



ST PETER'S COLLEGE
PALMERSTON NORTH, NEW ZEALAND



Senior Curriculum Handbook 2024



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St Peter's College Student Pathways:

Qualifications and Decisions

Student Pathway Planning is a process of the school working with students and parents, or caregivers, to achieve success.

Success may be academic, career focused or specific personal goals. A key element of this is course selection.

The major vehicle for doing this here at St Peter's College is through C2S.



Qualifications to gain while at school:



NCEA - How is it structured?

- Three Levels: 1, 2 or 3
- Each course (like a subject) is made up of a number of standards. Each standard is worth a set number of credits.
- Standards may be assessed internally (in class) or externally (end of year examinations)
- The NZQA website contains plenty of information regarding standards and how the system works.

NCEA Level 1

- 60 credits in total at Level 1 or higher
- 10 Literacy Credits through the Co-requisite Common Assessment Activity
- 10 Numeracy Credits through the Co-requisite Common Assessment Activity

NCEA Level 2

- 60 credits at Level 2 or higher
- Level 1 Literacy and Numeracy

NCEA Level 3

- 60 credits at Level 3 or higher
- Level 1 Literacy and Numeracy



University Entrance

- Requires Level 3 including a minimum of 14 credits in three “approved subjects”.
- Level 1 Numeracy and Literacy
- University Entrance Literacy 5 Reading and 5 Writing credits usually through Level 2 or Level 3 English or Te Reo Maori, or through English Rich Subjects.

Approved Subjects for University Entrance

- Approved Subjects are subjects that are approved for university entrance. Subjects include: History, Calculus, English, PE Studies, Visual Art, Te Reo Maori, Music Studies, Digital Technology, Religious Studies... (more subjects can be viewed further on in this booklet).
- Subjects that are not approved can still count towards Level 3 e.g. ITO standards e.g. through Gateway, STAR or Trades Academies (U-Skills) or Dual Pathways.

Gaining Entrance to University

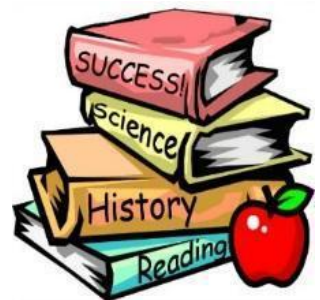
- Every Achieve credit is worth 2 points, Merit credit worth 3 and Excellence credit worth 4.
- Most Universities now require between 140 – 150 points at Level 3 in 5 subjects to gain a guaranteed entrance score - this is on the rise. Some courses require as much as 280 points!!
- Best advice: Level 3 at a high standard and ensure you meet the University Entrance Standard

Other things to note:

- Any Level 1, 2 or 3 CERTIFICATE can be endorsed with Merit or Excellence
- 50 credits at Merit or Excellence or more are required at the appropriate level and this can be over more than one year
- A COURSE can be endorsed if you achieve 14 credits at Merit or Excellence – usually including 3 credits in External Examinations. This must be in the same year.

What about Exams?

Most external standards have an external examination. Students across the country sit the exams at the same time.





How to Choose NCEA Subjects

Step 1: Work out what subjects you enjoy

Ask yourself:

- Which subjects do I like doing now?
- Are there any subjects I'm interested in that I haven't already studied?
- What do I like doing outside of school such as playing music, helping people, thinking creatively?
Do any subjects include these activities?

Step 2: Work out what subjects you're good at

Ask yourself:

- Which subjects am I strongest in?
- What subjects do other people say I'm good at?

Step 3: Find out what subjects you need for your career goal

Do you already have some career ideas?

Search for a job that interests you in our job profiles. <https://www.careers.govt.nz/jobs-database/>

Go to 'Secondary education' in the 'How to enter the job' section to find out the most useful subjects for each of your career ideas.

- [Search our job profiles](#)

Do you need some career ideas?

Use these tools to get career ideas:

- [Subject Matcher - get job ideas based on subjects you enjoy](#)
- [CareerQuest - get job ideas based on your interests](#)
- [Skill Matcher - get job ideas based on your skills](#)

Still unsure what career you want?

If you're unsure about what you want to do in the future, don't worry. You can keep your options open by studying a broad range of subjects.

Keeping up with English, Maths and at least one Science subject is a good idea because these subjects are useful for many courses and jobs.



Step 4: Check you have the right subjects for your study plans

Have you got the right subjects for the next NCEA level?

You may need to study a subject at NCEA Level 1 to study Level 2 in that subject. For example, to study NCEA Level 2 Maths you may need to have studied Maths at Level 1.

For some subjects at NCEA Level 2 or 3 you may need to have studied a combination of Level 1 or Level 2 subjects already. For example, you might need to study Maths and Science at NCEA Level 1 to study Level 2 Physics.

If you're not sure which subjects you need, check in this handbook or website or ask your teacher.

Have you got the right subjects to do tertiary study?

If you want to go to a polytechnic, university or wānanga you may need a certain number of NCEA credits or a tertiary entrance qualification such as University Entrance. If there's a course you'd like to do when you leave school, make sure the subjects you study will earn the credits you need for it.

- [NCEA credits needed for study, apprenticeships and training](#)
- Are you thinking about an apprenticeship or trade?

Vocational Pathways

Industries have worked closely with tertiary providers and employers to provide an increasing number of opportunities for you to learn and experience these whilst at school.

STAR:

- STAR courses here at the college taught by staff - Automotive Engineering, Food and Hospitality, Construction and Electronics and Robotics
- STAR courses taught usually one day a week (mainly by UCOL) called U- Skills - Plumbing, Retail, Collision Repair, Laboratory Science, Early Childhood, Police, Cafe Skills, Mechanical Engineering, Hair and Beauty, Design, Vet Nursing and more
- These courses run for the whole year and are industry linked. Students gain credits (unit standards) for the course.

GATEWAY

Is a work placement programme where students are with employers one day a week. Students need to be work ready and have very clear ideas about their future pathway.

- We have had students on placements in Sound and Lighting, Electrical, Food Production, Construction, Plumbing, Broadcasting, Agriculture, Butchery, Bakery, Travel and Tourism and many more industries
- Students are Year 12 or 13 and undergo an application process which includes interviews with employers.
- Often successful placements lead to an offer of an apprenticeship or employment.





Some Good Websites and Articles to look at:

[Occupation Outlook](#) gives a clearer picture of possible career paths by providing education, employment, and income information on 60 key occupations in New Zealand.

[What's happening in the job market](#) - how has Covid-19 impacted on the market?

