increasingly self-directed.

Skills: Development of:

- drawing methodology(s) that develop, enhance and strengthen drawing and printmaking perception as the individual's concepts require
- apply understanding from broad and deep research into the characteristics and constraints of materials, techniques, technologies, and established convention in printmaking and suitable for this level
- research skills that allow continual development and evolution of concepts
- the development of critical skills in relation to conventions and their historical use in printmaking.

Field Trip(s): Top Art Show, UC

Course Contribution: \$100.00 Class materials. Materials include, ink, paper, drawing/printmaking materials, card etc. Note \$15.00 of this also covers the external folio presentation card and developing costs.

Enquiries to: Mrs Wybrow

Course Title: Visual Arts - Sculpture - Level 3					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
AS 91458 v2 3.4	3	14	No	No	Produce a systematic body of work that integrates conventions and regenerates ideas within printmaking practice
INTERNAL					
AS 91443 v2 3.2	3	4	No	No	Use drawing to demonstrate an understanding of conventions appropriate to printmaking
AS 91448	3	4	No	No	Systematically clarify ideas using drawing informed by established printmaking practice

VISUAL ARTS - SCULPTURE

Students in Year I3 may choose up to TWO of the five offered Visual Art domains, with one each from: Photography, Design, Painting, Printmaking or Sculpture. Students are encouraged to also consider taking a study when studying two Arts.

Entry Recommendation: Level 2 Sculpture or on application to the Head of Faculty.

Introduction: The aim is to develop a holistic understanding and approach to sculpture allowing students to work with confidence at this level. This course requires students to produce work that builds upon previous studied processes, knowledge and experience.

Content: The course is practically based, where research is used as an important tool to develop and enhance understanding. The students are expected to build structures that increasingly communicate concepts that build out of their own thinking and become increasingly self-directed.

Skills: Development of:

- drawing methodology(s) that develop, enhance and strengthen structural and spacial perception as the individual's concepts require
- construction processes and methods toward sculptural practice suitable for this level
- research skills that allow continual critical development and evolution of concepts
- the consistent use of critical skills in relation to conventions and their historical use in sculpture.

Field Trip(s): Top Art Show, UC

Course Contribution: \$100.00 Class materials. Materials include, brushes, paper, drawing/printing materials, paint etc. Note \$15.00 of this also covers the external folio presentation card and developing costs.

Enquiries to: Mrs Wybrow

Course Title: Visual Arts - Sculpture - Level 3					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
AS 91459 v2 3.4	3	14	No	No	Produce a systematic body of work that integrates conventions and regenerates ideas within sculpture practice
INTERNAL					
AS 91444 v2 3.1	3	4	No	No	Analyse methods and ideas from established sculpture practice
AS 91449 v2 3.2	3	4	No	No	Use drawing to demonstrate an understanding of conventions appropriate to sculpture
AS 91454 v2 3.3	3	4	No	No	Systematically clarify ideas using drawing informed by established sculpture practice



Careers

I2FIIS	→	I3FIIS
I2GAT	→	I3GAT
I2LSP	→	I3LSP

FUTURE INTENTIONS - SUPPORTED STUDY (F.I.S.S.)

Entry Recommendation: Nil

Content: This course is for students who would benefit from a supported study environment (S.S.). Students will gain career education and have individual guidance for their future pathways. Future intentions (F.I.) papers of their choice will provide credits.

Skills: Collaboration, time-management, self-directed learning skills.

Field Trip(s): Students will have guest speakers from a variety of career backgrounds as well as current ex-students. Opportunities to visit tertiary providers and workplace environments. Shadowing opportunities may be available.

Course Contributions: \$20 (approx.)

Enquiries to: Ms. Chinnery

The course is comprised of four parts;

I.Employment Skills: Students will be placed on an individualised programme between I4-I8 unit standard credits. There may be opportunities once a student's holistic course is considered for additional credits to support students in exploring potential vocational pathways beyond school.

Course Title: Employment Skills - Level 3					
	Level	Credits	UE Reading	UE Writing	Course Title
425I	3	2	No	No	Plan a career pathway
309II	3	3	No	No	Demonstrate knowledge of a specified workplace
7I26	3	3	No	No	Respond to oral one to one complaints
I7592	3	4	No	No	Identify the causes of back injury and method to prevent back injuries in the workplace
I7602	3	4	No	No	Apply hazard identification and risk assessment procedures in the workplace.

2. Elective Skills: As part of their individual education plan, students will have the choice of some elective unit standards. This part of the programme is personalised and offers students' flexibility to suit their interests. The total credit total will be vary depending on student need.

Course Title: Future Intentions - Level 2 (Elective Papers)					
	Level	Credits	UE Reading	UE Writing	Course Title
	3		No	No	Travel and tourism
	3		No	No	Early childhood
	3		No	No	Legal studies (in addition to semester standards)



FUTURE INTENTIONS - SUPPORTED STUDY (F.I.S.S.)

3. Optional Credits: As part of their individual education plan, if students are in need of credits to complete a core qualification, there may be an opportunity to sit some optional credits. Choice will differ depending on student interest. The total credit total will be vary depending on student need.

Course Title: Optional Credits - Level I-3					
	Level	Credits	UE Reading	UE Writing	Course Title
					Advanced First Aid Certificate (Valid for 2 years)
6400	3	2	No	No	Manage first aid in an emergency situation
6401	2	1	No	No	Provide first aid
6402	1	1	No	No	Legal studies (in addition to semester standards)
I7288	3	5	No	No	Prepare and present espresso beverages for service (offered outside of school hours)

4. Supported Study (S.S): Students will have an opportunity to work on internal assessments while receiving support through three Supported Study lessons (S.S) per fortnight.



GATEWAY

Entry Recommendation: Interview with Gateway Co-ordinator. Student needs to be suitable for this placement in terms of reliability, attendance and motivation.

Introduction: Gateway broadens students' options by offering structured workplace learning. It provides the opportunity for students to transition from school into the world of work or into a tertiary course. It is for students who wish to experience the workplace whilst still at school. They are able to complete assessments related to their chosen career.

Learning assessed in the workplace is in the form of industry-based unit standards which count towards NCEA. These are Level 1, 2 and 3.

Each student will have an individualised plan. Gateway students are expected to complete a minimum of 20 credits. These come from Health and Safety, Employment Skills and Unit Standards linked to their chosen industry.

These Gateway courses do not count towards University Entrance and students who wish to pursue university study must ensure that they have enough credits from the Approved University Subject List before taking Gateway as a subject.

