



SACRED HEART COLLEGE

Te Kāreti o Ngākau Tapu | Hearts and Minds in Harmony



2019/2020 Curriculum Handbook

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*This booklet provides an outline of
subject courses. Details contained in
courses may be subject to change.*

MAKING CHOICES

The purpose of this booklet is to help you make the best subject choices to meet your particular needs. You need to study the options available very closely and fully discuss these with your parents, teachers and the careers team if necessary.

Who should I ask for information and advice?

You need to speak to people who can help you with your choices. Subjects, assessments, qualifications and career training have changed greatly in recent years so make sure that the advice you get is up to date and the people you talk to are well informed.

Who to speak to....

- **Your subject teacher this year** about your progress in that subject and your ability to cope with that subject at the next level.
- **Teachers in charge of subjects (HODs)** about the subjects you might be interested in (course content, assessment etc) and related career paths.
- **Your Dean** about the right course for you!
- **The Careers Advisor (Ms Fox)** about how subjects lead on to tertiary courses or careers.
- **The Deputy Principal (Miss Ross)**..... about the range of subjects offered, your overall course selection and how it will fit into the timetable.

Note: Entry to all courses will be at the discretion of the Head of Department. Option Courses will operate providing a minimum class size is met and specialist subject teachers are available.

INTRODUCTION

At Sacred Heart College we emphasise the importance of the education of the whole person and encourage you to select subjects that will give you a sound, broad-based and balanced education; subjects that will open up opportunities for personal growth and further education in the future.

‘How will it help me in the future?’

Students often ask this question when they are choosing subjects. The simple answer is that very few school subjects are training courses for specific jobs or careers. However **all subjects** help you to develop skills that will assist you in your development.

The mainstream subjects offered at Sacred Heart College will enable you to gain entry to any tertiary course or type of employment you wish to pursue. The personal qualities enhanced by our Special Character education are much in demand by employers and training providers.

The top three skills employers are looking for are:

- ✚ Reliability
- ✚ Motivation
- ✚ The ability to work well as part of a team

Skills/competencies for the future

The development of these competencies is an end in itself. It also helps to achieve other goals. **ALL** subjects at SHC aim to develop these competencies:

- ✚ Thinking
- ✚ Relating to others
- ✚ Managing self
- ✚ Participating and contributing
- ✚ Using language, symbols and texts

Every employer and training provider emphasises the importance of high level interpersonal skills. In many service industries they are valued more than academic or technical skills.

To help you

As well as discussing your options with the suggested people, use the formula below to assist you in your decision making.

| | |
|----------------|--|
| ABILITY | <p>How good are you at a subject? How easily do you understand it? Your assessment grades will help you estimate your ability.</p> <p>+ Discuss your ability with your teacher—you might have an inaccurate idea of how well you are managing. Be careful not to underrate your ability.</p> |
| INTEREST | <p>Add your interests to your ability – what do you enjoy doing? Reasons for enjoyment might be because of the work, the teachers, or because you seem good at it.</p> <p>+ You gain more satisfaction and probably reach a higher standard in your work if you are interested in it.</p> |
| CAREER | <p>You may not know what work you would like to do – many don't. If you do know, or if you have ideas about what you might do, you can find out what subjects might be needed or useful. The entry requirements are advertised on tertiary websites. Ms Fox is also familiar with them.</p> <p>= Mathematics is necessary in so many careers, you should include it if at all possible. Staff are most willing to help you think this through.</p> |
| SUBJECT CHOICE | <p>Go through the subjects detailed in this book. Put a tick alongside each possibility and investigate these subjects thoroughly.</p> |

AT SACRED HEART COLLEGE

It is expected that all students in the senior school will take a full 'course' of study, 25 hours per week as follows:

| YEAR 11 | Subjects | Periods per week |
|----------------------|--|------------------|
| All students take... | English | 4 |
| | Mathematics 1 OR Mathematics 2 Numeracy Mathematics | 4 |
| | Religious Studies | 4 |
| | Practical Physical Education | 1 |
| Strongly recommended | Science | 4 |
| Options | <u>Two</u> selected subjects | 8 |

| YEAR 12 | Subjects | Periods per week |
|----------------------|-------------------------------|------------------|
| All students take... | English OR Literacy English | 4 |
| | Religious Studies | 4 |
| | Recreation | 1 |
| Options | <u>Four</u> selected subjects | 16 |

| YEAR 13 | Subjects | Periods per week |
|----------------------|------------------------------------|------------------|
| All students take... | Religious Studies | 4 |
| Options | <u>Four or 5</u> selected subjects | 20 |
| Other | Study | 1 |

How does the course selection process work?

The process of putting together a course that is appropriate for you has three stages:

1. Information given out in Weeks 5-8 of Term 3

2. Option Evening Tuesday 20 August 5.30pm

This evening allows you and your parents to discuss choices with teachers and other staff who may be instrumental in your decision making.

3. Option Selection in 2019 will be electronic via the KAMAR portal.

This must be completed by Friday 13 September 2019.

See your form teacher if you have misplaced the log-in details.

4. Course Confirmation

We will endeavour to sort out any clashes in subject choices in Term 4 this year however final course confirmation will be at the end of January 2020.

There are several reasons why course confirmation is necessary:

- Your ideas about your tertiary education and/or career pathway might change.
- Your NCEA results may not be what you expected.
- You might have to change a subject that you selected because we find we are unable to fit your exact course into the timetable.

Due to the number of classes that are only offered once, some students may find they have a subject clash. We will endeavour to notify any student who is affected before the end of Term 4 and offer a time to counsel and support a new choice

QUALIFICATIONS

The NCEA or National Certificate of Educational Achievement is the national qualification studied in Years 11-13. The following notes summarise basic information about NCEA. This is also found on the NZQA website: <http://www.nzqa.govt.nz/ncea/>. We encourage ALL students and parents to familiarise themselves with the NZQA website. A four period per week subject will normally offer a minimum of 18 credits. Some subjects will offer more.

NCEA Level 1

To obtain a Level 1 Certificate of Educational Achievement, students need to gain:

- 80 credits at Level 1 or higher
- a minimum of 10 credits showing numeracy skills
- a minimum of 10 credits showing literacy skills

NCEA Level 2

To obtain a Level 2 Certificate of Educational Achievement, students need to gain:

- 60 credits at Level 2 or higher plus 20 more credits from any level (including Level 1)
- a minimum of 10 credits showing numeracy*
- a minimum of 10 credits showing literacy skills*
- *these may be carried over from Level 1

There are no specific numeracy and literacy requirements at Level 2 **but to gain entrance to university at the end of Year 13**, students must also gain a minimum of 10 literacy credits available from a range of achievement standards. It is important that students gain these credits in Year 12 if possible.

NCEA Level 3

To obtain a Level 3 Certificate of Educational Achievement, students need to gain:

- 60 credits at Level 3 or higher
- Plus 20 more credits at Level 2 or higher

University Entrance: For University Entrance you need:

- NCEA Level 3
- Three subjects - at **Level 3 or above**, made up of:
 - 14 credits each, in three achievement standard subjects
- Literacy - 10 credits at Level 2 or above from selected achievement standards
 - 5 credits in reading (these can be gained in a range of literacy rich standards)
 - 5 credits in writing (these can be gained in a range of literacy rich standards)
- Numeracy - 10 credits at Level 1 or above

RECOGNISING HIGH ACHIEVEMENT

Certificate Endorsements

Level 1-3 Endorsement with Merit

For a certificate to be endorsed with Merit, 50 credits at Merit or Excellence will be required at the same level, or higher.

Level 1-3 Endorsement with Excellence

For a certificate to be endorsed with Excellence, 50 credits at Excellence will be required at the same level, or higher.

Course Endorsements

Students will gain an endorsement for a course if, in a single school year, they achieve:

- 14 or more credits at Merit or Excellence at the lower level that supports the endorsement, and
- at least 3 credits from externally assessed standards and 3 credits from internally assessed standards (not required for Physical Education, Religious Studies and Level 3 Visual Arts)

USEFUL WEBSITES



www.careers.govt.nz

This website has a very good interactive section for school students and school leavers. It covers choosing school subjects, tertiary study options, how to write a CV and covering letter, as well as providing a wealth of information about all career choices.



www.nzqa.govt.nz

This website provides comprehensive information about NCEA, University Entrance, endorsements and other qualifications available in New Zealand.

E-LEARNING

Increasingly, e-learning is transforming the way we live, work and learn with new technology really starting to impact on methodologies of learning and teaching. Many classes are now operating a blended environment (a combination of face to face and digital learning) enabling a more engaging, information rich and improved teaching and learning strategies. Electronic resources, feedback and assessment online is now common place. SHC along with NZQA are piloting online examinations in 2020.

Students without their own device are becoming increasingly disadvantaged in their learning. While it is not compulsory at Sacred Heart College, we strongly recommend that each student has their own device for learning purposes.