[Future Careers are Skill Focused](#)

[Kiwinet - Success stories in Technology](#)

[Careers NZ](#) helps people to make smart decisions about working and learning in New Zealand.

[Got a Trade](#) got it made is where you can find a trade, get an overview and talk to experts through the links

[Skills Needed for Building and Construction Apprenticeships](#)

[7 Careers With a Promising Future](#)

[Massey University - Explore the Options](#)

[Recommended Background School Subjects for Otago University](#)

[Recommended Background School Subjects for Auckland University](#)

[Recommended Background School Subjects for Victoria University](#)

[UCOL](#) - view their programmes

View the [Maori and Pasifika Trades Training](#) initiative helping students to gain relevant skills and qualifications and be successful in the workplace.

[Jobs in Skill Shortage Areas](#) - look at where people are needed in New Zealand

[Careers that use Te Reo Maori](#)

[Careers in the Defence Force](#)

[Does having a qualification mean you will earn more money?](#)

[Why Extra-Curricular Activities get you ready for work](#)



Future Pathway Planning Support at St Peter's College for students

All Senior Students

- Career Education Programme through C2S
- Liaison Visits e.g. Trade and Industry, Universities, Polytechnics, Armed Forces
- Individual or Small Group Career or Planning Advice
- STAR and Taster courses
- Work Experience on request
- Careers Expos
- Help with Applications, CV Writing and Practice Interviews on request



Years 12 and 13

- Tertiary and Job Application Assistance
- Gateway and Trade Academies - U-Skills and Primary ITO
- Tertiary Provider's Presentations

Year 13

- Year 13 Leadership Camp – Goal Setting Workshops
- Workshops and Presentations – Tertiary Study / Job Applications / Studylink / Financial Planning
- Small Group and Individual Tertiary Study Workshops with providers
- Individual Application support for Scholarships
- Tertiary Open Days
- Individual Support in Completing Applications and Preparing for Interviews

How do Parents Help?

- Be both realistic and supportive. Decisions take time.
- Listen to your son or daughter
- Read through the Student Pathways Handbook
- Come to Learning Conferences
- Visit websites, talk to staff
- Encourage your son or daughter to take an active role in the wider opportunities offered by the college. These activities build key life skills.

Where to get help:

- C2S Learning Conferences
- Subject Teachers
- Deans
- Careers Department Staff
- NCEA or Career Pathway planning questions can be sent directly to Mrs Devlaminckx. Email at devlaminckxm@stpeterspn.school.nz



Individual appointments to discuss pathway planning can also be made.



COMPULSORY COURSES

Religious Studies is compulsory at all year levels and at Level 3 it is a university approved subject.

An **English** course, a **Mathematics** course and a **Science** course are compulsory at Year 11. This is to ensure sufficient Literacy and Numeracy credits are achieved to gain Level 1 NCEA.

The Numeracy and Literacy Corequisite is offered twice a year as a digital common assessment activity. This is provided to any student until they attain the Literacy and Numeracy credits regardless of year level.

In Year 12, an **English** course must be taken. Students must continue in English, or appropriate courses, at school until they have the necessary 10 Level 2 Literacy credits for University Entrance, if that is part of their pathway.

ENTRY REQUIREMENTS

Please note carefully the entry requirements for courses. If these are not met, then a student will usually not be able to take the course and an alternate pathway will need to be developed. Students should work hard in 2023 to ensure the requirements are met for subjects they would like to take in 2024. Students without the suggested entry requirement must gain approval from the Head of Department or Teacher-in-Charge of the learning area in which they wish to study. Repeating a course may also be an appropriate pathway if that course is required for future study or employment.

VIABILITY OF CLASSES

The offering of courses in this booklet does not guarantee that the course will run.

If there are insufficient numbers to run a course, the following options will be considered:

- running a multi-level course in the subject
- offering the course through the Correspondence School (there are strict criteria for entry to these courses, and they are generally not recommended for most subjects)
- not running the course at all

PLEASE NOTE: Information contained in this book is current at the time of printing. The school reserves the right to change any part of the information contained herein, at any time.

NEW ZEALAND SCHOLARSHIP

Scholarship is a monetary award to recognise top students. It does not attract credits nor contribute towards a qualification, but the fact that a student has gained a Scholarship will appear on the Record of Learning, and is widely recognised as demonstrating outstanding achievement.

Scholarship examinations enable students to be assessed against challenging standards, and will be demanding for even the most able students in each subject.

UNIVERSITY PAPERS

Students who have completed Level 3 in the subject in Year 12 to a very high level may be given an opportunity to extend themselves by undertaking a university paper through a distance learning programme. University Entrance Literacy and Numeracy are required. Some Year 13 students also complete a philosophy paper after consulting the Director of Religious Studies. Other university study should be discussed with the Careers Advisor and the Heads of Department.



UNIVERSITY ENTRANCE APPROVED SUBJECTS

The lists of 'approved' Level Three subjects offered at St Peter's College for university entrance in 2024 are:

<ul style="list-style-type: none">• Biology• Calculus• Chemistry• Construction & Mechanical Technologies• Dance• Design & Visual Communication• Digital Technologies• Drama• Electronic Technology	<ul style="list-style-type: none">• English• Geography• History• Japanese• Music Studies• Media & Communications• Painting (Practical Art)• Photography (Practical Art)• Physical Education• Physics	<ul style="list-style-type: none">• Printmaking (Practical Art)• Religious Studies• Sculpture (Practical Art)• Social Studies• Statistics• Technology• Te Reo Māori / Te Reo Rangatira• Wearable Art (Practical Art)• Young Enterprise Scheme
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Students looking to complete University Entrance in 2024 should be taking a full academic load of five subjects. Doing this increases the opportunity to gain the qualification.

Completing University Entrance Literacy Requirements in Year 12 is also good advice, otherwise taking a course (usually English) is required to gain it in Year 13.

Many limited entry courses at universities require more than the "University Entrance" requirements listed above. A sufficiently high rank score, as detailed below, is required for guaranteed entry to University Entrance for such courses. For example, 80 credits at Achieved level equates to a rank score of 160. Note that the basic UE requirement of 60 Level 3 credits at Achieved level equates to a rank score of only 120 and that is only if all the subjects are approved. Only the **best five subjects** are taken into account. Non-approved subjects do not count towards a rank score.