Work placements include: Agriculture, Automotive, Aviation, Beauty/Hairdressing, Broadcasting, Carpentry, Design/Print, Diving, Equine, Health and Fitness, Hospitality, Nursing, Retail, Social and Community Services (eg: Rehabilitation Assistant/Social Worker/Youth Worker), Sports Coaching, Travel and Tourism and other Industry Training Organisations (ITO). The main focus is to complete the Industry Unit Standards while gaining the relevant experience and confidence in the workplace.

Enquiries to: Gateway Coordinator



English



ENGLISH (ENG)

Entry Recommendation: Nil

Introduction:

Ko te reo te tuakiri, Ko te reo toku ahurei, Ko te reo te ora. (Language is my identity. Language is my uniqueness. Language is life.)

English is the study, use, and enjoyment of the English language and its literature, communicated orally, visually and in writing, for a range of purposes and audiences and in a variety of text forms. Learning English encompasses learning the language, learning through the language, and learning about the language.

Understanding, using and creating oral, written and visual texts of increasing complexity is at the heart of English teaching and learning. By engaging with text-based activities, students become increasingly skilled and sophisticated speakers and listeners, writers and readers, presenters and viewers.

Literacy in English gives students access to the understanding, knowledge, and skills they need to participate fully in the social, cultural, political, and economic life of New Zealand and the wider world. To be successful participants, they need to be effective oral, written and visual communicators who are able to think critically and in depth.

Theme:

Hope/Redemption (Tūmanako).

"Let light shine out of darkness." 2 Corinthians 4:6

Content:

The course follows the National Curriculum for English at Level 8 and covers the strands Making Meaning and Creating Meaning. Within these we cover: Speaking, Writing, Reading, Listening, Viewing and Presenting.

Skills:

Students learn to write in a range of genres, to explore the language of and think critically about a variety of oral, written and visual texts, to speak and present confidently and with purpose, and to read and respond to their own chosen texts.

Enquiries to:

Mrs Willetts

Students will do a combination of the below standards for assessment to equal I7 or I8 credits.

Course Title: English - Level 3					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
9I472	3	4	Yes	Yes	Respond critically to specified aspect(s) of studied written text(s), supported by evidence OR
9I473	3	4	No	Yes	Respond critically to specified aspect(s) of studied visual or oral text(s), supported by evidence
9I474	3	4	Yes	Yes	Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence
INTERNAL					
9I475	3	6	No	Yes	Produce a selection of fluent and coherent writing which develops, sustains and structures ideas
9I476	3	3	No	No	Create and deliver a fluent and coherent oral text which develops, sustains and structures ideas
9I478	3	4	No	No	Respond critically to significant connections across texts, supported by evidence



MEDIA STUDIES

Entry Recommendation: Nil

Introduction: The media shapes our understanding of the world, reflecting and communicating aspects of our public and private lives and contributing to the creation of personal, social, cultural, and national identities.

Media studies challenges and empowers students to analyse and interpret media content and to become more informed and think critically about the media and its role in everyday life.

The media is often controlled by powerful corporate interests. Media makers interpret events and shape how we view the world. Students learn to recognise the things that influence the media.

The media is constantly changing. The progress of technology, mobility, connectivity, and digitisation is generating new channels and media formats. Students are increasingly participating in this dynamic new environment. Through active engagement with the media, they will deepen their awareness of the nature and purpose of these changes.

Content: Students develop and project their creativity, learning how to entertain and influence audiences and communicate powerfully using media technologies.

Students contribute to New Zealand culture, expressing their ideas and identities by creating their own media products. They learn to appreciate the aesthetic values of media products and their wider historical and cultural context.

Skills: Students learn to create a range of genres, to explore the language of and think critically about a variety of oral, written and visual texts, to read and respond to chosen texts, to examine connections between genre and society and the wider world impacts, to analyse how groups are represented and the role of media industries. They will also look at narrative structure and its purpose.

Enquiries to: Ms Jensen

Course Title: Media Studies - Level 3					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
9I493	3	4	Yes	Yes	Demonstrate understanding of a relationship between a media genre and society
INTERNAL					
9I491	3	3	No	No	Demonstrate understanding of the meaning of a media text through different readings
9I494	3	4	No	No	Produce a design for a media product that meets the requirements of a brief
9I495	3	6	No	No	Produce a media product that meets the requirements of a brief
9I497	3	3	No	Yes	Write a media text to meet the requirements of a brief

Languages



Introduction:

Ko tōu reo, ko tōku reo, te tuakiri tangata. Tīhei uriuri, tīhei nakonako

Your voice and my voice are expressions of identity. May our descendants live on and our hopes be fulfilled.

The focus is for students to be introduced to the concept of learning a language by using songs, games, chants, cards and online sites, in order to understand and use familiar expressions and every day vocabulary.

Learning a language gives us an understanding of, and links us, to the world we live in. It gives us insight into different ways of interpreting our own perspectives and various world views, beliefs and practices. Students extend their linguistic skills and cultural understanding through language learning and they develop key skills to interact respectfully as global citizens. As they learn a language, students discover new ways of learning, new ways of knowing, and more about their own capabilities.

A range of online sites and other technology is used to enhance language acquisition at all levels.

Not all of the standards will be entered into all of the standards offered.



ESOL - ENGLISH AS A SECOND LANGUAGE (NCEA)

Entry Recommendation: Level 2 ESL and at least Stage 3 on English Language Learning Progressions.

- Introduction:** The aim of the course is for students to:
- gain as much exposure as possible to language used in the wider school community to assist them in their everyday learning
 - use language variably and effectively to express and justify their own ideas and opinions, and support or challenge those of others
 - to respond critically to texts
 - communicate information, ideas and opinions through increasingly complex and varied texts
 - engage in sustained interaction and produce extended text
 - explore the views of others and develop and share their personal perspectives
 - be prepared for tertiary education.

Content: This is topic based learning to best meet the needs of the students. Some standards will also be offered to certain students to help them attain Literacy credits.

- Skills:** The course aims to:
- assist students who need to improve academic English language skills
 - support learning in other subjects by careful selection of topics and course components
 - scaffold students into the types of tasks and texts needed to achieve ESOL Level Three Unit Standards
 - improve language acquisition in listening, speaking, reading, writing, grammar, vocabulary and communication skills
 - provide IELTS skills in preparation for the IELTS exam.