SUMMARY OF SUBJECTS OFFERED AT SACRED HEART COLLEGE

| Learning Area | Year 10 | Year 11 | Year 12 | Year 13 |
|--|---|---|--|--|
| Religious Studies (Page 8) | Religious Studies* | Religious Studies* | Religious Studies* | Religious Studies* |
| English (Pages 9-11) | English | English | English English for Literacy ESOL | English English for Literacy ESOL |
| Mathematics and Statistics (Pages 12-14) | Mathematics | Mathematics 1 Mathematics 2 Numeracy Mathematics | Mathematics 1 Mathematics 2 | Calculus Statistics |
| Science (Pages 15-17) | Science | Science | Biology Chemistry Physics | Biology Chemistry Physics |
| Social Sciences (Pages 18-20) | Social Studies | Geography History | Geography History | Geography History Classical Studies |
| Business Studies (Pages 21) | Business Studies | Accounting | Accounting | Accounting |
| Physical Education and Health (Page 22-23) | Physical Education & Health | Physical Education | Physical Education | Physical Education |
| Languages (Page 24) | Maori | Maori | Maori | Maori |
| The Arts (Pages 25-29) | Music Visual Art | Performing Arts Visual Art | Music Visual Art- Painting Visual Art- Design Visual Art- Photography | Music Visual Art- Painting Visual Art- Design Visual Art- Photography |
| Technology (Pages 30-33) | Food and Nutrition Fashion & Design Technology Digital Technology | Home Economics Fashion & Design Technology Digital Technology | Hospitality Fashion & Design Technology Digital Technology | Hospitality Fashion & Design Technology Digital Technology |
| Transition (Page 34) | n/a | n/a | Future Pathways | Future Pathways |

Learning Area – Religious Studies

RELIGIOUS STUDIES

Year 10

10REL

What will I learn? Students will explore the teachings of Jesus and learn about the lives of inspiring men and women of the Catholic Church. There is the opportunity to go back in time and learn about the Church during the Middle Ages. Students will also develop and understanding of the meaning and significance of the Eucharist. For further information see **Mrs Briggs**

RELIGIOUS STUDIES

Year 11

11REL

What will I learn? Building on all that has been studied in Year 9 and 10, students will start to break open their faith in more depth. Students will explore The Trinity, key teachings in The Gospel of Matthew and put their Catholic values into action through the study of Social Justice.

How is this course assessed? Students complete 3 Achievement Standards worth 6 credits each.

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 1 | 3 | 18 |
| TOTAL CREDITS | | | 18 |

Where does it lead? Year 12 Religious Studies course.

What should I have already done? No prerequisites. For further information see **Mrs Briggs**.

RELIGIOUS STUDIES

Year 12

12REL

What will I learn? Students will explore how the beauty of the Catholic faith has been expressed in art, architecture and music. They will then examine The Gospel of Luke and its impact on the faith of Catholic women in the modern age. Finally, students will have the opportunity to apply their knowledge of Catholic Social Teaching to a contemporary issue.

How is this course assessed? Students complete 3 Achievement Standards worth 6 credits each.

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 2 | 3 | 18 |
| TOTAL CREDITS | | | 18 |

Where does it lead? Year 13 Religious Studies course.

What should I have already done? Year 11 Religious Studies course.

For further information see **Mrs Briggs**.

RELIGIOUS STUDIES

Year 13

13REL

What will I learn? Students are encouraged to become critical thinkers and apply the Catholic world view to current ethical issues. They are able to examine the Catholic Church in New Zealand and evaluate its contribution to society. Students are able to build on their knowledge gained in Year 12 and explore the layers of meaning in The Gospel of Luke.

How is this course assessed? Students complete 3 Achievement Standards worth 6 credits each

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 3 | 3 | 18 |
| TOTAL CREDITS | | | 18 |

Where does it lead? Tertiary study.

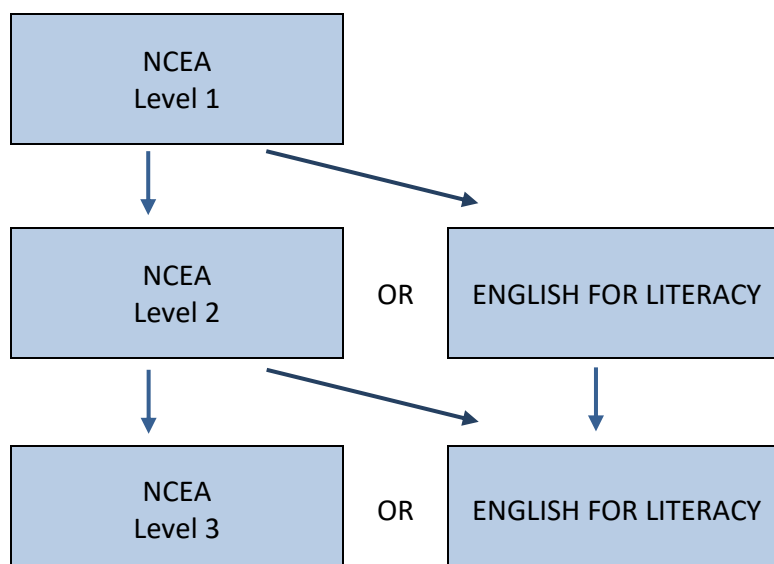
What should I have already done? Year 12 Religious Studies course.

For further information see **Mrs Briggs**.

Learning Area – English

ENGLISH OVERVIEW

Different arrangements of standards are available to suit various needs in English. A student wanting to study academic English for university entrance would continue with a full Level 3 course, while other students focussing on developing English for literacy purposes will choose that path. It is important to note that 14 Level 1 credits are required for a full Level 2 course and that Literacy English does NOT provide a University Entrance pathway.



| ENGLISH | Year 10 | 11ENG |
|---------|---------|-------|
|---------|---------|-------|

What will I learn? This builds on the skills covered in Year 9 and prepares students for Year 11. Units of work cover literature, film, writing and oral communication.

Likely costs: \$20 Education Perfect (optional)

For further information see **Mrs Williams**.

| ENGLISH | Year 11 | 11ENG |
|---------|---------|-------|
|---------|---------|-------|

What will I learn? This course covers six achievement standards. Four of these are internally assessed and two externally assessed. Written, visual and oral language strands are all covered. Essay writing, creative and formal writing skills are all further developed. All students are expected to work towards gaining all standards.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 1 | 4 | 12 |
| External Achievement Standards | 1 | 2 | 8 |
| TOTAL CREDITS | | | 20 |

Where does it lead? Students who gain **14** or more credits (including one external) at Level 1 move up to Level 2 English.

Likely costs: \$20 Education Perfect (optional).

For further information see **Mrs Williams**.

Learning Area – English

| | | |
|---------|---------|-------|
| ENGLISH | Year 12 | 12ENG |
|---------|---------|-------|

What will I learn? This course builds on and extends the skills gained in Year 11. Written, visual and oral language strands are all covered. Five Achievement Standards are offered at Level 2. Three are internally assessed and two are externally assessed. Students develop a portfolio of writing through the year. It is recommended that at least one standard at Level 1 has been achieved at Merit level.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 2 | 3 | 12 |
| External Achievement Standards | 2 | 2 | 8 |
| TOTAL CREDITS | | | 20 |

Where does it lead? Students who gain 14 credits or more are eligible for Level 3 English.

What should I have already done? Level 1 English gaining 14 or more credits.

For further information see **Mrs Williams**.

| | | |
|---------|---------|-------|
| ENGLISH | Year 13 | 13ENG |
|---------|---------|-------|

What will I learn? Level 3 English is intended for students going on to tertiary study. Academic writing, literature and language standards are covered as well as an oral standard. This course extends learning covered at Year 12. Students who are interested in Scholarship will find the material covered at Level 3 gives a sound base for further extension.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 3 | 3 | 12 |
| External Achievement Standards | 3 | 2 | 8 |
| TOTAL CREDITS | | | 20 |

Where does it lead? The academic writing/essay prepares students for the demands of tertiary study.

What should I have already done? Level 2 English gaining 14 or more Achievement Standard credits.

For further information see **Mrs Williams**.

| | | |
|----------------------|---------|-------|
| ENGLISH FOR LITERACY | Year 12 | 12ENL |
|----------------------|---------|-------|

What will I learn? This course is designed for students who do not meet the entry requirements for Level 2. Students work towards completing a minimum of 10 credits of Level 1 English. Students may then be able to undertake some Level 2 Achievement Standards. Unit Standards may also be included. **This course is not suitable for any students wishing to go on to University after Year 13. HOD consultation is required for entry into this course.**

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--|-------|------------------------------------|----------|
| Internal Achievement and/or Unit Standards | 1-2 | Varies according to student needs. | Up to 14 |

Where does it lead? At Year 13 further standards are able to be covered at Levels 2 in the 13ENL class.

What should I have already done? Level 1 English gaining fewer than 14 credits.

For further information see **Mrs Williams**. HOD permission is required for entry.

Learning Area – English

ENGLISH FOR LITERACY

Year 13

13ENL

What will I learn? This course is for students not going on to University or who do not require Level 3 as a pre-requisite for further qualifications. The course offers English Achievement Standards at **Level 2** along with some Vocational Pathway Unit Standards at both Levels 2 and 3. Students must be able to work independently. **HOD consultation is required for placement in this course.**

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--|-------|------------------------------------|----------|
| Internal Achievement Standards Unit Standards | 2 | Varies according to student needs. | Up to 14 |
| TOTAL CREDITS | | | |

Where does it lead? Students are able to gain credits towards literacy requirements for University Entrance.