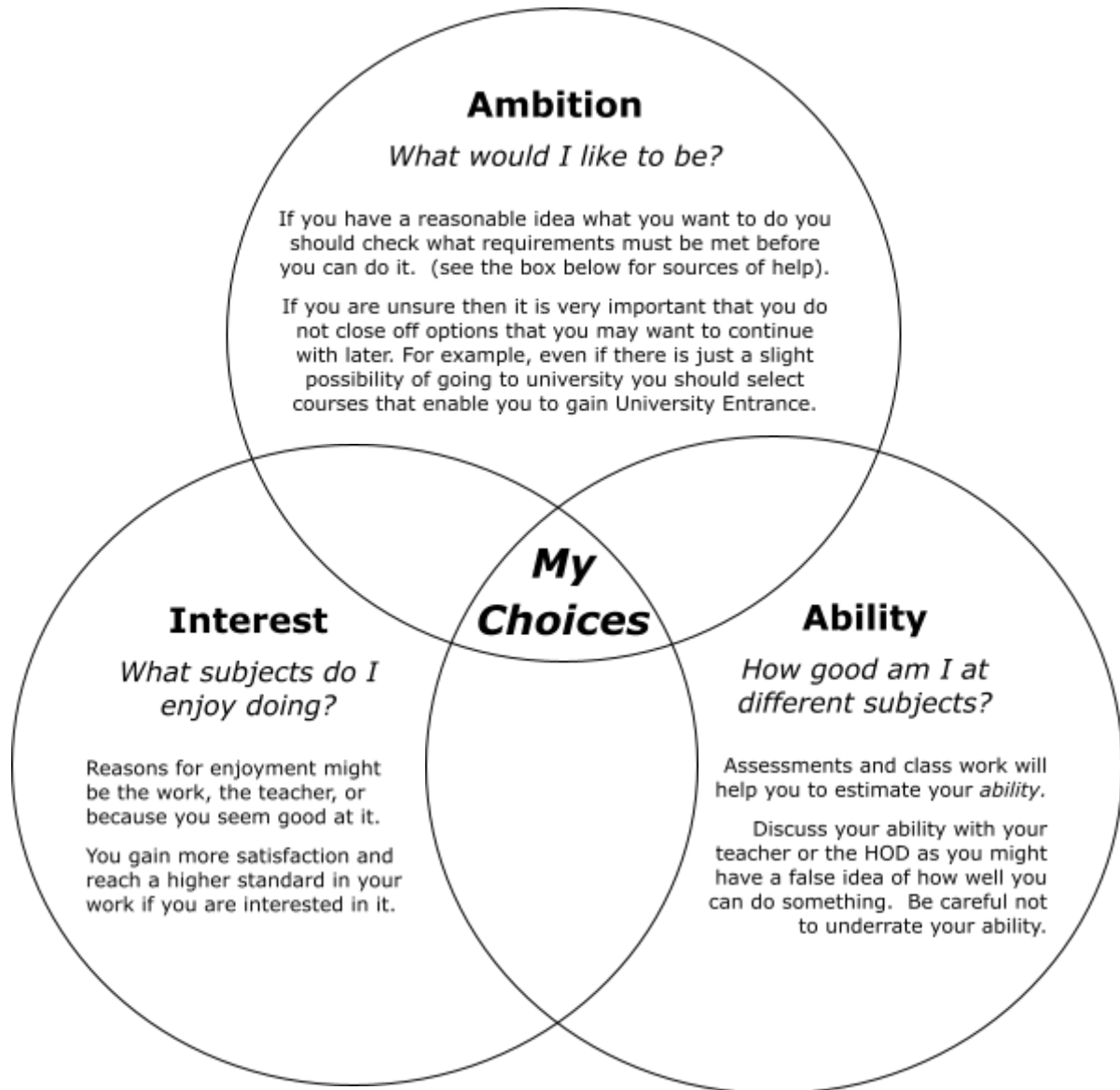
OVERVIEW OF SUBJECTS OFFERED IN 2024

LEVEL ONE	LEVEL TWO	LEVEL THREE
Construction Technology	Engineering Construction Technology	Engineering Construction Technology
Art Theory	Art Theory	Art Theory
Creative Studio Practice	Creative Studio Design Creative Studio Illustration Creative Studio Image	Creative Studio Design Creative Studio Illustration Creative Studio Image
Textiles	Textiles	Textiles
From Gate To Plate		
Media and Communications	Media and Communications	Media and Communications
sTem Computer Science sTem Electronics sTem Mechatronics sTem Software Engineering	sTem Computer Science sTem Mechatronics sTem Software Engineering	sTem Computer Science sTem Mechatronics sTem Software Engineering
Structures and Spaces for People and Places	Structures and Spaces for People and Places	Structures and Spaces for People and Places
Young Enterprise Scheme	Young Enterprise Scheme	Young Enterprise Scheme
English Enhanced English	English Enhanced English	English
Geography	Geography	Geography
History	History	History
Japanese	Japanese	Japanese
Mathematics Vocational Mathematics	Mathematics with Statistics Mathematics with Calculus	Mathematics with Statistics Mathematics with Calculus
Music Drama Dance	Music Drama Dance	Music Drama Dance
Core Physical Education Outdoor Education Physical Education Studies	Outdoor Education Physical Education Studies	Physical Education Studies -
Religious Studies	Religious Studies	Religious Studies
Science Vocational Health Science	Biology Chemistry Physics	Biology Chemistry Physics
-	Social Studies	Social Studies
Te Ao Haka Te Reo Maori Te Reo Rangitira	Te Ao Haka Te Reo Maori Te Reo Rangitira	Te Ao Haka Te Reo Maori Te Reo Rangitira
	Gateway or Trades Academies	Gateway or Trades Academies



HOW TO CHOOSE YOUR PROGRAMME

There are three basic things to be aware of when you select courses to make up your year's programme. These are: your **ability**, your **interests** and the **requirements** of the occupations you are interested in. The following diagram shows how these work together.



The next step is to work out a pathway to where you want to go.

Good places to go for careers advice

- Your C2S Coach
- Mrs Devlaminckx
- Careers at www.careers.govt.nz
- Vocational Pathways: www.youthguarantee.net.nz/vocational-pathways/students-and-whanau
- Mrs Hayes to enquire about Trades Academy or Gateway



INFORMATION ABOUT MAKING SUBJECT CHOICES

SUBJECT CHOICE forms will be distributed via your C2S Learning Coach for you to take home.

It is very important that you discuss your option choices with your parents and your C2S Learning Coach, before the third Learning Conference. This will enable a quality discussion to take place, and reduce the need to make later changes.