Field Trip(s): Restaurant visit \$15-\$20

Course Contribution: Education Perfect \$20

Enquiries to: Ms Palmer

Course Title: ESOL - Level 3					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
INTERNAL					
EL US28070	3	5	No	No	Write a response for a specific purpose
EL US3I027	3	5	No	No	Present Information on a familiar topic
EL US28062	3	5	No	No	Participate in a formal interview
EL US20069	3	5	No	No	Write a text for a practical purpose
EL US3I004	3	5	No	No	Read and understand texts for practical purposes
EAP 2275I	4	5	Yes	No	Read and process information in English for academic purposes
EAP 22750	4	5	No	Yes	Write a crafted text using researched material in English for an academic purpose
EL 30982	3	5	No	No	Demonstrate understanding of a spoken text on a familiar topic

Note: Individual educational programmes are established for each student in order to cater for their individual needs and to assist them in being successful life-long learners of language.



FRENCH

Entry Recommendation: 10 credits at Level 2 French or on application to the Head of Faculty.

- Introduction:** The aim of the course is for students to:
- use language variably and effectively to express and justify their own ideas and opinions, and support or challenge those of others
 - to respond critically to texts
 - communicate information, ideas and opinions through increasingly complex and varied texts
 - engage in sustained interaction and produce extended text
 - explore the views of others and develop and share their personal perspectives.
- Content:** The course follows the New Zealand Curriculum and includes a range of topics such as: Youth, the Environment, History & Memory, Immigration in France, Life in the Future
- Skills:** Developing language skills of listening, reading, writing and speaking in less familiar contexts and working towards personal independence.
- Course Contribution:** Education Perfect \$20 (approx.)
- Enquiries to:** Madame Bonnetat

Course Title: French - Level 3					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
AS 91543	3	5	No	No	Demonstrate understanding of a variety of extended spoken French texts
AS 91546	3	5	No	No	Demonstrate understanding of a variety of extended written and/or visual French texts
INTERNAL					
AS 91544	3	3	No	No	Give a clear spoken presentation in French that communicates a critical response to stimulus material
AS 91545	3	6	No	No	Interact clearly using spoken French to explore and justify varied ideas and perspectives in different situations
AS 91547	3	5	No	No	Write a variety of text types in clear French to explore and justify varied ideas and perspectives



JAPANESE

Entry Recommendation: Level 2 Japanese or on application to the Head of Faculty.

Introduction: The course provides students with the opportunity to extend their understanding of the Japanese way of life and value systems and to consider the cultural meaning intrinsically linked to Japanese expressions and gestures. Students continue to develop their skills with a focus on using language variably and effectively to get their point across and to support or challenge others' ideas and opinions.

Content: In this course students explore a wide range of current events and themes and:

- listen to a variety of extended Japanese texts
- compile a speaking portfolio (a spoken presentation and/or at least two interactions)
- read a variety of extended written and/or visual texts
- view and discuss online material, video clips and readings
- develop a portfolio of writing to explore and justify varied ideas and perspectives.

Skills: The focus is on developing the language skills of listening, reading, viewing, speaking, writing, presenting and performing with students working towards developing personal communicative competence.

Field Trip(s): Restaurant visit \$15-\$22; Japanese trip \$5,000-\$5,600 (approx.) (optional). UC NCEA Day

Course Contribution: Education Perfect \$20 (approx.) Japanese Proficiency Test \$65 (approx.) (optional)

Enquiries to: Sensei Perkins

Course Title: Japanese - Level 3					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
9I553 3	5	No	No		Demonstrate understanding of a variety of extended spoken Japanese texts
9I556 3	5	No	No		Demonstrate understanding of a variety of extended written and / or visual Japanese texts
Internal					
9I554 3	3	No	No		Give a clear spoken presentation in Japanese that communicates a critical response to stimulus material
9I555 3	6	No	No		Interact clearly using spoken Japanese to explore and justify varied ideas and perspectives in different situations
9I557 3	5	No	No		Write a variety of text types in clear Japanese to explore and justify varied ideas and perspectives



TE REO MĀORI

Entry Recommendation: Level 2 Te Reo Māori or on application to the Head of Faculty.

Introduction: The course provides students with an opportunity to extend their understanding of Te Ao and Te Reo Māori. Students continue to develop their skills with a focus on using language variably and effectively.

Content: The aim of the course is for students to:

- take part in extended conversation with speakers of Te Reo Māori
- explain and discuss ideas and opinions, using Te Reo Māori creatively
- read a variety of authentic Te Reo Māori materials and write expressively for a range of purposes
- use a range of strategies to help them learn Te Reo Māori effectively.

Skills: The focus is on developing the language skills of listening, reading, viewing, speaking, writing and presenting or performing within everyday and familiar situations.

Field Trip(s): Manu Kōrero and a Marae visit

Course Contribution: Education Perfect \$20 (approx.)

Enquiries to: Whaea Awhi Clarke

Course Title: Te Reo Māori - Level 3					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
9I652	3	6	Yes	No	Pānui kia ki te reo Māori o te ao whānui
9I653	3	6	No	Yes	Tuhi i te reo Māori o te ao whānui
INTERNAL					
9I650	3	4	No	No	Whakarongo kia mōhio ki te reo Māori o te ao whānui
9I651	3	6	No	No	Kōrero kia whakamahi i te reo Māori o te ao whānui
9I654	3	6	No	Yes	Waihangā tuhinga whai take i te reo Māori o te ao whānui



Mathematics



MATHEMATICS WITH CALCULUS

Entry Recommendation: A minimum of 16 credits at Level 2 including Apply Algebraic Methods in Solving Problems and Apply Calculus Methods in Solving Problems or on application to the Head of Faculty.

Introduction: This course covers a variety of internal and external standards and all students have the opportunity for an endorsement. The course is designed to meet the needs of students who enjoy a challenge and are keen to extend their understanding of the deeper concepts of pure mathematics. This course is suitable for students who intend to go on to University or Polytechnic and study fields where mathematical skills and procedures are important tools, in particular the physical sciences, engineering, electronics, computer sciences and economics.

Content: The students develop their understanding of the following:

- solving complex algebraic problems that relate to real life situations
- use of conics investigating behaviours of circles and ellipses
- use of trigonometric functions in everyday life
- the behaviour of functions in relation to differentiation and integration
- developing proofs from first principles in a variety of contexts.

Skills: The students:

- develop their skills from Level 2 Mathematics
- make deep connections between concepts taught
- develop the ability to interpret and comment in detail on complex algebraic formulas or trigonometric functions
- develop their self-management skills and interpersonal skills as they need to collaborate with others and complete work in their own time.

Course Contribution: \$40. Note: A Casio FX9750-G2 graphical calculator is essential.