What should I have already done? Level 2 English gaining fewer than 14 credits or 12ENL. For further information see **Mrs Williams**. HOD permission is required for entry.

ENGLISH AS A SECOND LANGUAGE

Year 12 and 13

ESOL

What will I learn? This course is designed to support students with the English language. It offers Unit Standards at Levels 1, 2 and 3. These vary from year to year depending on the senior students in the classroom. Achievement Standards in NCEA Samoan will be offered when required.

How is this course assessed? Individual courses are designed to meet student needs. Most standards covered will be internally assessed. The method of assessment will depend on the standard and will include written, oral and visual presentations.

| Assessment | Level | Number of standards | Credits |
|----------------|----------|---------------------|---------|
| Unit Standards | 1, 2 & 3 | Up to 8 | 29 |
| TOTAL CREDITS | | | 29 |

Where does it lead? Students are able to gain unit standards towards literacy requirements.

What should I have already done? This course is provided for students who have English as their second language.

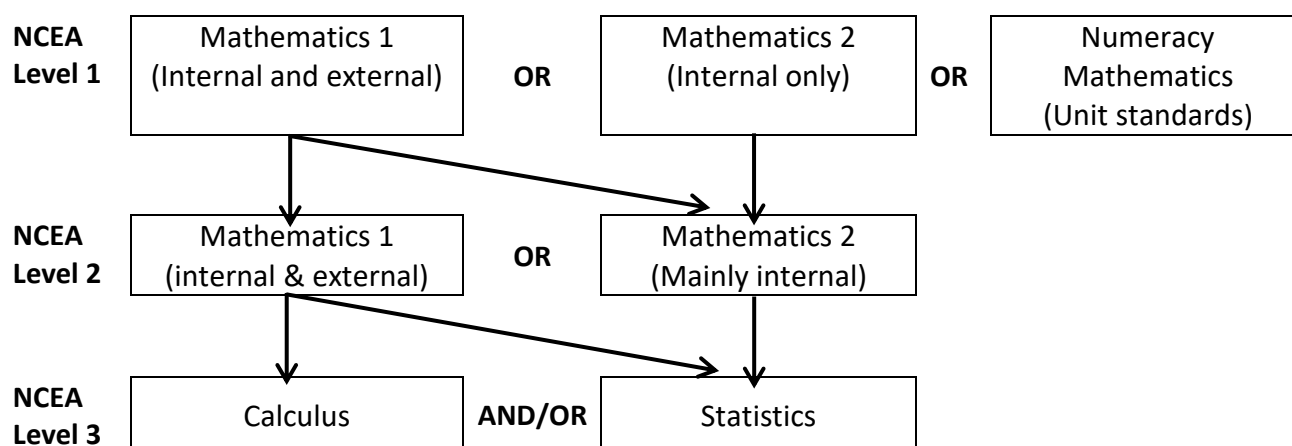
For further information see **Miss Ross**.

Learning Area – Mathematics

MATHEMATICS OVERVIEW

NCEA has provided schools with the opportunity to create different pathways within a subject. This means we are able to meet student needs in order to assist them gain the necessary numeracy credits as well as continue with Mathematics as an academic subject. Students are able to meet the numeracy requirements of NCEA Level 1 by gaining the necessary 10 credits from BOTH Level 1 pathways as well as some other designated achievement standards.

The arrows indicate possible pathways beyond that current year level.



It is important to note that the focus for students who take Numeracy Mathematics in Year 11 is to meet Numeracy requirements for NCEA. It does NOT create a pathway into Year 12 Mathematics.

Mathematics teachers will advise students which pathway is most suitable based on achievement in the current year level.

| MATHEMATICS | Year 10 | 10MAT |
|-------------|---------|-------|
|-------------|---------|-------|

What will I learn? All pupils will take Mathematics in preparation for the NCEA Level 1 courses in Year 11. The courses will include an introduction and development of all the necessary skills in the subject areas of number, algebra, statistics, geometry and probability.

For further information see **Mrs Koenders**.

| MATHEMATICS | Year 11 | 11MAT |
|-------------|---------|-------|
|-------------|---------|-------|

What will I learn? This course offers five Achievement Standards at Level 1. Three are internally assessed and two externally assessed. This course includes number, algebra, graphs, statistics and trigonometry.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--|-------|---------------------|---------|
| Internal Achievement Standards | 1 | 3 | 11 |
| External Achievement Standards | 1 | 1 | 4 |
| MCAT (an Algebra External Achievement Standard completed in school in September) | 1 | 1 | 4 |
| TOTAL CREDITS | | | 19 |

Where does it lead? This leads on to the Y12 and Y13 Mathematics courses.

What should I have already done? You must have successfully completed the Year 10 course.

For further information see **Mrs Koenders**.

Learning Area – Mathematics

MATHEMATICS

Year 11

11MAT2

What will I learn? This course offers five Achievement Standards at Level 1. All five are internally assessed. This course includes number, linear algebra, measurement, statistics and trigonometry with an emphasis on practical applications.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 1 | 5 | 17 |
| TOTAL CREDITS | | | 17 |

Where does it lead? This leads on to the Level 2 Mathematics 2 and Y13 Statistics courses.

What should I have already done? You must have successfully completed the Year 10 course.

For further information see **Mrs Koenders**.

NUMERACY MATHEMATICS

Year 11

11NUM

What will I learn? This course aims to meet the needs of students who have had difficulty with Y10 Mathematics

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|----------------|-------|---------------------|---------|
| Unit Standards | 1 | 3 | 10 |
| TOTAL CREDITS | | | 10 |

Where does it lead? This course aims to develop mathematical skills useful in everyday situations and the workplace. Level 1 Numeracy Unit Standards will be offered so that students can gain the 10 numeracy credits required for NCEA Level 1.

For further information see **Mrs Koenders**.

MATHEMATICS

Year 12

12MAT1

What will I learn? This course offers five Achievement Standards at Level 2. Three of the standards are internally assessed. Algebra, sampling, calculus, simulations and graphs will be covered.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 2 | 3 | 10 |
| External Achievement Standards | 2 | 2 | 9 |
| TOTAL CREDITS | | | 19 |

Where does it lead? This course leads on to both Level 3 Mathematics courses the following year.

What should I have already done? Pupils should have successfully completed Level 1 Mathematics with Merit grades in the Level 1 external assessments in algebra and graphs.

Likely Costs: A graphics calculator is required at a cost of approximately \$100.

For further information see **Mrs Koenders**.

Learning Area – Mathematics

MATHEMATICS

Year 12

12MAT2

What will I learn? This course is made up of six Level 2 Achievement Standards. Five of the standards are internally assessed and one is externally assessed. Topics include co-ordinate geometry, trigonometric relationships, sequences and series, sampling, networks and probability

How is this assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 2 | 5 | 13 |
| External Achievement Standards | 2 | 1 | 4 |
| TOTAL CREDITS | | | 17 |

Where does it lead? This course may lead to Level 3 Statistics and Modeling in Year 13.

What should I have already done? You must have successfully completed the Year 11 MAT course and have at least obtained an Achieved grade in the algebra MCAT.

For further information see **Mrs Koenders**.

STATISTICS

Year 13

13MAS

What will I learn? Pupils will learn how to use computer software to generate and interpret graphs. There will also be some experimental research on given topics and exploration of probability.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 3 | 3 | 12 |
| External Achievement Standards | 3 | 2 | 8 |
| TOTAL CREDITS | | | 20 |

Where does it lead? This course is recommended for students going on to study biological science, social sciences and general courses at tertiary level.

What should I have already done? The pupil needs to have successfully completed the 12 MAT1 or 12 MAT2 course at Level 2 in year 12 and have obtained an Achieved grade in the sampling standard and an Achieved grade in either simulations or the external probability standard or after consultation with the HOD.

Likely costs: A graphics calculator is essential for the external standards.

For further information see **Mrs Koenders**.

CALCULUS

Year 13

13MAC

What will I learn? The course consists of learning how to work with higher levels of algebra and calculus. It offers four achievement standards (20 credits) at Level 3, one of which will be assessed internally.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 3 | 1 | 3 |
| External Achievement Standards | 3 | 3 | 17 |
| TOTAL CREDITS | | | 20 |

Where does it lead? This course is for students going on to study pure sciences, engineering, economics and general courses at tertiary level. This course involves the use of graphic calculators.

What should I have already done? Pupils will need to have obtained at least a Merit grade in Algebra and Calculus in the Level 2 External Achievement Standards.

Likely costs: A graphics calculator is essential for this course.

For further information see **Mrs Koenders**.

Learning Area – Science

SCIENCE

Year 10

10SCI

What will I learn? Year 10 Science introduces students to a range of concepts and skills, including atomic science, acids & bases, genetics, medical science, electricity, and forces & motion. The Nature of Science strand is integrated throughout the programme.

For further information see **Mrs Cowen**.