The next steps that will happen are:

- HODs check that entry requirements have been, or are likely to be met, by every student who has entered for a course they are responsible for. If not, they will advise you or the Learning Coach that you need to make a different choice;
- The Careers Adviser (Mrs Devlaminckx), and the Head of Curriculum (Mr Parrott) will check your programme as a whole to make sure it will help you achieve your goals. If it doesn't, they will talk with you about it or give feedback to your C2S coach.
- The timetable for courses will be finalised. If changes need to be made to your programme (eg a course does not run because of low numbers), or there is a timetable clash when two subjects you want to do are on at the same time, you will be informed and you can make a different choice.

From this point you can only change classes if there is room in the class you want to transfer into or you fail to meet entry requirements after external exams.

Our aim is to keep any changes to a minimum, so as not to disrupt learning during 2024.

Changes to course selection after the first two weeks at school will only be considered for very good reason and after consultation with your teachers, Mrs Devlaminckx and Mr Parrott.

Year 13 students must use the approved Independent line appropriately to improve the quality of their other 5 subjects.



Choosing Subjects for 2024

Students are to complete your Course Selection **via** your school Portal.

USE THIS FORM FOR PLANNING PURPOSES

<p>Box A] Year 11: <i>Compulsory:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Maths <input type="checkbox"/> English <input type="checkbox"/> Science <input type="checkbox"/> Religious Studies <input type="checkbox"/> PE <p><i>Optional: TWO</i> choices from the options / pathways booklet</p> <p>1] _____</p> <p>2] _____</p> <p>Note: An alternative course to General Science, Maths and English may be offered to students who would benefit. A letter will be sent to parents in late term 4 if this applies to your son/daughter.</p> <p>Back-up choice if above not available</p> <p>3] _____</p>	<p>Box B] Year 12: <i>Compulsory:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> English <input type="checkbox"/> Religious Studies <p><i>Optional: FOUR</i> choices from the options / pathways booklet</p> <p>1] _____</p> <p>2] _____</p> <p>3] _____</p> <p>4] _____</p> <p>Back-up choice if above available</p> <p>5] _____</p>	<p>Box C] Year 13: <i>Compulsory:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Religious Studies <p><i>Optional: FIVE</i> choices from the options / pathways booklet</p> <p>1] _____</p> <p>2] _____</p> <p>3] _____</p> <p>4] _____</p> <p>5] _____</p> <p>Back-up choice if above available</p> <p>6] _____</p>
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Possible Career Pathways _____



Creative Technology & Design

The Creative Technology & Design Learning Hub is a collection of our applied technology and creative courses. We are committed to preparing our students for specialist tertiary education and career pathways that are directly aligned with these practical based courses.

We believe that students learn best when they apply specialist theory, techniques and skills within the context of student driven projects. In some cases within our senior areas we will be offering yearlong deep dive projects that are focused around 'live' community projects. We have designed our courses with this in mind. You will note that these courses look quite different and don't always focus on one 'silo' or 'traditional' subject but instead align with industry and focus on career and tertiary pathway preparation and readiness.

Students are encouraged to think for themselves, create, test, modify and refine their work as part of the design and or creative process. Failure is part of the process, problem solving and learning how to give and take constructive criticism are valuable life lessons as well as 'standard practice' within professional and industry settings. Have a look at the courses available to you here and consider your options based on your career goals or personal interests.

Art Theory

Do you love art? Are you curious about how art, design and photography are used in your day to day life? Ever wondered how images and symbols are used to persuade you, get your attention, shock you, raise your awareness, motivate you and or inform you? Have you ever considered how art and imagery reflects society and that when you look back through history at the art produced at each time period you can actually tell a lot about what people were doing at that particular time? It's pretty interesting once you get into it. Have you also ever stopped to think about how artists make artworks and why they make them? You may also be interested in the study of media and how that communicates ideas. Why are some artworks valuable and others not? All of these things are explored in this theory-based course. If you don't mind writing a few essays and you enjoy the research process to discover new things about art history, visual communication, and the art scene in general then this course is for you.

The Art Theory Course can lead to careers in: Media and communication, museum work, curation, exhibition curator, gallery owner, restoration work, archaeology, journalism, technical, fictional, travel and or academic writing, education, advertising, marketing, public relations and much more.

<p>Art Theory L1, L2 or L3</p>	<p>Code: ARTH1, ARTH2, ARTH3</p>
<p>ENTRY REQUIREMENTS: This course is open to all students interested in Art Theory. However, it is a totally written course and you will need sound literacy skills to handle the work required.</p> <p>COURSE DESCRIPTION: This course is made up of a combination of assessments from a range of silo subjects including Visual Art, Art History and Media Studies. This is a theory based course NOT a practical course.</p> <p>We look at creative practitioners (artists, photographers, designers, illustrators etc) and the work they make. We attempt to understand why they make art, how it is used and by whom. We also look at some types of artworks such as political/activism, advertising, portraiture and journalism. We will explore how the creative industry contributes to and shapes society.</p>	<p>ASSESSMENT: This course will be made up of a combination of internal assessments. There is no external assessment for this course. A total of 16 to 20 credits are available.</p> <p>SPECIFIC COSTS: None, although a laptop or device is required.</p> <p>TEACHER IN CHARGE: Mrs Purda</p> <p>UE Approved: While the credits can be used toward your total overall Level 3 credit count. Course endorsement is available as this is a cross curricular course.</p>



Creative Studio Practices

Are you creative? Like making art? Love Photography? Curious about Graphic Design? Want to paint? Make a Mural? Make some hand lettering? Make a poster? Create some beautiful printmaking images? Maybe you like 3D Design? You can do all of this and more in our Creative Studio Practice course. This course teaches you how to make art and then once you have the skills you need we work together to create a portfolio of our work.

Next year we have the opportunity to work on a live community project and work together with some other classes to develop a body of work that explores a theme and collaborate our ideas to present a new vision to our community based client. You will discover how art can be applied in the real world and what you might be able to do if you were to choose a creative career.

The Creative Studio Practice course leads to careers in: Design, Advertising, Social Media Management, Photography, Illustration, Mural work, Commercial Design and Communication, Signwriting, Town Planning, Public Relations, Media and Communications, Commercial Photography, Corporate Storytelling, Graphic Design, 3D Product Design, Animation, Artist, Botanical Illustrator, Medical Illustrator, Medical Photography, Forensic Photography, Real Estate, Hospitality & Tourism, Urban Design, Museum Curator, Marketing Manager and many more.