Enquiries to: Mrs Jackson

Course Title: Mathematics with Calculus - Level 3					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
9I577	3	5	No	No	Apply the algebra of complex numbers in solving problems
9I578	3	6	No	No	Apply differentiation methods in solving problems
9I579	3	6	No	No	Apply integration methods in solving problems
INTERNAL					
9I573	3	3	No	No	Apply the geometry of conic sections in solving problems
9I574	3	3	No	No	Linear programming



MATHEMATICS WITH STATISTICS

Entry Recommendation: A minimum of 14 credits from Level 2 including Apply Probability Methods in Solving Problems and Use Statistical Methods to make an Inference or on application to the Head of Faculty.

Introduction: This course covers a variety of internal and external standards and all students have the opportunity for an endorsement. The course is designed to meet the needs of students who would like to know more about statistics and prefer to complete assignments over a period of time. Statistics is an essential component of many future studies at both Polytechnic and University. Areas such as biological and social sciences, medicine, commerce and administration require statistical skills, however most disciplines at University require some statistics background. The course would suit those students intending to follow a university course that requires the use of analytical skills to interpret data sets.

Content: The students are able to:

- understand the probability of an event occurring given a variety of parameters
- look at how the PPDAC cycle works and how to interpret results correctly from given data sets, by considering relationships over time or as a bivariate set.

Skills: The students:

- develop their skills from Level 2 Mathematics with statistics
- make deep connections between concepts
- develop the ability to interpret and comment in detail on observations and data collections
- develop the ability to use excel spreadsheets with some basic programming
- develop their self-management skills and interpersonal skills as they need to collaborate with others and complete work in their own time.

Course Contribution: \$40. Note: A Casio FX9750-G2 graphical calculator is essential.

Enquiries to: Mrs Jackson

Course Title: Mathematics with Statistics - Level 3					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
91585	3	4	No	No	Apply probability concepts in solving problems
91584	3	4	Yes	Yes	Evaluate a statistically based report
INTERNAL					
91580	3	4	No	No	Investigate time series data
91581	3	4	No	No	Investigate bi-variate measurement data
91582	3	4	No	No	Use statistical methods to make a formal inference
91587	3	3	No	No	Apply linear programming methods in problem solving



Physical Education



Entry Recommendation: Level 1 Option PE or Level 2 PE course completion or on application to Head of Faculty.

Introduction: Level 3 Physical Education critiques the knowledge applied in Level 2. The focus is on the well-being of the students themselves, of other people and of society through learning in movement contexts.

Content: The students apply their knowledge in the following contexts:

- analysing their freestyle stroke biomechanically and then critiquing the performance improvement programme (coaching) provided in relation to their stroke improvement
- experiencing and then critiquing a training programme designed to improve their well-being and performance in a 4km run or critiquing a personal training programme (special conditions apply)
- performing a practical skill in an applied setting for example 400m swim
- critically examining a current physical activity issue, event or trend and its impact on New Zealand Society e.g. Netball World Cup, Olympics
- producing a timeline of their physical activities to date and critiquing the influences on their participation until now and into the future.

Skills: The students:

- develop their practical skills in swimming
- use video analysis to analyse their swimming stroke
- develop their critical thinking skills throughout the whole year
- improve their general fitness through completing a six week training programme.

Field Trip(s): Swimming Pool (several sessions), bowling and/or other possible local activities

Course Contribution: \$100

Enquiries to: Ms Barrett

Course Title: Physical Education - Level 3					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
INTERNAL					
9I498 v2	3	4	No	No	Evaluate physical activity experiences to devise strategies for lifelong well-being
9I499 v2	3	3	No	No	Analyse a physical skill performed by self or others
9I500 v2	3	4	No	No	Evaluate the effectiveness of a performance improvement programme
9I501 v2	3	4	No	No	Demonstrate quality performance of a physical activity in an applied setting
9I502 v2	3	4	Yes	No	Examine a current physical activity event, trend, or issue and its impact on New Zealand society



Science



BIOLOGY

Entry Recommendation: Level 2 credits in Biology, including AS 2.1 and two externals or on application to Head of Faculty.

Introduction: The aims of this course are to develop an understanding of key biological facts and their application to new situations; investigative skills and a critical approach to the evaluation of the evidence; the facility of both independent and cooperative investigation and self-directed study; a continuing interest in biology and an awareness of the role and responsibilities of human beings within the biosphere.

- Content:**
- genetics and evolution – molecular and Mendelian genetics and evolutionary processes
 - relationships between organisms and their environment
 - human biological and cultural evolution
 - current issues in biology
 - making informed judgements about the effects upon the individual, society and the environment
 - contemporary techniques in biotechnology.

- Skills:**
- experimental design by planning an investigation for an animal study
 - manipulative Skills throughout investigations by applying correct techniques
 - data evaluation
 - construct scientific reports in an appropriate format
 - self-management and teamwork
 - digital technology skills.

Field Trip(s): As part of the course some field work may be required \$20 (approx.)

Course Contribution: Workbook/online resources \$40

Enquiries to: Mr McCormick

Course Title: Biology - Level 3					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
9I603 VL	3	5	Yes	Yes	Biology - Demonstrate understanding of the responses of plants and animals to their external environment
9I606 VL	3	4	Yes	Yes	Biology - Demonstrate understanding of trends in human evolution
9I605 VL	3	4	Yes	Yes	Biology - Demonstrate understanding of evolutionary processes leading to speciation
INTERNAL					
9I602 VL	3	3	Yes	Yes	Biology - Integrate biological knowledge to develop an informed response to a socio-scientific issue
9I604 VL	3	3	Yes	No	Biology - Demonstrate understanding of how an animal maintains a stable internal environment



CHEMISTRY

Entry Recommendation: I2 Level 2 credits in Chemistry with at least two externally assessed standards, including AS 91164 structure and bonding or on application to the Head of Faculty.

Introduction: The course is based on the Material World Curriculum Level 8 and is assessed to NCEA Level 3 Achievements Standards. This course is an excellent preparation for university chemistry and covers a wide range of topics and skills. More able students are expected to also sit NCEA Scholarship Chemistry.

- Content:**
- Year I2 work is extended and developed
 - thermochemistry and periodicity
 - aqueous solution
 - organic chemistry
 - oxidation reduction reactions
 - spectroscopy.

- Skills:**
- using laboratory equipment correctly
 - observation of chemical reactions
 - interpretation and communication of chemical information.