SCIENCE

Year 11

11SCI

What will I learn? In Level 1 Science, you will build the understanding and skills needed to pursue Science subjects at Level 2. Acids & bases, genetics, and mechanics are assessed externally. Practical and interpretation skills will be developed during two internal standards, one with a Chemistry focus and one with a Physics theme. It is expected that all students working at the Achieved level and above in Year 10 Science will take Level 1 Science.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 1 | 2 | 8 |
| External Achievement Standards | 1 | 3 | 12 |
| TOTAL CREDITS | | | 20 |

Where does it lead? Level 2 Biology, Chemistry, Physics.

What should I have already done? Successfully completed Year 10 Science.

For further information see **Mrs Ferreira / Mrs Kelly / Mrs Cowen**.

BIOLOGY

Year 12

12BIO

What will I learn? Biology is the study of living things, including their structure, function genetics and evolution. In Level 2 Biology, you will gain an understanding of life, from the level of cells and DNA, to whole organisms. You will investigate biological processes, including osmosis and gas exchange, and develop skills in microscope use.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 2 | 2 | 7 |
| External Achievement Standards | 2 | 3 | 12 |
| TOTAL CREDITS | | | 19 |

Where does it lead? Level 3 Biology.

What should I have already done? Gained 16 credits in Level 1 Science, including a Merit grade for the genetics standard, or after consultation with the HoD or TiC. A high level of literacy is recommended.

For further information see **Mrs Cowen**.

Learning Area – Science

BIOLOGY

Year 13

13BIO

What will I learn? In Level 3 Biology, you will learn in detail about how plants and animals respond to their external and internal environments. You will gain an understanding of evolution in plants and animals, including human evolution. The techniques and biological implications of genetic modification are also considered.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 3 | 2 | 6 |
| External Achievement Standards | 3 | 3 | 13 |
| TOTAL CREDITS | | | 19 |

Where does it lead? Tertiary study in many Science-related fields.

What should I have already done? Gained at least 15 credits in Level 2 Biology, or after consultation with the TiC or HoD. A high level of literacy is needed.

For further information see **Mrs Cowen**.

CHEMISTRY

Year 12

12CHE

What will I learn? Chemistry seeks to explain and predict the properties and behaviour of different substances. The Level 2 Chemistry course offers five achievement standards. Two are internally assessed and focus on practical investigation and interpretation skills. The three external standards cover bonding, structure and energy changes, the properties of organic compounds, and chemical reactivity.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 2 | 2 | 7 |
| External Achievement Standards | 2 | 3 | 13 |
| TOTAL CREDITS | | | 20 |

Where does it lead? Level 3 Chemistry.

What should I have already done? Gained 16 credits in Level 1 Science, including a Merit grade for the acids and bases standard, or after consultation with the TiC or HoD.

For further information see **Mrs Ferreira / Mrs Cowen**.

CHEMISTRY

Year 13

13CHE

What will I learn? The Level 3 Chemistry course includes three externally assessed standards, which focus on chemical structure, reactivity and thermochemistry, the structure and reactivity of organic compounds, and properties of aqueous systems. Two internally assessed standards further develop investigation and interpretation skills, in relation to oxidation-reduction processes and spectroscopy.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 3 | 2 | 6 |
| External Achievement Standards | 3 | 3 | 15 |
| TOTAL CREDITS | | | 21 |

Where does it lead? Tertiary study in many Science-related fields.

What should I have already done? Gained at least 15 credits from Level 2 Chemistry, or after consultation with the TiC or HoD.

For further information see **Mrs Ferreira / Mrs Cowen**.

Learning Area – Science

PHYSICS

Year 12

12PHY

What will I learn? Physics is the branch of Science which seeks to understand force and motion, matter and energy, and space and time. The Level 2 Physics course develops students practical and investigation skills. The three externally assessed standards cover waves, mechanics, electricity and electromagnetism.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 2 | 2 | 7 |
| External Achievement Standards | 2 | 3 | 16 |
| TOTAL CREDITS | | | 23 |

Where does it lead? Level 3 Physics.

What should I have already done? Gained 16 credits in Level 1 Science, including a Merit grade for the mechanics standard, or after consultation with the HoD or TiC.

For further information see **Ms Harrison / Mrs Cowen**.

PHYSICS

Year 13

13PHY

What will I learn? The Level 3 Physics course builds on the concepts and skills developed in Level 2 Physics. Practical investigation skills are further developed. The externally-assessed standards examine wave systems, translational, rotational and simple harmonic motions, DC circuits, capacitance, electromagnetic induction, and AC circuits.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 3 | 2 | 7 |
| External Achievement Standards | 3 | 3 | 16 |
| TOTAL CREDITS | | | 23 |

Where does it lead? Tertiary study in many Science-related fields.

What should I have already done? Gained at least 16 credits in Level 2 Physics, or after consultation with the TiC or HoD.

For further information see **Ms Harrison / Mrs Cowen**.

Learning Area – Social Sciences

SOCIAL STUDIES

Year 10

10SST

What will I learn? Social Studies investigates cultural groups, focusing on how they behave and interact with the world around them. Topics in Year 10 include Fair Trade, Conflict, and Cultural Encounters. Social Studies leads on to Senior Social Science subjects such as Geography and History.

For further information see **Mr Wakefield**.

GEOGRAPHY

Year 11

11GEO

What will I learn? Geography is the study of the interactions between cultural groups and the environment around them. This course includes topics ranging from the global impact of Tsunamis to local traffic research, population growth, local issues and resource interpretation skills.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 1 | 2 | 7 |
| External Achievement Standards | 1 | 3 | 12 |
| TOTAL CREDITS | | | 19 |

Where does it lead? Year 12 Geography. **What should I have already done?** Social Studies

For further information see **Mr Wakefield**.

GEOGRAPHY

Year 12

12GEO

What will I learn? Level 2 Geography continues to explore the interactions between cultural groups and the world around them. This course includes topics on the growth of cities, the Amazon rainforest, research and resource interpretation skills.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 2 | 3 | 11 |
| External Achievement Standards | 2 | 2 | 8 |
| TOTAL CREDITS | | | 19 |

Where does it lead? Year 13 Geography. **What should I have already done?** At least 12 credits in Year 11 Geography, or for new students 14 credits in Level 1 English or History as a good level of literacy is required. For further information see **Mr Wakefield**.

GEOGRAPHY

Year 13

13GEO

What will I learn? Level 3 Geography continues to explore the interactions between cultural groups and the world around them. This course includes topics on local issues, coastal processes, tourism in Rotorua, research and resource interpretation skills.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 3 | 2 | 8 |
| External Achievement Standards | 3 | 3 | 12 |
| TOTAL CREDITS | | | 20 |

Where does it lead? Tertiary study in the Social Sciences, local and central government work, planning, research etc. **What should I have already done?** At least 12 credits in Year 12 Geography, or for new students 12 credits in Level 2 History or English as a good level of literacy is required. **Likely costs:** A donation of \$40 to contribute towards field trips.

For further information see **Mr Wakefield**.

Learning Area – Social Sciences

HISTORY

Year 11

11HIS

What will I learn? Level 1 History students will learn about people, places, cultures, and history within and beyond New Zealand. They will develop understandings about how perspectives, values and viewpoints of past events throughout history differ. A thematic approach of 'Freedom Fighters' covers the Civil Rights movement in the USA 1950-1970, and New Zealand protest movements of the 70's and 80's. Other topics include 'Made in NZ'; WWII resistance fighter Nancy Wake 'the white mouse', New Zealand at war and on the home front. Within each unit students will identify causes and consequences and the way in which certain events impact society.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 1 | 3 | 12 |
| External Achievement Standards | 1 | 2 | 8 |
| TOTAL CREDITS | | | 20 |

Where does it lead? It leads to History at Level 2 and 3 but it is also useful as a basis for any course or subject where research skills and essay writing are required. All of the Level 1 History standards can enable students to meet the Level 1 Literacy requirements. Careers where History is useful include research, journalism and teaching.

What should I have already done? Good literacy skills will be useful.

For further information see **Mrs McFarland**

HISTORY/CLASSICAL STUDIES

Year 12

12HIS

What will I learn? This level 2 class combines the disciplines of both History and Classical Studies. In History, students will develop an understanding of differing perspectives and the causes and consequences of significant events. Analysis of evidence and writing skills are emphasised at level 2. Topics studied include the Erebus disaster, and 'Revolution' in Vietnam. Classical Studies is the study of people, places, and events of the Classical world and how they influence the modern world. Students will explore the civilisation of Ancient Greece by looking at the values, mythology and belief systems represented in Homer's *Odyssey* (novel).

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 2 | 2 | 8 |
| External Achievement Standards | 2 | 3 | 13 |
| TOTAL CREDITS | | | 21 |

Where does it lead? History/Classical Studies at Level 2 leads on to History at Level 3 and Classical Studies at Level 3. It is also a useful basis for any course or subject where research skills and essay writing are required. All the Level 2 History and Classical Studies standards can enable students to meet the Level 2 Literacy requirements. The study of History/Classical Studies prepares students for tertiary study by developing analytical and writing skills. Specific careers where the skills developed in the study of History/Classical Studies are useful include law, teaching, journalism and any careers involving analysis and research.