<p>Creative Studio Practice L1</p>	<p style="text-align: right;">Code: CRSG1</p>
<p>ENTRY REQUIREMENTS: Open entry, although Y10 Practical Creative or Y10 Digital Creative would be an advantage.</p> <p>COURSE DESCRIPTION: This course prepares students for NCEA Level 2 & 3 specialist studio practice courses. It is a generalised creative course that gives students an opportunity to make, reflect, refine and develop their creative process in order to make work on a chosen theme. As mentioned above next year we have an opportunity to work on a collaborative community 'live' real world project with a real client. This will be an excellent experience to be developing skills and see how you might be able to work in a creative career pathway should you choose to move in that direction.</p>	<p>ASSESSMENT: A range of internal and external assessments. Please note the external assessment is through sending away a thematic portfolio. There is no formal exam. A total of 22 credits are available in this course, however, extra papers can be negotiated on an individual basis.</p> <p>SPECIFIC COSTS: Art making materials will be provided in class. However stationary is expected to be supplied by the student. This includes a visual diary. Printmakers and painters may wish to purchase their own sets of specialist tools and brushes and can do so at a discounted rate through the department.</p> <p>If students are working on Blender, Procreate or Adobe Creative Cloud it is advised they purchase a laptop with sufficient memory 16GB RAM and processing speed to handle a range of creative software.</p> <p>Software Information: Blender is an industry standard 3D sculpture/design and animation software that is free. Procreate is an entry level subscription based software but fairly cheap to purchase and Adobe Creative Cloud is industry level software that normally retails for over \$700.00 but for our students it is only \$20.00 for the entire year. It depends on what students are wanting to do as to what software and hardware we would recommend. Please ask the teacher in charge for more information.</p> <p>TEACHER IN CHARGE: Mrs Purda</p>



<p>Creative Studio Design L2 & L3</p>	<p>Code: CRSD2, CRSD3</p>
<p>ENTRY REQUIREMENTS: Open entry, although Level 1 and Level 2 Visual Art would be an advantage.</p> <p>COURSE DESCRIPTION: This course builds on their knowledge and skills developed in Level 1. Students will select a topic of their choice and work towards creating a thematic body of work in response to their chosen topic. Students can choose to create work from a range of media as long as it is within the context of a design project. This could include but is not limited to the following media: etching, woodcut, lino, mono printmaking and screen printing. Students may also use photographs, moving image, 2D/3D design and animation, and typography.</p> <p>Design based projects may include but are not limited to: posters, logos, packaging, brochures, flyers, tickets, t-shirt design, web design, corporate branding and merchandise.</p> <p>Each student will co-design their course with their teacher to meet their individual assessment needs and interests.</p> <p>UE Approved: Yes this is available within a silo subject. Please discuss this with your teacher to signal this.</p>	<p>ASSESSMENT: This course will be made up of a combination of internal assessments and or external assessments. Each student will co-design their course with their teacher to meet their individual assessment needs and interests. A total of 22 credits is available.</p> <p>SPECIFIC COSTS: Art making materials will be provided in class. However stationary is expected to be supplied by the student. This includes a visual diary. Printmakers may wish to purchase their own sets of specialist tools and brushes and can do so at a discounted rate through the department.</p> <p>If students are working on Blender, Procreate or Adobe Creative Cloud it is advised they purchase a laptop with sufficient memory 16GB RAM and processing speed to handle a range of creative software.</p> <p>Software Information: Blender is an industry standard 3D sculpture/design and animation software that is free. Procreate is an entry level subscription based software but fairly cheap to purchase and Adobe Creative Cloud is industry level software that normally retails for over \$700.00 but for our students it is only \$20.00 for the entire year. It depends on what students are wanting to do as to what software and hardware we would recommend. Please ask the teacher in charge for more information.</p> <p>TEACHER IN CHARGE: Mrs Purda</p>

<p>Creative Studio Illustration L2 & L3</p>	<p>Code: CRSIC2, CRSIC3</p>
<p>ENTRY REQUIREMENTS: Open Entry although Level 1/2 Visual Art would be an advantage.</p> <p>COURSE DESCRIPTION: This course builds on the knowledge and skills developed in Y10 & Level 1 NCEA. Students will select a topic of their choice and work towards creating a thematic body of work in response to their chosen topic. Students can choose to create work from printmaking and or digital or practical painting standards in this course. They may work in one silo subject or blend the two together.</p> <p>There will be an option to work on a live community project or you may choose to work on a self directed project.</p>	<p>ASSESSMENT: This course will be made up of a combination of internal assessments and or external assessments. Each student will co-design their course with their teacher to meet their individual assessment needs and interests. A total of 22 credits is available.</p> <p>SPECIFIC COSTS: Art making materials will be provided in class. However stationary is expected to be supplied by the student. This includes a visual diary. Printmakers may wish to purchase their own sets of specialist tools and brushes and can do so at a discounted rate through the department.</p>



<p>Each student will co-design their course with their teacher to meet their individual assessment needs and interests.</p> <p>UE Approved: Yes this is available within a silo subject. Please discuss this with your teacher to signal this.</p>	<p>If students are working on Blender, Procreate or Adobe Creative Cloud it is advised they purchase a laptop with sufficient memory 16GB RAM and processing speed to handle a range of creative software.</p> <p>Software Information:</p> <p>Blender is an industry standard 3D sculpture/design and animation software that is free. Procreate is an entry level subscription based software but fairly cheap to purchase and Adobe Creative Cloud is industry level software that normally retails for over \$700.00 but for our students it is only \$20.00 for the entire year. It depends on what students are wanting to do as to what software and hardware we would recommend. Please ask the teacher in charge for more information.</p> <p>TEACHER IN CHARGE: Mrs Purda</p>
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<p>Creative Studio Image L2 & L3</p>	<p>Code: CRSMC2, CRSMC3</p>
<p>ENTRY REQUIREMENTS: Open Entry, although Level 1/2 Visual Art would be an advantage.</p> <p>COURSE DESCRIPTION: This course builds on the knowledge and skills developed in Level 1. Students will select a topic of their choice and work towards creating a thematic body of work in response to their chosen topic. Students can choose to create work using traditional and or alternative photographic practices. This may include but is not limited to: cyanotype and solar plate printmaking, photography, moving image and film. They may work in one silo subject or blend a few together.</p> <p>There will be an option to work on a live community project or you may choose to work on a self directed project.</p> <p>Each student will co-design their course with their teacher to meet their individual assessment needs and interests.</p> <p>UE Approved: Yes this is available within a silo subject. Please discuss this with your teacher to signal this.</p>	<p>ASSESSMENT: This course will be made up of a combination of internal assessments and or external assessments. Each student will co-design their course with their teacher to meet their individual assessment needs and interests. A total of 22 credits is available.</p> <p>SPECIFIC COSTS: Art making materials will be provided in class. However stationary is expected to be supplied by the student. This includes a visual diary. Printmakers may wish to purchase their own sets of specialist tools and brushes and can do so at a discounted rate through the department. Solar plates do have a cost as they are expensive and considered a luxury item.</p> <p>If students are working on Blender, Procreate or Adobe Creative Cloud it is advised they purchase a laptop with sufficient memory 16GB RAM and processing speed to handle a range of creative software.</p> <p>Software Information: Blender is an industry standard 3D sculpture/design and animation software that is free. Procreate is an entry level subscription based software but fairly cheap to purchase and Adobe Creative Cloud is industry level software that normally retails for over \$700.00 but for our students it is only \$20.00 for the entire year. It depends on what students are wanting to do as to what software and hardware we would recommend. Please ask the teacher in charge for more information.</p> <p>TEACHER IN CHARGE: Mrs Purda</p>