Course Contribution: Course workbook approx. \$20

Enquiries to: Mr McCormick

Course Title: Chemistry - Level 3					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
9I391 v2	3	5	No	No	Chemistry - Demonstrate understanding of the properties of organic compounds
9I390 v2	3	5	No	No	Chemistry - Demonstrate understanding of thermochemical principles and the properties of particles and substances
9I392 v2	3	5	No	No	Chemistry - Demonstrate understanding of equilibrium principles in aqueous systems
INTERNAL					
9I393 v2	3	3	No	No	Chemistry - Demonstrate understanding of oxidation-reduction processes
9I388 v2	3	3	No	No	Chemistry - Demonstrate understanding of spectroscopic data in chemistry



PHYSICS

Entry Recommendation: At least 12 credits NCEA Level 2 Physics including AS91171 Mechanics; 10 Level 2 credits or on application to the Head of Faculty.

Introduction: Year 13 Physics extends and quantifies the phenomena studied at Year 12. Because of the higher levels of Mathematics involved, it is strongly recommended that students taking Year 13 Physics also take Year 13 Calculus.

- Skills:**
- carry out instructions efficiently
 - use measuring equipment correctly
 - organise, record and interpret information
 - plan and carry out investigations
 - communicate in written and mathematical form
 - work both cooperatively and independently
 - solve problems.

Course Contribution: Workbook/Online Resources \$40

Field Trip(s): \$5

Enquiries to: Mr McCormick

Course Title: Physics - Level 3					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
91523 v2	3	4	No	No	Physics - Demonstrate understanding of wave systems
91524 v2	3	6	No	No	Physics - Demonstrate understanding of mechanical systems
91526 v2	3	6	No	No	Physics - Demonstrate understanding of electrical systems*
INTERNAL					
91525 v2	3	3	No	No	Physics - Demonstrate understanding of Modern Physics
91522 v2	3	3	No	No	Physics - Demonstrate understanding of the application of physics to a selected context
91527 v2	3	3	Yes	No	Physics - Use physics knowledge to develop an informed response to a socio-scientific issue*

* Students choose either standard to suit their future pathway options

SCIENCE PATHWAYS

Entry Recommendation: Nil

This course is suitable for students both with and without prior knowledge. It is essential that students undertaking the course have genuine interest in the subject.

Introduction: The Science Pathways Level 3 course comprises standards from almost all areas of science; biology, horticulture, health, earth and space science. It is designed to allow students who need credits from the sciences for future pathways the chance to gain these without specialising in one particular field. It is a fully unit standard based assessed course so there is no opportunity for University Entrance.

- Skills:**
- planning and carrying out investigations
 - interpreting information
 - safety skills relating to the use of equipment and chemicals
 - various practical skills
 - field investigations and research.

Field Trip(s): There are field trips required for the completion of standards some of the standards \$20 (approx.) (to be paid before any trips are undertaken). Alternative research standards are offered for those not able to meet field trip expenses.

Course Contribution: Course work book/resources \$20.

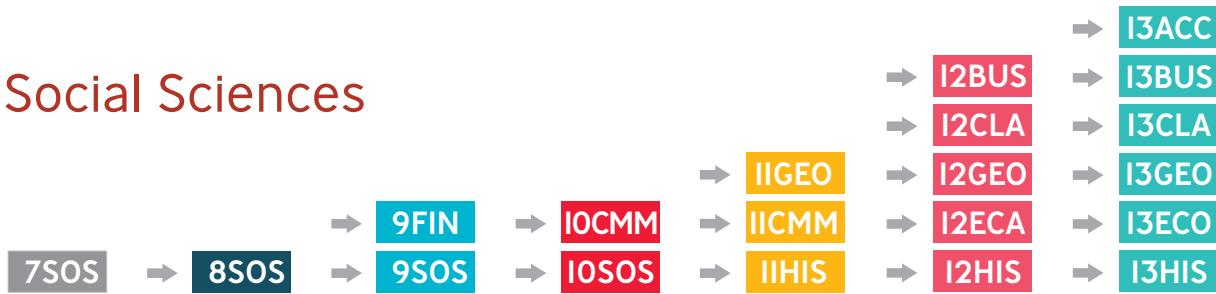
Enquiries to: Mr McCormick

Course Title: Physics - Level 3					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
INTERNAL					
26II7 v3	3	2	No	No	Science - Work safely in a science laboratory
9I4II v2	3	4	No	No	Investigate a socio-scientific issue in a Earth and Space context
9I529 v2	3	6	No	No	Agriculture and Horticulture - Research and report on the impact of factors on probability of a NZ primary product
9I602 v2	3	3	Yes	Yes	Biology - Integrate biological knowledge to develop an informal response to a socio-scientific issue

Alternative standards may be offered as programmes are personalised. The choice of programme will be best suited for the students undertaking the course and provide the learners the greatest opportunity for success and a pathway for future studies in the Sciences field.



Social Sciences



ACCOUNTING

Entry Recommendation: Level 2 Accounting with a minimum of Achieved grade in AS 91176 (2.3). Prepare Financial Statements, or on application to the Teacher-in-Charge.

Introduction: Accounting gives students the tools to make real life financial decisions. This course builds on the foundations learned at Level 2 and develops the ability to process and report financial and non-financial information for partnerships and companies.

Content: Students process, analyse and interpret results and make recommendations for partnerships and companies. Other topics include accounting information for management, including job costing systems and decision making.

Skills: Students further develop skills in processing and analysing financial information so it is useful for stakeholders to make financial decisions. Students gain knowledge, skills and experience in using information to make effective decisions.

Course Contribution: Workbook \$10

Enquiries to: Mrs Sherry

Course Title: Accounting - Level 3

	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
9I406 v2	3	5	No	No	Demonstrate understanding of company financial statement preparation
INTERNAL					
9I405 v2	3	4	No	No	Demonstrate understanding of accounting for partnerships
9I407 v2	3	5	Yes	Yes	Prepare a report for an external user that interprets the annual report of a New Zealand reporting entity
9I409 v2	3	4	No	No	Demonstrate understanding of a job costing subsystem for an entity



BUSINESS STUDIES

Entry Recommendation: Nil

Introduction: The Level 3 Business Studies course is in conjunction with the Young Enterprise Scheme. Students develop their understanding of business theory and practices through authentic learning by forming a business, producing an innovative and sustainable good or service, and taking it to market.

Content: Students form a company, undertake market research, produce a business and marketing plan, present a pitch on their business idea, sell their good or service and then review their success.