What should I have already done? 14 credits in English or History at Level 1. Good literacy skills are essential.

For further information see **Mrs McFarland**

Learning Area – Social Sciences

HISTORY

Year 13

13HIS

What will I learn? This Level 3 course follows the theme of HERstory with a focus on 'Formidable women of History'. This includes several case studies and the inclusion of New Zealand History. As a research led discipline, students will gather evidence and use it to analyse key historical ideas such as continuity and change, cause and effect, and question accepted interpretations of the past. Contested events include the examination of the 1972 Munich Massacre, the execution of Mary Queen of Scots, women's suffrage and the 1916 Easter Rebellion.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 3 | 3 | 15 |
| External Achievement Standards | 3 | 2 | 10 |
| TOTAL CREDITS | | | 25 |

Where does it lead? Tertiary study in the Social Sciences and Humanities, Law, research, teaching, etc.

What should I have already done? Level 2 History/Classical Studies, or for new students 12 credits at Level 2 English as a good level of literacy is required.

For further information see **Mrs McFarland**

CLASSICAL STUDIES

Year 13

13CLS

What will I learn? Level 3 Classical studies is a multi-disciplinary course studying the ancient civilization of Rome. This course includes the study of mythical, political, religious, artistic and aesthetic developments of the Classical World including the study of ruins such as the Colosseum, Ancient Baths and Theatres. Students will explore the civilization of Ancient Rome by looking at social behaviours and beliefs, imperial propaganda, structural developments and social change from the beginning of Rome's first Emperor 'Augustus'.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 3 | 2 | 12 |
| External Achievement Standards | 3 | 2 | 10 |
| Unit Standards | | | |
| TOTAL CREDITS | | | 22 |

Where does it lead? Students will develop analytical and writing skills which will help prepare them for tertiary study. All the Classical Studies standards can enable students to meet the Level 3 Literacy requirements. Specific careers where the skills developed in the study of Classical Studies are useful include law, teaching, journalism, museum/gallery curator, public relations and any career involving analysis and research.

What should I have already done? 12 credits in English at Level 2

For further information see **Mrs McFarland**

Learning Area – Business Studies

BUSINESS STUDIES

Year 10

10BUS

What will I learn? Students will be introduced to the subjects of Accounting and Business Studies. We will learn how to prepare Income Statements and Balance Sheets. Personal Financial Literacy as a skill is needed for modern life. We will cover how to manage money as a student ie. budgeting, use of overdrafts and credit cards. Students will work in groups to prepare a Youtube clip about our Consumer Protection Laws. **Where does it lead?** Skills learnt at this level will enable students to confidently study Level 1 Accounting. For further information see **Mrs Hocking**.

ACCOUNTING

Year 11

11ACC

What will I learn? Level 1 Accounting is the language of Business. An understanding of the financial world is a key skill to cope with the complexities of modern money management.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 1 | 4 | 16 |
| External Achievement Standards | 1 | 1 | 5 |
| TOTAL CREDITS | | | 21 |

Where does it lead? This course is recommended for students who wish to continue on with their study of Business Studies subjects, at Level 2 and on to a tertiary level, at either EIT or University. **What should I have already done?** No prerequisites needed. For further information see **Mrs Hocking**.

ACCOUNTING

Year 12

12ACC

What will I learn?

Level 2 Accounting is a course that is relevant to those considering Accounting or Finance as a career. The course continues to develop and build on Accounting knowledge developed at Level 1. The students will prepare financial statements using an accounting software package such as MYOB and further their knowledge and understanding of Accounting systems.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 2 | 4 | 14 |
| External Achievement Standards | 2 | 1 | 5 |
| TOTAL CREDITS | | | 19 |

Where does it lead? Level 3 Accounting and Diploma and degree courses at Tertiary Level. **What should I have already done?** Level 1 Accounting. For further information see **Mrs Hocking**.

ACCOUNTING

Year 13

13ACC

What will I learn?

Level 3 Accounting is a course that is relevant to those considering Accounting or Finance as a career. The course continues to develop and build on Accounting knowledge developed at Level 1 and 2. Topics covered include; Partnership, Company and Management Accounting.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 3 | 3 | 13 |
| External Achievement Standards | 3 | 2 | 9 |
| TOTAL CREDITS | | | 22 |

Where does it lead? Careers in finance and business via Business and Accounting courses at EIT and University. **What should I have already done?** Level 2 Accounting. For further information see **Mrs Hocking**.

Learning Area – Physical Education & Health

PHYSICAL EDUCATION & HEALTH

Year 10

10PED

What will I learn? This course requires participation in a range of physical activities. The emphasis is on students taking more responsibility for their learning, well-being, performance and participation. Learning contexts are student-centred and include a focus on group work and development of interpersonal skills. Topics covered in PE are minor games, badminton, fitness, basketball, dance and outdoor education. In Health topics covered are self-defence, CPR, mental health, drug and sexuality education. For further information see **Miss O'Malley**

PHYSICAL EDUCATION

Year 11

11PED

What will I learn? We study how the body moves and responds to exercise including; the application of biophysical knowledge (anatomy, biomechanics & exercise physiology). Student's experience different physical activities in the community including yoga, bay-skate, cross-fit and recognise different societal influences on these forms of activities. Interpersonal skills are also developed through group aerobics.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 1 | 6 | 22 |
| TOTAL CREDITS | | | 22 |

Where does it lead? Year 12 and 13 PED, a healthy and active lifestyle.

What should I have already done? Participated well in Year 10 PE.

Likely costs: A donation of \$25 to contribute to costs for community facility visits and transport and workbooks.

For further information see **Miss O'Malley**.

PHYSICAL EDUCATION

Year 12

12PED

What will I learn? This course continues to develop skills from Level 1 PED, and aims to establish a base for life-long interest and well-being. We investigate how the body moves and how different factors affect skill learning and performance, applying these principles to Rock-Climbing. The impact of physical activity on society is investigated through an in-depth study of the 2020 Olympic Games. Student's are also provided with leadership opportunities working with primary school aged children in a physical setting.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 2 | 5 | 21 |
| TOTAL CREDITS | | | 21 |

Where does it lead? Y13 PED and Scholarship PE, an active lifestyle, an ability to think critically.

What should I have already done? Level 1 PED (achieved AS1.2 and/or at least 16 credits in Level 1 PED).

Likely costs: A donation of \$25 to contribute to costs for community activities, venues and transport. Additional costs for swimming pool entry will be charged each visit.

For further information see **Miss O'Malley**

Learning Area – Physical Education & Health

PHYSICAL EDUCATION

Year 13

13PED

What will I learn? Experience a range of physical activities to develop skills and knowledge required for an active lifestyle and to be a critical thinker. The course is student-centred and student - directed with emphasis on applying knowledge to improve well-being, performance and safety and allow participation in community based spaces, activities and events in a responsible and mindful way. Student's participate in the Secondary School's Triathlon and also undertake a tramp up Sunrise Hut in Term 3.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 3 | 5 | 18 |
| TOTAL CREDITS | | | 18 |

Where does it lead? UE and Scholarship. Physical education, sport, sports science, fitness or recreation pathways. An active and healthy lifestyle and the ability to think critically.

What should I have already done? Level 2 PED (Achieved AS 2.2 and/or at least 14 credits gained).

Likely costs: A donation of \$25 to contribute to costs for activities, access to venues, race entry fees, outside instructors and transport. Overnight trips will incur extra costs.

For further information see **Miss O'Malley**

PHYSICAL EDUCATION

Year 13

13PED

What will I learn? Experience a range of physical activities to develop skills and knowledge required for an active lifestyle and to be a critical thinker. The course is student-centred and student - directed with emphasis on applying knowledge to improve well-being, performance and safety and allow participation in community based spaces, activities and events in a responsible and mindful way. Student's participate in the Secondary School's Triathlon and also undertake a tramp up Sunrise Hut in Term 3.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 3 | 5 | 18 |
| TOTAL CREDITS | | | 18 |

Where does it lead? UE and Scholarship. Physical education, sport, sports science, fitness or recreation pathways. An active and healthy lifestyle and the ability to think critically.

What should I have already done? Level 2 PED (Achieved AS 2.2 and/or at least 14 credits gained).

Likely costs: A donation of \$25 to contribute to costs for activities, access to venues, race entry fees, outside instructors and transport. Overnight trips will incur extra costs.

For further information see **Miss O'Malley**

Learning Area – Languages

MĀORI Year 10 10MAO

What will I learn? Students will build up their skills in reading, writing, listening and speaking in preparation for NCEA Level 1. **Where does it lead?** Level 1 Maori. **Likely costs:** A donation of \$45 to contribute to the costs of Language Perfect and Noho Marae.

MĀORI Year 11 11MAO

What will I learn? The emphasis at this level is the development of oral communication and writing. Assessments consist of five standards. The listening, speaking and crafted writing standards are internally assessed. Reading and writing are assessed externally. Students will attend Noho Marae. Attendance at Manu korero is also an advantage.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 1 | 3 | 18 |
| External Achievement Standards | 1 | 2 | 12 |
| TOTAL CREDITS | | | 30 |

What should I have already done? Students should be confident in Karanga and Marae processes.