Engineering & Construction

Technology in its various forms affects every aspect of our lives, from the car we drive to the house we live in. Applied technology courses provide an excellent opportunity to explore various aspects of technological practice.

Reasons for studying Applied Technology:

- To gain an appreciation of the importance of health and safety in the workplace.
- Students will acquire and master a number of new skills by working with different materials, tools, and processes.
- Practical and theoretical skills students gain enhance employment and leisure opportunities later in life.

The Engineering & Construction Courses can lead to careers in: Engineering, Specialist Welding, Marine Engineering, Auto Mechanics, Parts Sales and Management, Fitter, Welder, Turner, Sheet Metal and Specialist Fabrication. The Construction Technology course can lead to careers in carpentry, joinery, furniture making and other associated trades.

Engineering L2	Code: EGNR2
<p>ENTRY REQUIREMENTS: A reasonable standard of literacy and written skills is required. As only a limited number of places are available, a keen interest in engineering and a solid work ethic is required.</p> <p>COURSE DESCRIPTION: A combination of unit standards teaching the basics in general Engineering, hand tools, machinery and M.I.G. welding. We will be working on a live project that will be negotiated with Mr Lane.</p>	<p>ASSESSMENT: Level 2 Unit Standards. Approximately 18 credits</p> <p>COSTS: This course does have a cost of approximately \$460.00</p> <p>TEACHER IN CHARGE: Mr Lane</p>
Engineering L3	Code: EGNR3
<p>ENTRY REQUIREMENTS: Acceptable completion of Level 2 Engineering. This course is only for students who are moving through into a specialist engineering career pathway. A reasonable standard of literacy and written skills is required. As only a limited number of places are available, a keen interest in engineering and a solid work ethic is required.</p> <p>COURSE DESCRIPTION: A combination of unit standards teaching the basics in general Engineering, hand tools, machinery and M.I.G. welding. We will be working on a live project that will be negotiated with Mr Lane.</p>	<p>ASSESSMENT: A different range of Level 2 Unit Standards or Level 3 Achievement Standards while working on a project to be negotiated on an individual basis with Mr Lane. Approximately 18 credits.</p> <p>COSTS: This course does have a cost of approximately \$460.00</p> <p>TEACHER IN CHARGE: Mr Lane</p>



Construction L1	Code: CONS1
<p>ENTRY REQUIREMENTS: Year 10 Graduation</p> <p>COURSE DESCRIPTION: An introduction to basic construction skills, including safety, processes, materials, and quality control. Learn how to use hand tools and power tools to produce quality work. Two projects are completed over the year in preparation for tertiary and career pathways.</p>	<p>ASSESSMENT: This course will be assessed by project and theory work. L1 Unit standards will be offered. Approximately 20 credits</p> <p>TEACHER IN CHARGE: Mr Lane</p>
Construction L2	Code: CONS2
<p>ENTRY REQUIREMENTS: Satisfactory completion of Year 11</p> <p>COURSE DESCRIPTION: An introduction to basic construction skills, including carpentry. Make more complex products including furniture, using workshop equipment and machinery in preparation for tertiary and career pathways. There may be an opportunity to work on a live community project in partnership with other technology classes.</p>	<p>ASSESSMENT: Project work and industry unit standards. L2 Unit Standards. Approximately 20 credits</p> <p>TEACHER IN CHARGE: Mr Lane</p>
Construction L3	Code: CONS3
<p>ENTRY REQUIREMENTS: Satisfactory completion of Year 12</p> <p>COURSE DESCRIPTION: Level Construction allows students to develop and enhance a range of skills and knowledge and apply them naturally during the undertaking of a project in preparation for tertiary and career pathways. There may be an opportunity to work on a live community project in partnership with other technology classes.</p>	<p>ASSESSMENT: Project work and industry unit standards. Approximately 30 Level 3 credits.</p> <p>COSTS: This course may have a cost depending on the projects undertaken. Approximately \$50.00 - \$200.00</p> <p>TEACHER IN CHARGE: Mr Lane</p>

Textiles

Textiles is a new course that offers students a new way to explore the design process. Students will learn textile skills which will allow them to create their own brief as a platform to plan, design and physically create their own textile product. This course isn't just to show students how to make a garment, it's to show the process from research, to designing concepts, sourcing fabric, trialling out steps in advance in your chosen fabric, identifying risks, problem solving any issues you encounter, right through to actually making the real thing! We encourage risk taking and failing, then learning from those mistakes. This is a very important part of the learning and design process.

Careers that this sort of course might prepare you for are: Costuming, Working In Film Or Theatre, Fashion Design, Garment Technician, Screen Printer, Industrial Design, Signage, Branded Clothing Production & Apparel, Product Designer etc.



Textiles L1, L2 & L3	Code: FSTX1, FSTX2 & FSTX3
<p>ENTRY REQUIREMENTS: Open to all Year 11, 12 & 13 students.</p> <p>COURSE DESCRIPTION: This course is suitable for all abilities and is a foundation level course for Fashion & Textiles. Students will learn textile skills which will allow them to create their own brief as a platform to plan, design and physically create their own textile product. Each student will co-design their course with their teacher to meet their individual assessment needs and interests.</p> <p>UE Approved: Yes</p>	<p>ASSESSMENT: Level 1, 2 or 3 Achievement Standards.</p> <p>SPECIFIC COSTS: There may be some costs associated with the purchase of fabric for student projects.</p> <p>TEACHER IN CHARGE: Miss van Tuel</p>

From Gate To Plate (Food)

In a world of mass production and fast food we feel it is important that students understand where their food comes from and how they might grow their own food to feed themselves and their families. This course has been designed to allow students the opportunity to understand where their food comes from, how it is grown, where it is grown and how the seasons bring us different harvests from the garden and farm. In this course we will explore sustainable food production and how we can use whole foods to make meals for our entire family that will sustain our wider hauora (health & wellbeing).