Skills: Students gain knowledge and understanding of good business practice through fostering qualities of resilience, resourcefulness and initiative. Skills are developed in problem solving, co-operation, decision making, negotiation, and written and oral communication.

Course Contribution: Young Enterprise Scheme \$35

Enquiries to: Mrs Sherry

Course Title: Business Studies - Level 3					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
INTERNAL					
9I384 v2	3	9	Yes	No	Carry out, with consultation, an innovative and sustainable business activity
9I382 v2	3	6	Yes	No	Develop a marketing plan for a new or existing product



CLASSICAL STUDIES

Entry Recommendation: Nil

Introduction: Classical Studies is the study of the people, places, and events of the classical world and how they influence the modern world. It is an interdisciplinary subject: students engage with literature, languages, art, history, technology, and religion.

Content: The course includes the following Roman topics: Roman social life, mythology, Roman art and architecture, Augustus and Virgil's 'Aeneid'.

Skills: Classical Studies fosters thinking and inquiry skills by exploring sources and debating issues within the context of the key concepts. Students learn to select, organise, and communicate information clearly and logically and to evaluate the reliability of evidence. Students explore cultural identity, values and perspectives and think critically about human behaviour. By learning about the diverse and complex values of these societies, students develop the ability to form and reflect on their own viewpoints, respect others' viewpoints, and make informed judgments based on critical thinking.

Field Trip(s): Visit to the Teece Museum of Classical Antiquities.

Course Contribution: \$15 for write-on notes

Enquiries to: Mrs Greenwood or Ms Heenan

Course Title: Classical Studies - Level 3					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
9I395 v2	3	4	Yes	Yes	Analyse the significance of a work(s) of art in the classical world
9I394 v2	3	4	Yes	Yes	Analyse ideas and values of the classical world
INTERNAL					
9I397 v2	3	6	Yes	No	Demonstrate understanding of significant ideology(ies) in the classical world
9I398 v2	3	6	Yes	No	Demonstrate understanding of the lasting influences of the classical world on other cultures across time



ECONOMICS

Entry Recommendation: Nil

Introduction: Students studying Level 3 Economics develop the microeconomic concepts introduced at Level 1 and the macroeconomic concepts at Level 2. Students improve their economic understanding of a range of micro and macro economic issues that allow them to make informed economic decisions, both now and in the future.

Content: Students study a range of microeconomic concepts to understand that well-functioning markets are efficient but also that governments may need to intervene where markets fail to deliver efficient or equitable outcomes. Students also study macroeconomic concepts to understand how the New Zealand economy is influenced by interacting with internal and external factors.

Skills: Students research the viewpoints of different groups, and compare and contrast economic decisions with the aid of models and statistical data to help analyse the economy and sectors within it. Skills in critical thinking and written analysis are further developed in order for the student to explain concepts in detail and make justified conclusions.

Course Contribution: Workbook \$34

Enquiries to: Mrs Sherry

Course Title: Economics - Level 3					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
9I399 v2	3	4	Yes	Yes	Demonstrate understanding of the efficiency of market equilibrium
9I403 v2	3	6	Yes	Yes	Demonstrate understanding of macro-economic influences on the New Zealand economy
INTERNAL					
9I402 v2	3	5	Yes	No	Demonstrate understanding of government interventions to correct market failures
9I401 v2	3	5	Yes	No	Demonstrate understanding of micro-economic concepts

Note: Students do not enter into all of these achievement standards. The external 9I403 is an optional extra for these students intending on studying economics at University.



GEOGRAPHY

Entry Recommendation: Nil

Introduction: Geography is the study of the environment as the home of people. It seeks to interpret the world and how it changes over time – past, present and future. It explores the relationships and connections between people and both natural and cultural environments.

Content: This course examines the development of tourism in Queenstown, a geographic issue related to human trafficking and a global study of the modern day piracy.

Skills: Students learn to think spatially. They learn resource interpretation skills including use of maps, photographs, statistics, graphs, film analysis and video clips. They learn resource construction skills such as drawing sketches and precis maps and diagrams. Students learn communication and social skills and participate in fieldwork skills such as gathering information from the field, questionnaires, sketching, measuring, interviewing and observing.

Course Contribution: Write-on skills book \$20

Field Trip(s): Optional trip to Queenstown with an approximate cost of \$340 plus attractions. A minimum of 15 students is required for this trip to be financially viable.

Enquiries to: Mrs Nicholson

Course Title: Geography - Level 3					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
9I427 v1	3	4	Yes	Yes	Demonstrate understanding of how a cultural process shapes geographic environment(s).
9I429 v1	3	4	Yes	Yes	Demonstrate understanding of a given environment(s) through selection and application of geographic concepts and skills.
INTERNAL					
9I430 v1	3	5	No	No	Conduct geographic research with consultation
9I431 v1	3	3	Yes	No	Analyse aspects of a contemporary geographic issue
9I432 v1	3	3	No	No	Analyse aspects of a geographic topic at a global scale



HISTORY

Entry Recommendation: Nil

Introduction: The Level 3 History course examines events from the past and how they have influenced New Zealand and the wider world in the present day. Students are encouraged to engage with the past by asking questions, participating in discussions and drawing informed conclusions about what they are learning.

Content: This course examines the rise and fall of Communism in Eastern Europe, with a focus on the Berlin Wall, and Tudor England. Students also engage in independent research on an historical event of their choice.

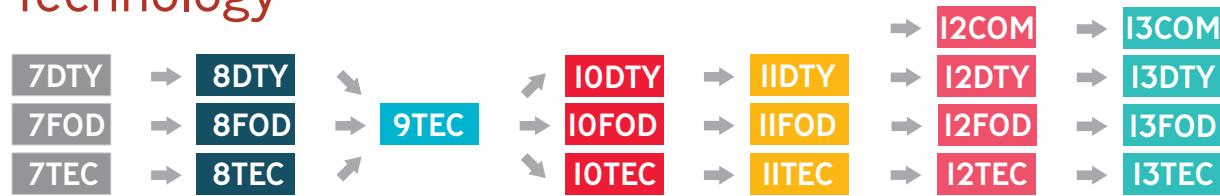
Skills: Students learn to ask and answer important questions, evaluate evidence, identify and analyse different interpretations of the past, and substantiate their arguments and judgements. They also develop the skills needed to process and synthesise varied and complex information and give clear and effective oral and written presentations in which they clearly articulate their ideas to others.