Likely costs: A donation of \$45 to contribute to the costs of Language Perfect and Noho Marae.

For further information on all Te Reo Māori classes see **Whaea Hillman**.

MĀORI Year 12 12MAO

What will I learn? Students will develop skills that enable them to communicate in Te Reo Māori. Five standards are offered. Listening, speaking and crafted writing are assessed internally. Reading and topic writing are assessed externally. Students also develop skills of Leadership in Tuakana/ Teina process at the Noho Marae. Attendance at Manu korero is also an advantage. Students must have NCEA Level 1.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 2 | 3 | 16 |
| External Achievement Standards | 2 | 2 | 12 |
| TOTAL CREDITS | | | 28 |

Where does it lead? Level 3. **What should I have already done?** NCEA Level 1. **Likely costs:** A donation of \$45 to contribute to the costs of Language Perfect and Noho Marae. For further information on all Te Reo Māori classes see **Whaea Hillman**.

MĀORI Year 13 13MAO

What will I learn? The aim is to further develop language skills which involve comprehensive reading, writing and research. Listening, speaking and creative writing are internally assessed. Reading, formal writing and grammar are assessed externally. Attendance at Manu korero is an advantage. Students will take a leading role in all Powhiri, Noho Marae processes, with Teina-Year 9 Marae day.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 3 | 3 | 16 |
| External Achievement Standards | 3 | 2 | 12 |
| TOTAL CREDITS | | | 28 |

Where does it lead? Completion of Level 3 NCEA will allow entry into Level 4 Māori at University level.

What should I have already done? NCEA Level 2. Have confidence in all roles and responsibilities to organise and run the proceedings of the day on the marae. **Likely costs:** A donation of \$45 to contribute to the costs of Language Perfect and Noho Marae. For further information on all Te Reo Māori classes see **Whaea Hillman**.

Learning Area – The Arts

PERFORMING ARTS

Year 10

10PFA

What will I learn? The Music course will include the study of solo and group performance, theory of music as well as aural perception, composition and research. Students will gain an understanding of the elements of music, compositional devices and music history.

The Drama course will include the study, interpretation and performance of a scripted work, devised work, and the application of features within a theatre performance context. Students will gain a thorough understanding of the elements, techniques and conventions and the application of these in a drama performance. Students are expected to perform in various groups and as individuals to develop confidence and presentation skills.

Likely costs: A donation of \$20 to contribute to the cost of Note flight and Music Subscriptions. For further information see **Miss Carson**.

MUSIC

Year 11

11MUS

What will I learn? This course requires study of an instrument or voice through lessons. Students will study solo and group performance, original composition (classical or songwriting), aural skills, score reading and musical knowledge. While all students will receive instruction, each student's course will be individually structured to suit their strengths and abilities. Students are expected to participate in one or more school music groups.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 1 | 4 | 16 |
| External Achievement Standards | 1 | 2 | 8 |
| TOTAL CREDITS | | | 24 |

Where does it lead? NCEA Level 2.

What should I have already done? Year 10 Music or Grade 3 Theory/Performance Equivalent.

Likely costs: A donation of \$30 to contribute to the cost of Note flight Subscriptions and software, Accompanist Fees

For further information see **Miss Carson**.

MUSIC

Year 12

12MUS

What will I learn? This course requires study of an instrument or voice through lessons. Students will study solo and group performance, original composition (classical or songwriting), instrumentation, aural perception, score reading and musical knowledge. Each student will have an individually structured course to suit their ability and personal strengths. Students are expected to participate in one or more school music groups. There is the opportunity for students to achieve a further 12 credits from standards in performance (second instrument), NZ Research and Aural skills.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 2 | 4 | 20 |
| External Achievement Standards | 2 | 1 | 4 |
| TOTAL CREDITS | | | 24 |

Where does it lead? NCEA Level 3.

What should I have already done? NCEA Level 1 Music or Grade 4 Theory/Performance Equivalent.

Likely costs: A donation of \$30 to contribute to the cost of Note flight Subscriptions and software, Accompanist Fees.

For further information see **Miss Carson**.

Learning Area –The Arts

| | | |
|-------|---------|-------|
| MUSIC | Year 13 | 13MUS |
|-------|---------|-------|

What will I learn? This course requires study of an instrument or voice through lessons. This course builds on the skills developed in Year 11 and Year 12. Students, in consultation with the TIC of Music, will construct a programme of study that is best suited to their interests and ability. Students are expected to complete a minimum of 20 credits at Level 3 Music, however there are an additional 22 credits for students to choose from. Available courses to study include Solo and Group Performance, second instrument, composition/song writing, arrangement, study of musical works, research, and/or aural and score-reading. Students are expected to participate in one or more school music groups.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 3 | 3 | 20 |
| External Achievement Standards | 3 | 1 | 4 |
| TOTAL CREDITS | | | 24 |

Where does it lead? Tertiary study at University or EIT.

What should I have already done? NCEA Level 2 Music or Grade 5 Theory/Performance Equivalent.

Likely costs: A donation of \$30 to contribute to the cost of Note flight Subscriptions and software, Accompanist Fees. For further information see **Miss Carson**.

| | | |
|------------|---------|-------|
| VISUAL ART | Year 10 | 10ART |
|------------|---------|-------|

What will I learn? This exciting year long course builds on skills learned in Year 9 and prepares students for further study in the Visual Art area. We will cover a variety of units using a wide range of skills and media including paint, printmaking, sculpture and drawing techniques with the possibility of photography and design.

Where does it lead? This course is recommended for students who wish to continue on into Level 1 Visual Art. From Year 12 students are then able to opt into specific courses of Painting, Photography and Design.

Likely costs: A donation of \$30 to contribute to the cost of extra specialist materials. Students will need to provide their own stationary as detailed at the beginning of the year. A one year licence for Photoshop can be purchased through school for approximately \$10 (optional). For further information see **Mrs Howlett**.

| | | |
|------------|---------|-------|
| VISUAL ART | Year 11 | 11ART |
|------------|---------|-------|

What will I learn? Level 1 Visual Art develops skills in a range of media from drawing through to possibilities of painting, sculpture, design and/or photography. We use a wide variety of media within a set theme for the year. The course requires self-determination and good organisation to succeed.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 1 | 2 | 10 |
| External Achievement Standards | 1 | 1 | 12 |
| TOTAL CREDITS | | | 22 |

Where does it lead? Students who have taken Level 1 Visual Art have the opportunity to advance on to Level 2 Painting, Photography and /or Design.

What should I have already done? Year 10 Visual Art – or in consultation with the Head of Department.

Likely costs: A donation of \$60 to contribute to the cost of specialist materials and folio boards. Students will need to provide their own stationery as detailed at the beginning of the year. A one year licence for Photoshop can be purchased through school for approximately \$10 (optional). For further information see **Mrs Howlett**.

Learning Area –The Arts

VISUAL ART - PAINTING

Year 12

12PTG

What will I learn? Level 2 Painting continues to develop skills in drawing and painting in a variety of wet and dry media. At this level, students are encouraged to begin exploring their own artistic interests. Students will choose their own theme at the beginning of the year and all assessments will be produced on this theme and link together to form a whole year course. All students will have the opportunity to participate in the annual Hawkes Bay secondary schools art exhibitions.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 2 | 2 | 8 |
| External Achievement Standards | 2 | 1 | 12 |
| TOTAL CREDITS | | | 20 |

Where does it lead? Students who have taken Level 2 Painting have the opportunity to advance on to Level 3 Painting. Visual Art leads onto many exciting and rewarding tertiary study and career opportunities. Please see the department for a brochure detailing career options.

What should I have already done? Students choosing this course will have successfully completed Level 1 Visual Art with at least 16 credits. Students may be admitted at the discretion of the Head of Department.

Likely costs: A donation of \$60 to contribute to the cost of extra specialist materials and folio boards. Students will need to provide their own stationery as detailed at the beginning of the year. A one year licence for Photoshop can be purchased through school for approximately \$10 (optional)

For further information see **Mrs Howlett**.

VISUAL ART - PAINTING

Year 13

13PTG

What will I learn? Level 3 Painting continues to develop and build upon skills learnt during the Level 2 Painting course. Students will choose their own theme that will sustain them over the duration of the year and all assessments will be produced on this theme and link together to form a whole year course. There is also an opportunity to sit Visual Art Painting Scholarship.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 3 | 1 | 4 |
| External Achievement Standards | 3 | 1 | 14 |
| TOTAL CREDITS | | | 18 |

Where does it lead? Visual Art leads onto many exciting and rewarding tertiary study and career opportunities. Please see the department for a brochure detailing career options.

What should I have already done? Students choosing this course will have successfully completed Level 2 Painting with at least 16 credits. Students may be admitted at the discretion of the Head of Department.

Likely costs: A donation of \$70 to contribute to the cost of extra specialist materials and folio boards. A one year licence for Photoshop can be purchased through school for approximately \$10 (optional).

For further information see **Mrs Howlett**.