This course is made up from a range of traditional 'silo' subjects including horticulture, health science and food technology to give students a holistic overview of where their food comes from and what it can be made into. It is important also for students to understand how food is grown, aspects of seasonal food and sustainable farming practices. We encourage students to have a go at planting and growing their own herbs, fruits and vegetables at home in order to contribute to their family's meal plans and cooking routines. Ultimately this can also help students and parents to not only save money but to make healthy and nutritional eating choices.

Food plays an important role in bringing people together and fostering a sense of belonging, across the diverse cultures in Aotearoa New Zealand. Through learning about food, students explore history, culture, traditions, tikanga, and etiquette (kawa). They develop social, emotional, intellectual, and cultural capabilities. Students gain essential and valuable life skills that enable them to enhance their health and wellbeing, and that of their whānau and wider community.

Students of food, nutrition and hospitality gain experiences, knowledge, attributes, and skills that can lead to a wide range of career pathways. Here in the Manawatu we are surrounded by many commercial growers and farms. It is only right that we explore where our food comes from and how the quality and nutritional value of that food helps to nourish and sustain our bodies.

Links to careers: Hospitality, chef, baker or a barista, business management, (owning or managing a restaurant), or tourism, commercial growing, sustainable farming, food production, food technology, catering, personal trainer, nutritionist and more.

From Gate To Plate L1	Code: FGTP1
<p>ENTRY REQUIREMENTS: Open to all Year 11 students. You do not need to have taken Foods before, however Year 10 Food & Nutrition would be an advantage.</p> <p>COURSE DESCRIPTION: This course is suitable for all abilities and is a foundation level course for the hospitality industry as well as providing an excellent nutritional basis for further study in this field.</p>	<p>ASSESSMENT: Level 1 Standards.</p> <p>SPECIFIC COSTS: Students will be expected to contribute to the cost of food or to provide ingredients for practical lessons. Specific course related costs will be provided at a later date.</p> <p>TEACHER IN CHARGE: Mrs Talbot</p>



Media & Communications

Media & Promotion is a new course that offers students the opportunity to explore a hands-on industry focused course that works on a live project through the year for a real client from our wider community. Students will meet their client and take a field trip to their business or charity. They will then create digital media content for that client and if it is of a high enough standard the client may then choose to use it as part of their promotion and marketing strategy. This is an excellent way to gain real life experience to generate portfolio work in preparation for tertiary and industry pathways. You will need to be open to learning new things, have a good work ethic and a great imagination for this course.

Some of the different media we produce in this class are: 2D/3D animation, motion graphics, film making, digital media production such as books and 3D printing or laser cutting when used in product development. Students are encouraged to drive their own projects and create something that has meaning and significance to them but that can also contribute to wider society in some way.

Careers that this sort of course might prepare you for are: Marketing content manager, social media or content specialist, digital marketing, film making, creative media specialist, advertising, special FX, UX designer, UI designer, 3D designer, web designer, animation specialist to name but a few.

Media & Communication L1, L2 & L3	Code: MCOM1, MCOM2, MCOM3
<p>ENTRY REQUIREMENTS: Open to all Year 11,12 & 13 students. You do not need to have taken Creative Tech & Design before, however Year 10 Digital Creative would be an advantage.</p> <p>COURSE DESCRIPTION: Students will work towards researching, planning and developing a digital media product in response to a client's brief OR working on a self driven project of their choice. A digital media product could be but is not limited to a 2D/3D animation, a 3D printed object, a laser cut object, a book, a short film, film trailer, information graphic or motion graphic. Whatever the project, students will be asked to consider the audience they are designing for and how users will experience the product once it is completed and viewed.</p> <p>Each student will co-design their course with their teacher to meet their individual assessment needs and interests.</p> <p>UE Approved: Yes</p>	<p>ASSESSMENT: This is an achievement standards course and has a combination of written explanation and practical planning with practical project development of your digital media product. A total of 22 credits.</p> <p>SPECIFIC COSTS: Art making materials will be provided in class. However stationary is expected to be supplied by the student. This includes a visual diary. Printmakers may wish to purchase their own sets of specialist tools and brushes and can do so at a discounted rate through the department. Solar plates do have a cost as they are expensive and considered a luxury item.</p> <p>If students are working on Blender, Procreate or Adobe Creative Cloud it is advised they purchase a laptop with sufficient memory 16GB RAM and processing speed to handle a range of creative software.</p> <p>Software Information: Blender is an industry standard 3D sculpture/design and animation software that is free. Procreate is an entry level subscription based software but fairly cheap to purchase and Adobe Creative Cloud is industry level software that normally retails for over \$700.00 but for our students it is only \$20.00 for the entire year. It depends on what students are wanting to do as to what software and hardware we would recommend. Please ask the teacher in charge for more information.</p> <p>TEACHER IN CHARGE: Mrs Purda</p>



sTem - Science TECHNOLOGY Engineering Mathematics

Do you love tinkering with machines and electronic equipment? Do you want to find out what is inside a device? Are you curious about the working of a computer, laptop, phone, robot, website, drone or game?

Do you want to develop new tools and toys for the 21st century? Learn about the theory and the different pieces that make the whole system work.