Enquiries to: Mrs Millar or Mrs Hood

Course Title: History - Level 3					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
9I436 v2	3	4	Yes	Yes	Analyse evidence relating to an historical event of significance to New Zealanders
9I438 v2	3	6	Yes	Yes	Analyse the causes and consequences of a significant historical event
INTERNAL					
9I434 v2	3	5	Yes	No	Research an historical event or place of significance to New Zealanders, using primary and secondary sources
9I435 v2	3	5	Yes	No	Analyse an historical event or place of significance to New Zealanders
9I437 v2	3	5	Yes	No	Analyse different perspectives of a contested event of significance to New Zealanders

Note: Students do not enter into all of these achievement standards. A personalised approach to the course of study is encouraged with students entering into a combination of the above achievement standards to appropriately meet their learning and assessment needs and reflect their individual interests.

Technology



COMPUTING FOR EMPLOYMENT

Entry Recommendation: Nil

Introduction: This course provides students with practical skills over a range of essential computer applications. The main goal of the course is to help students develop skills that will be useful in the workplace. Students will also be mentored in employment skills.

Content: This unit standards based course will enable students to become efficient users of the computer, and gain confidence in creating a range of business documents. There will be a focus on design in all documents. Students will be offered a combination of the standards below, dependent on interest and ability. Personalised programmes can be arranged within the course. Students will do a combination of the unit standards below to equal 15-18 credits.

Skills: Students will:

- use advanced skills in Word, Access and Excel to produce organisational information
- use advanced skills in Photoshop to create images for integration into other applications
- plan and produce desktop published documents integrating media types
- concept digital outcomes to meet a brief
- learn employment skills such as writing a covering letter for employment, interview techniques, correct etiquette when talking on / the phone, and using Outlook for business.

Course Contribution: \$10 plus print credit

Enquiries to: Mrs van Kasteren

Course Title: Computing For Employment - Level 3

	Level	Credits	UE Reading	UE Writing	Achievement Standard
INTERNAL					
I12	3	5	No	No	Produce business or organisational information using word processing functions
29792	3	4	No	No	Produce desktop published documents for organisational use
29786	3	3	No	No	Produce a spreadsheet for organisational use
29787	3	3	No	No	Produce and use a database to provide a solution for organisational use
29791	3	2	No	No	Capture and prepare digital media for integration into other applications
29793	3	5	No	No	Investigate, plan, design and create digital outcome solutions to meet the requirements of a specified brief



DIGITAL TECHNOLOGIES

Entry Recommendation: Nil

Introduction: "In today's world, any learner in school without access to comprehensive digital technologies education will not have the same opportunities as those who do." (New Zealand's Digital Future, 2017).

Content: This is a practical and theoretical course that will provide understanding and knowledge across the Digital Technologies areas of Media and Information. There will be a design focus with all project work.

For project based learning, students can also choose an area of interest such as app and game development, 3D printing, web design, computer science and programming.

Skills: Students will:

- use InDesign to create interactive outcomes including interactive pdfs and portfolios, and ebooks for iPad and iPhone
- gain a broad understanding of digital imaging skills using Photoshop
- use functional modelling to generate design ideas to address a brief (in a chosen context)
- design and construct a relational database with a workable table structure, forms and logins suitable for a business
- learn about design, what makes good design, and what influences the design of technological outcomes
- depending on student knowledge, there will be time for project based learning.

Course Contribution: \$20 plus print credit

Enquiries to: Mrs O'Brien

Course Title: Digital Technologies - Level 3					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
EXTERNAL					
9I6I7	3	4	Yes	Yes	Undertake a critique of a technological outcome's design
9I909	3	3	No	No	Present a reflective analysis of developing a digital outcome
INTERNAL					
9I6I0	3	6	No	No	Develop a conceptual design considering fitness for purpose in the broadest sense
9I903	3	4	No	No	Use complex techniques to develop a digital media outcome
9I902	3	4	No	No	Use complex techniques to develop a database

FOOD

Entry Recommendation: Nil

Introduction: A genuine interest in the preparation and presentation of food and a willingness to try new ingredients is required. Students select, prepare and present food. At Level 3 students are required to produce food for a client.

Content: The students will produce pasta dishes, cakes, scones, muffins, biscuits, slices and sponges. Students investigate food hygiene in a food business, nutrition for commercial catering and a number of culinary products and terms.

Skills: Knife skills, food production and presentation skills, realistic food selection and storage skills, customer interaction skills.

Field Trip(s): Yes

Course Contribution: \$200

Enquiries to: Ms Reveley or Ms Rennie

Course Title: Food - Level 3					
	Level	Credits	UE Reading	UE Writing	Unit Standard
INTERNAL					
I8497	3	8	No	No	Demonstrate knowledge of culinary products and terms
I3325	3	4	No	No	Prepare and bake basic cakes, sponges and scones in a commercial kitchen
I3316	3	3	No	No	Prepare and cook basic pasta dishes in a commercial kitchen



TEXTILE TECHNOLOGY

Entry Recommendation: Nil

Introduction: A genuine interest and enthusiasm for this area of study is essential for the enjoyment and successful completion of this course. The students are given the scope to determine the focus and context of their individual study, and are, in essence, their own project managers. At Level Three students work with a chosen client to design one or two garments.

Content: The students complete one major design project and a report. This project is undertaken over 28 weeks. Students select and use planning tools to manage themselves and their projects; select and consult with industry experts; develop working and final design briefs that encompass the requirements of key factors, stakeholders and occasion; design garments suitable for their clients and a selected target market; trial and make mock-ups and final garment outcomes; make adaptations to patterns; understand and complete different tailoring processes and materials selection; and evaluate the outcome and its process.

Skills: Students learn to plan, allocate resources, work with stakeholders and peers, consider the opinions of others, time manage, manipulate patterns, tailor garments they have designed and effectively evaluate their work.

Field Trip(s): Dunedin iD Fashion Show \$400 (approx.)

Course Contribution: \$50

Enquires to: Ms Reveley

Course Title: Textile Technology - Level 3					
	Level	Credits	UE Reading	UE Writing	Unit Standard
EXTERNAL					
9I6I2	3	4	Yes	No	Demonstrate understanding of how technological modelling supports technological development and implementation
INTERNAL					
9I608	3	4	Yes	No	Undertake brief development to address an issue within a determined context
9I6II	3	6	No	No	Develop a prototype considering fitness for purpose in the broadest sense
9I62I	3	6	No	No	Implement complex procedures using textile materials to make a specified product

Senior Semesters

I2LST	→	I3LST
I2PSY	→	I3PSY
I2WAI		
I2MAO	→	I3STU

Students may choose **TWO** modules from the following choices for one of their options. Classes will only run if numbers allow. Each class will run for half a year and offer a limited number of NCEA credits with a range of L2 and L3 credits available.