Learning Area –The Arts

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|---------------------|---------|-------|
| VISUAL ART - DESIGN | Year 12 | 12DES |
|---------------------|---------|-------|

What will I learn? Students will learn to develop drawing skills that are used in Design. You will be introduced to Photoshop software, completing a range of two-dimensional (graphic) and three-dimensional design solutions. Students will choose their own concept at the beginning of the year and all assessments will be produced on this theme and link together to form a whole year course. Access to Photoshop at home would be an advantage. All students will have the opportunity to participate in the annual Hawke's Bay secondary schools art exhibitions.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 2 | 3 | 12 |
| External Achievement Standards | 2 | 1 | 12 |
| TOTAL CREDITS | | | 24 |

Where does it lead? Students who have taken Level 2 Design have the opportunity to advance on to Level 3 Design. Visual Art leads onto many exciting and rewarding tertiary study and career opportunities. Please see the department for a brochure detailing career options.

What should I have already done? Level 1 Visual Art with at least 16 credits. Students may be admitted at the discretion of the Head of Department.

Likely costs: A donation of \$70 to contribute to the cost of extra specialist materials, printing paper and folio boards. Students are welcome to bring their own device to work on during lessons. If the device is being used to produce work using Photoshop - this device **must be a laptop** and must be capable of running the Photoshop programme. A one year licence for Photoshop can be purchased through school for approximately \$10 (optional).

For further information see **Mrs Howlett/Mr Scott**.

| | | |
|---------------------|---------|-------|
| VISUAL ART - DESIGN | Year 13 | 13DES |
|---------------------|---------|-------|

What will I learn? Level 3 Design continues to develop and build upon skills learnt during the Level 2 Design course. Students will choose their own concept that will sustain them over the duration of the year and all assessments will be produced on this theme and link together to form a whole year course. Access to Photoshop at home would be an advantage. There is also an opportunity to sit Visual Art Design Scholarship.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 3 | 1 | 4 |
| External Achievement Standards | 3 | 1 | 14 |
| TOTAL CREDITS | | | 18 |

Where does it lead? Visual Art leads onto many exciting and rewarding tertiary study and career opportunities. Please see the department for a brochure detailing career options.

What should I have already done? Level 2 Design with at least 16 credits or HOD discretion.

Likely costs: A donation of \$80 to contribute to the cost of extra specialist materials, printing paper and costs and folio boards. Students are welcome to bring their own device to work on during lessons. If the device is being used to produce work using Photoshop - this device **must be a laptop** and must be capable of running the Photoshop programme. A one year licence for Photoshop can be purchased through school for approximately \$10 (optional).

For further information see **Mrs Howlett/Mr Scott**.

Learning Area –The Arts

| | | |
|--------------------------|---------|-------|
| VISUAL ART - PHOTOGRAPHY | Year 12 | 12PHT |
|--------------------------|---------|-------|

What will I learn? Students will explore Visual Art through the medium of digital photographic processes and be introduced to the software of Photoshop to produce artistic images. Students will also be taught the basics of how to use their digital camera. For this they will need to have their own digital camera (please see the Photography teacher for specifications). Students will choose their own theme at the beginning of the year and all assessments will be produced on this theme and link together to form a whole year course. Access to Photoshop at home would be an advantage. All students will have the opportunity to participate in the annual Hawkes Bay secondary schools art exhibitions.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 2 | 3 | 12 |
| External Achievement Standards | 2 | 1 | 12 |
| TOTAL CREDITS | | | 24 |

Where does it lead? Students who have taken Level 2 Photography have the opportunity to advance on to Level 3 Photography. Visual Art leads onto many exciting and rewarding tertiary study and career opportunities. Please see the department for a brochure detailing career options.

What should I have already done? Level 1 Visual Art with at least 16 credits or HOD discretion.

Likely costs: A donation of \$70 to contribute to the cost of extra specialist materials, printing paper and costs and folio boards. Students are welcome to bring their own device to work on during lessons. If the device is being used to produce work using Photoshop - this device **must be a laptop** and must be capable of running the Photoshop programme. A one year licence for Photoshop can be purchased through school for approximately \$10 (optional).

For further information see **Mrs Howlett/Mr Scott**.

| | | |
|--------------------------|---------|-------|
| VISUAL ART - PHOTOGRAPHY | Year 13 | 13PHT |
|--------------------------|---------|-------|

What will I learn? Level 3 Photography continues to develop and build upon skills learnt during the Level 2 Photography course. Students will choose their own theme that will sustain them over the duration of the year and all assessments will be produced on this theme and link together to form a whole year course. Students will need to have their own digital camera (please see the Photography teacher for specifications). Access to Photoshop at home would be an advantage.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 3 | 1 | 4 |
| External Achievement Standards | 3 | 1 | 14 |
| TOTAL CREDITS | | | 18 |

Where does it lead? Visual Art leads onto many exciting and rewarding tertiary study and career opportunities. Please see the department for a brochure detailing career options.

What should I have already done? Level 2 Photography with at least 16 credits or HOD discretion.

Likely costs: A donation of \$80 to contribute to the costs of extra specialist materials. Students are welcome to bring their own device to work on during lessons. If the device is being used to produce work using Photoshop - this device **must be a laptop** and must be capable of running the Photoshop programme.

A one year licence for Photoshop can be purchased through school for approximately \$10 (optional).

For further information see **Mrs Howlett/Mr Scott**.

Learning Area – Technology

DIGITAL TECHNOLOGY

Year 10

10DIT

What will I learn? Students will use the technology process to produce digital outcomes. The course will cover Scratch programming, HTML CSS Webpage creation using Notepad++ software, Moviemaker, original media and animation, Adobe Photoshop and InDesign, PowerPoint, desk top publishing, Internet research skills, Excel for spreadsheets, Access for database, Publisher and Word.

Where does it lead? Level 1, 2 and 3 Digital Technology Achievement and unit standard courses.

DIGITAL TECHNOLOGY

Year 11

11DIT

What will I learn? Students will use the technology process assessed by achievement standards to produce digital outcomes which could include; Adobe Photoshop and InDesign, Scratch programming, Moviemaker, original media and animation, html website design, Internet research skills.

Unit Standards are also available covering Microsoft Office software; Word, PowerPoint, Publisher and Excel.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | | 4 | 14 |
| External Achievement Standards | | 1 | 3 |
| Unit Standards | | 3 | 6 |
| TOTAL CREDITS | | | 23 |

Where does it lead? Level 2 Digital Technology. The skills gained in this class are very useful for the workforce as well as Diploma and Degree courses at EIT and other tertiary institutions.

What should I have already done? No pre-requisites but having completed Year 10 Digital Tech would be helpful. For further information see **Mrs Watson**.

DIGITAL TECHNOLOGY

Year 12

12DIT

What will I learn?

Students will use the technology process assessed by achievement standards to produce digital outcomes which could include; Adobe Photoshop and InDesign, original media and animation, conceptual design skills, Access database, website design using HTML Coding and CSS using Notepad++ software, internet research skills. For those students who did not study Year 11 Digital Technology they have the option of either completing unit standards covering Microsoft Office PowerPoint, word, Excel and Publisher and then moving to the Achievement Standards or starting with the Achievement Standards.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 2 | 3 | 14 |
| External Achievement Standards | 2 | 1 | 3 |
| Unit Standards | 2 | 4 - 5 | 18 - 20 |
| TOTAL CREDITS | | | |

Where does it lead? Level 2 credits and then Level 3 Digital Technology which covers Achievement as well as unit standards. The skills gained in this class are very useful for the workforce as well as Diploma and Degree courses at EIT and other tertiary institutions.

What should I have already done? Students can enter this course who have not completed Level 1 Digital technology. For further information see **Mrs Watson**.

Learning Area – Technology

DIGITAL TECHNOLOGY

Year 13

13DIT

What will I learn? Students will use the technology process assessed by achievement standards to produce digital outcomes which could include; Adobe Photoshop and InDesign, original media and animation, conceptual design skills, Access database, website design using HTML Coding and CSS using Notepad++ software, internet research skills. For those students who did not study Year 11 or 12 Digital Technology they have the option of completing unit standards covering Microsoft Office PowerPoint, word, Excel and Publisher and then moving on to the Achievement Standards.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|---------|---------------------|---------|
| Internal Achievement Standards | 3 | 3 | 16 |
| External Achievement Standards | 3 | 1 | 4 |
| Unit Standards | 2 and 3 | 4 - 6 | 20 - 24 |
| TOTAL CREDITS | | | |

Where does it lead? The achievement standards can be used for University Entrance. The unit standard credits can be used for Level 3 and entry to Diploma courses at EIT and equivalent tertiary institutions. The skills gained in this class are very useful for the workforce.

What should I have already done? It is recommended but not essential that students have completed the Level 2 Achievement Standards in Digital Technology before attempting the Level 3 Achievement standards. Students who did not study level 1 or 2 Digital Technology are welcome into this class. They will need to cover the basic skills using the unit standard assessments before moving on to the Achievement Standards. For further information see **Mrs Watson**.