Level 3 students will not have the opportunity to gain University Entrance in the Semester courses, however, their credits will count towards their NCEA qualification. Students may enrol in Level 2 Semesters for interest.

Students will be encouraged to personalise their programmes and assessment. This will occur in consultation with the teacher once the course has begun. Modules include:

- Art History
- Intensive Te Reo and Tikanga Māori
- Legal Studies
- Psychology
- Option Study



ART HISTORY

Introduction: Art History is a highly visual and content rich subject. Students will come to appreciate and understand a variety of art works. Art History teaches students how these art works were affected by the society in which they were created.

Content: Content focus is Late Renaissance (1450-1540). This involves a study of mid 15th Century to late 16th Century Italy. Students will examine art works by the following artists:

Botticelli, Leonardo da Vinci, Mantegna, Giovanni Bellini, Michelangelo, Raphael, Titian, Pontormo and Bronzino.

Students will also learn about the personal, social, political and religious contexts in which these artists worked.

- Skills:**
- analysis of the meaning and style of art works
 - evaluation of research sources
 - communication of ideas.

Enquiries to: Ms Kirk or Ms Wybrow

Course Title: Art History - Level 3					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
INTERNAL					
AS 91485 3.4	3	4	Yes	No	Examine the impact of media and processes on art works
AS 91486 vl	3	4	Yes	No	Construct an argument based on interpretation of research in Art History
AS 91487 vl	3	4	Yes	No	Examine the different values based on art works

INTENSIVE TE REO AND TIKANGA MĀORI

Entry Recommendation: Open to all students who wish to improve their language skills.

Introduction: This is an intensive language and culture module for senior students, where students can gain skills for future pathways to enable them to meet the prerequisites of tertiary entry requirements. A number of future pathways require Te Rea Māori and Tikanga awareness such as; the Education Sector, Art, Law, Government Departments, City Councils, Journalism, Media, Science, Tourism and Nursing amongst many other possibilities.

Individualised educational programmes will be established to cater for personal needs and to support students to be successful life-long learners.

There is a particular focus on genuine communication and students learn to understand and produce language to express personal details, ideas and opinions. The course also offers essential knowledge associated with Tikanga Māori on topics related to; Powhiri, Hui, Whakapapa, historical events and famous Māori leaders and Tourism Māori.

Content: In this course students will:

- listen to a variety of texts of immediate relevance
- develop speaking and communication skills
- read a variety of texts on familiar themes
- view and discuss a range of online material and video clips
- develop writing pieces on familiar topics
- become increasingly confident in developing new strategies to learn a new language
- express and respond to personal ideas and opinions
- develop an awareness of Tikanga Maori on a range of topics.

Skills: The aim of this module is to develop the language skills of listening, speaking, reading, writing, viewing and presenting so students can talk about their lives and their immediate environment. Skills related to an understanding of Tikanga Māori will also be a large focus.

Assessments will be decided by negotiation with the Teacher in Charge and their whānau. It may depend on student prior knowledge and student intention.

Course contributions: \$20 Education Perfect (approx.)

Enquiries to: Whaea Awhi Clarke



LEGAL STUDIES

Entry Recommendation: Nil

Introduction: This module will run for half a year. This course is designed to expand on topics covered in the Year 12 course with a variety of new cases analysed. Prior knowledge however, is not necessary.

Content: Students of Legal Studies will explore how laws are an integral part of everyday life, consider how laws relate to and are affected by the changing needs and values of society. They will investigate what types of laws there are and analyse cases relating to these laws. They will ascertain how justice can be achieved in a variety of settings.

Skills: Students will discuss legal issues and gain an informed respect for the laws that will enable them to operate as confident and responsible citizens. They will develop their ability to evaluate concepts, principles and processes of the New Zealand legal system.

Enquiries to: Mrs Sherry

Course Title: Legal Studies - Level 3					
	Level	Credits	UE Reading	UE Writing	Achievement Standard
INTERNAL					
US27843 v2	3	4	No	No	Evaluate a concept of law in relation to a specific situation
US27840 v2	3	4	No	No	Evaluate a concept of justice in relation to a specific situation

Note: The Unit Standards offered in this course allow students to be awarded Achieved, Merit or Excellence, hence they contribute towards NCEA Merit and Excellence Endorsement.



PSYCHOLOGY

Entry Recommendation: Nil

Introduction: Psychology is the study of human mind and behaviour. The aim of psychology is to understand how we think, feel and act the way we do.

Content: We will investigate the main approaches to psychology - behavioural, biological, cognitive, humanistic and psychodynamic. These will be taught within the context of criminology. We will also investigate a key piece of research such as the Stanford Prison experiment or the Rosenhan experiment and see how this has impacted on society today.

Skills: Through studying psychology, students become more self-aware. As they read and learn to use research papers, case studies, surveys, experiments, and observations, they develop their capacity to understand people's behaviours and responses to real-life situations and societies, past and present. Understanding human behaviour can build students' confidence, develop their awareness of people from different backgrounds, help them to communicate more effectively, and encourage them to participate in the community.

Course Contribution: Nil

Enquiries to: Mrs Nicholson

Course Title: Psychology - Level 3

	Level	Credits	UE Reading	UE Writing	Achievement Standard
INTERNAL					
9I872	3	6	No	No	Analyse the interaction between psychological approaches
9I873	3	3	No	No	Analyse the significance of a key piece of research and its impact on society

Note: Students are not offered sufficient credits for a course endorsement, however, credits at Merit and Excellence will count towards a certificate endorsement.



OPTION STUDY

Entry Recommendation: An option study takes the place of one subject in Year I3. In order to be considered for a study as an option students need to meet with their Head of House and explain the reasons for wanting a study and how they will use the extra time. Parents need to agree to the study as an option. Selecting a study as an option is not guaranteed.

The other alternative to a full year study is to select only one half-year semester option, the other half of the year as a study. This also needs to be approved by the Heads of House.

How the Study Works:

- the student will be on-site; they will not be able to leave the College without pre-approval from their Head of House
- students must sign in for study at the student office and state where they will be studying
- students need to consider how many NCEA approved subjects they are taking if University is a goal
- students need to opt into a study at the start of the year; they cannot drop a class during the year and pick up a study
- if students are not using their study correctly, they may be placed into a supervised study class
- approved areas for study are: Library, spare classrooms and the Art classes with permission from Mrs Wybrow.

Enquiries to:

Head of Houses





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