FASHION & DESIGN TECHNOLOGY

Year 10

10TXT

What will I learn? Students will learn practical skills as they develop samples and construct garments alongside technological literacy to understand the process of technology in the classroom and society. This involves producing a fashion item that has a strong research component with the opportunity to decorate or adapt a pattern and then demonstrate its fitness for purpose as an outcome.

Where does it lead? This leads on to Level 1 Fashion & Design Technology where knowledge is broadened. **What should I have already done?** Year 9 Fashion & Design Technology is recommended.

Likely costs: A donation of \$15 to contribute towards consumable costs plus individual fabric costs for one item at approximately \$35. For further information see **Ms Fox**.

FASHION & DESIGN TECHNOLOGY

Year 11

11TXT

What will I learn? Students will learn to advance their practical skills as they develop samples and construct garments alongside technological literacy to understand the process of technology in the classroom and society. This involves producing two or three fashion items that have a strong research component, and understanding of material properties. Students will have the opportunity to adapt a pattern to their specifications and demonstrate the garments fitness for purpose as an outcome.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 1 | 3 | 16 |
| External Achievement Standards | 1 | 1 | 4 |
| TOTAL CREDITS | | | 20 |

Where does it lead? This leads on to Level 2 Fashion & Design Technology where knowledge is broadened further to include sustainable and ethical practices.

What should I have already done? It is preferable that students have studied Year 10 Fashion & Design Technology. However, students can negotiate with the TIC. If students can demonstrate a passionate interest or have evidence of competency in this subject, this will be taken into account. **Likely costs:** A donation of \$20 to contribute towards consumable costs plus individual fabric costs for two or three items at approximately \$35 each. For further information see **Ms Fox**.

Learning Area – Technology

FASHION & DESIGN TECHNOLOGY

Year 12

12TXT

What will I learn? Students will learn to advance their practical skills as they develop samples and construct garments alongside technological literacy to understand the process of technology in the classroom and society. This involves producing two or three fashion items that have a strong research component with the opportunity to adapt a pattern to their specifications and demonstrate the garments fitness for purpose as an outcome. Students learn fewer contexts but in greater depth which allows them to draw learning from other disciplines.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 2 | 3 | 16 |
| External Achievement Standards | 2 | 1 | 4 |
| TOTAL CREDITS | | | 20 |

Where does it lead? This leads to Level 3 where Fashion & Design Technology knowledge is broadened further. The opportunity is also available for further study at EIT or other Tertiary institutions at Certificate, Diploma or Degree levels.

What should I have already done? It is preferable that students have studied Level 1 Fashion & Design Technology. However, students can negotiate with the TIC. If students can demonstrate a passionate interest or have evidence of competency in this subject, this will be taken into account.

Likely costs: A donation of \$20 to contribute towards consumable costs plus individual fabric costs for two or three items at approximately \$35 each. For further information see **Ms Fox**.

FASHION & DESIGN TECHNOLOGY

Year 13

13TXT

What will I learn? Students will learn to advance their practical skills as they develop samples and construct garments alongside technological literacy to understand the process of technology in the classroom and society. This involves producing two or three fashion items that have a strong research component with the opportunity to draft a pattern to their specifications and demonstrate the garments fitness for purpose as an outcome. Students learn fewer contexts but in greater depth which allows them to draw learning from other disciplines.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 3 | 3 | 18 |
| External Achievement Standards | 3 | 1 | 4 |
| TOTAL CREDITS | | | 22 |

Where does it lead? This leads to the opportunities available to attend further study at EIT or other Tertiary institutions at Diploma or Degree levels. Careers can be in Fashion or Textile Design, Pattern Making, and many more.

What should I have already done? It is preferable that students have studied Level 1 and 2 Fashion & Design Technology. However, students can negotiate with the TIC. If students can demonstrate a passionate interest or have evidence of competency in this subject, this will be taken into account.

Likely costs: A donation of \$20 to contribute towards consumable costs plus individual fabric costs for two or three items at approximately \$35 each. For further information see **Mrs Fox**

Learning Area – Technology

FOOD & NUTRITION

Year 10

10FNU

What will I learn? Students will be given the opportunity to develop their culinary skills. Part 1: We cover healthy eating and the important of this for a healthy lifestyle and well-being. Part 2: Technology – uses the technology process to develop solutions creating various food products.

Where does it lead? Building life skills. **Likely costs:** A donation of \$85.00 to contribute towards food costs for the year. For further information see **Mrs Coram-O’Kane**

Home Economics

Year 11

11FNU

What will I learn? Achievement standards are offered from the Home Economics domain. Food hygiene, knowledge of an individual’s nutritional needs, cultural practices influence eating patterns in New Zealand and food labelling.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|--------------------------------|-------|---------------------|---------|
| Internal Achievement Standards | 1 | 3 | 15 |
| External Achievement Standards | 1 | 1 | 4 |
| TOTAL CREDITS | | | 19 |

Where does it lead? Year 12 Hospitality Programme.

What should I have already done? No prerequisites for this course.

Likely costs: A donation of \$140.00 to contribute towards food costs for the year

For further information see **Mrs Coram-O’Kane**.

HOSPITALITY

Year 12

12FHOS

What will I learn? This is a hands-on course, where students will gain their Food Handlers Certificate which covers food safety and food production as well as credit towards Level 2.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|----------------|-------|---------------------|---------|
| Unit Standards | 2 | 7-8 | 18 |
| TOTAL CREDITS | | | 18 |

Where does it lead? Industry based programme/armed services.

What should I have already done? No prerequisites for this course.

Likely costs: A donation of \$140.00 to contribute towards food costs for the year

For further information see **Mrs Coram-O’Kane**.

HOSPITALITY

Year 13

13FHOS

What will I learn? Hospitality unit standards are offered in a variety of culinary, service and nutritional areas that are credited towards the National Certificate of Hospitality. A hands-on course with interaction with the community. Barista qualifications are part of this course. An additional bar course is offered at an extra cost.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|----------------|-------|---------------------|---------|
| Unit Standards | 3 | 7-9 | 22-25 |
| TOTAL CREDITS | | | 22-25 |

Where does it lead? Pathway into industry.

What should I have already done? No pre-requisite.

Likely costs: A donation of \$150.00 to contribute towards food costs for the year

For further information see **Mrs Coram-O’Kane**.

Learning Area – Transition

FUTURE PATHWAYS

Year 12

12FPW

What will I learn? Gateway and STAR spaces are available for students who learn by completing vocational industry based unit standards while gaining credits towards NZQA qualifications. There are limited spaces available.

- For Gateway - a **compulsory component** of the learning involves a work placement. Students will develop workplace skills through short courses and work placement.
- For STAR - students are offered the opportunity to explore career options and are encouraged to try short work experience.

How is this course assessed?

The course is assessed by outside providers through internal assessments facilitated by the teacher.

| Assessment | Level | Number of standards | Credits |
|----------------|-----------|-----------------------------|---------|
| Unit Standards | 1,2 and 3 | Depends on course selection | 10 - 30 |
| TOTAL CREDITS | | | 10 - 30 |

Where does it lead? For students to transition from school to the workplace and or tertiary training. Work placements may lead to apprenticeships.

What should I have already done? Selection into this course is on an individual basis in consultation with the Careers Advisor and Future Pathways teacher. An interview will be arranged for parents to discuss the options available for their daughter if required.

Likely costs:

- Costs are covered through Gateway and STAR Funding.
- Clothing suitable for workplace.

For further information see **Miss Ross/Mrs Quane**.

FUTURE PATHWAYS

Year 13

13FPW

What will I learn? Gateway and STAR spaces are available for students who learn by completing vocational industry based unit standards while gaining credits towards NZQA qualifications. There are limited spaces available.

- For Gateway - a compulsory component of the learning involves a work placement. Students will develop workplace skills through short courses and work placement.
- For STAR - students are offered the opportunity to explore career options and are encouraged to try short work experience.

How is this course assessed?

| Assessment | Level | Number of standards | Credits |
|----------------|-----------|-----------------------------|---------|
| Unit Standards | 1,2 and 3 | Depends on course selection | 10 - 30 |
| TOTAL CREDITS | | | 10 - 30 |

Where does it lead? For students to transition from school to the workplace and or tertiary training. Work placements may lead to apprenticeships.

What should I have already done? Selection into this course is on an individual basis in consultation with the Careers Advisor and Future Pathways teacher. An interview will be arranged for parents to discuss the options available for their daughter if required.

Likely costs:

- Costs are covered through Gateway and STAR Funding.
- Clothing suitable for workplace.

For further information see **Miss Ross/Mrs Quane**.

OPTION SELECTION FOR 2020

Record your option selections below:

| Priority Order | Option Subjects | Level | Code | Credits |
|----------------|-------------------|-------|---------------|---------|
| | Religious Studies | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| | | | Total: | |

Notes:

Questions I might have:

START UP 2020

| | |
|----------------------|------------------------------------|
| Wednesday 29 January | Course Confirmation for Year 13 |
| Thursday 30 January | Course Confirmation for Year 12 |
| Friday 31 January | Peer Support |
| Monday 3 February | Year 9 and 13 start |
| Tuesday 4 February | All year levels for the entire day |



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