Careers that sTem Courses might prepare you for are: Mechatronics Engineer, Computer Programmer, Software Testing, Analyst, Industrial Engineer, Digital Telecommunications Specialist, Database Administrator, Database Analyst, Database Programmer, Systems Administration, Working with Geographic Information Systems (GIS), Computer Network Specialist, Game Developer, Web Developer, Software Developer, Computer Technician, IT Help Desk, Software Architect, Computer Systems Technician, Aviation Electronics Specialist, Electrical Fitter, Strategic Analyst in the Armed Forces, Electrician, Robotic Engineer, Robotics Designer, Industrial Designer.

sTem Computer Science L1, L2 or L3	Code: STEMC1, STEMC2, STEMC3
<p>ENTRY REQUIREMENTS: L1: Open to all Year 11, 12 & 13 students. L2: Completion of L1 STEM course L3: Completion of L2 STEM course</p> <p>COURSE DESCRIPTION: This course will be a combination of independent learning, practical projects Students will learn about the inner working of computers and the logic behind them. This course can be combined with one of the other sTem courses.</p> <p>UE Approved: Yes</p>	<p>ASSESSMENT: A range of internal and external assessments are available in this course</p> <p>SPECIFIC COSTS: None, Although a laptop (PC) is required</p> <p>TEACHER IN CHARGE: Mr van Haren</p>

sTem Electronics L1, L2 or L3	Code: STEMEC1, STEMEC2, STEMEC3
<p>ENTRY REQUIREMENTS: L1: Open to all Year 11, 12 & 13 students. L2: Completion of L1 STEM course L3: Completion of L2 STEM course</p> <p>COURSE DESCRIPTION: This course will be a combination of independent learning, practical projects. Circuit concepts, measurement, basic electronic components and systems, prototyping Looking at microprocessors like Arduino, Raspberry Pi and Picaxe, to create project to connect to the IOT (Internet of Things) This course can be combined with one of the other sTem courses.</p> <p>UE Approved: Yes</p>	<p>ASSESSMENT: A range of internal and external assessments are available in this course</p> <p>SPECIFIC COSTS: None, Although a laptop (PC) is required</p> <p>TEACHER IN CHARGE: Mr van Haren</p>

sTem Mechatronics L1, L2 or L3	Code: STEMMC1, STEMMC2, STEMMC3
ENTRY REQUIREMENTS:	ASSESSMENT:



<p>L1: Open to all Year 11, 12 & 13 students. L2: Completion of L1 STEM course L3: Completion of L2 STEM course</p> <p>COURSE DESCRIPTION: This course will be a combination of independent learning, practical projects Students will learn about how machines work and are controlled by electronic systems. Students will learn about manufacturing concepts like construction, palletizing, and coordinate planes to empower the manufacturing workforce of the future with a foundation of understanding. This will involve building a 5-axis robotics arm and other robotic systems. This course can be combined with one of the other sTem courses.</p> <p>UE Approved: Yes</p>	<p>A range of internal and external assessments are available in this course</p> <p>SPECIFIC COSTS: None, Although a laptop (PC) is required</p> <p>TEACHER IN CHARGE: Mr van Haren</p>
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<p>sTem Software Engineering L1, L2 or L3</p>	<p>Code: STEMSC1, STEMSC2, STEMSC3</p>
<p>ENTRY REQUIREMENTS: L1: Open to all Year 11, 12 & 13 students. L2: Completion of L1 STEM course L3: Completion of L2 STEM course</p> <p>COURSE DESCRIPTION: This course will be a combination of independent learning, practical projects. Students learn designing, developing, testing, and maintaining software applications. Software engineers apply engineering principles and knowledge of programming languages to build software solutions for end users, like websites and electronic games. This course can be combined with one of the other sTem courses.</p> <p>UE Approved: Yes</p>	<p>ASSESSMENT: A range of internal and external assessments are available in this course</p> <p>SPECIFIC COSTS: None, Although a laptop (PC) is required</p> <p>TEACHER IN CHARGE: Mr van Haren</p>

Structures and Spaces for People & Places

This course uses the theme "Design for Life". It looks at every aspect of the things required to live a comfortable, healthy and environmentally responsible lifestyle. It begins with shelter - what does a building need to shelter you on the desert road in the middle of winter? What does it need on the lake shore of Lake Rotorua or the sand shore of Himatangi Beach? How is fresh water obtained and kept and how is waste and rubbish removed? Products are also looked at - whether it is a simple can opener or a heat pump. The wider environment is also considered: design of gardens and outdoor recreation and entertaining areas. In short, everything used in our day to day lives is "designed", hence Structures For People & Places.

Methods used are instrumental drawing using T squares, Set Squares and drawing boards, Digital programs: AutoCad, Fusion 360 and Sketchup, Photos and Models. You don't need to be an artist, you just need an interest in design and a thirst to explore novel ideas to solve everyday challenges.

The Structures For People & Places course can lead to careers in architecture, draughting, building, landscaping, town planning, product development, industrial design, joinery, 3D Design, engineering and many other design-based careers.



Structures and Spaces for People & Places L1	Code: STPP1
<p>ENTRY REQUIREMENTS: Open entry.</p> <p>COURSE DESCRIPTION: This design based course allows students to develop a wide range of design, modelling, drawing and presentation techniques in 2D & 3D. Topics include design development, freehand sketching, instrumental drawing, modelling and computer aided design (CAD). It includes the study of influential designers. This course is designed as a foundation year to Level 2 & 3 NCEA courses.</p>	<p>ASSESSMENT: A range of internal and external assessments. Please note the external assessment is through sending away a design portfolio there is no formal exam. A total of 21 credits are available in this course, however, extra papers can be negotiated on an individual basis.</p> <p>SPECIFIC COSTS: Students provide their own equipment. If students are working on CAD it is advised they purchase a laptop with sufficient memory 16GB RAM and processing speed to handle AutoCad. The software itself is free for students and is industry standard.</p> <p>TEACHER IN CHARGE: Mr Wagstaff</p>
Structures and Spaces for People & Places L2	Code: STPP2
<p>ENTRY REQUIREMENTS: Year 12 students considering taking Structures for People & Places (previously Design & Visual Communication) for the first time should consider completing the Level 1 papers, unless they completed the Year 10 Graphics.</p> <p>COURSE DESCRIPTION: This course builds on the knowledge and skills developed in Level 1. Students will develop both product and spatial (architectural) designs. Topics include design development, freehand sketching, perspective drawing, instrumental drawing, presentation techniques, modelling and computer aided design (CAD). It includes the study of design movements (eg. Bauhaus and Postmodernism).</p>	<p>ASSESSMENT: A range of internal and external assessments. Please note the external assessment is through sending away a design portfolio there is no formal exam. A total of 22 credits are available in this course, however, extra papers can be negotiated on an individual basis.</p> <p>SPECIFIC COSTS: Students provide their own equipment. If students are working on CAD it is advised they purchase a laptop with sufficient memory 16GB RAM and processing speed to handle AutoCad. The software itself is free for students and is industry standard.</p> <p>TEACHER IN CHARGE: Mr Wagstaff</p>
Structures and Spaces for People & Places L3	Code: STPP3
<p>ENTRY REQUIREMENTS: Satisfactory completion of Level 2 Design and Visual Communication.</p> <p>U.E. Approved Subject - Yes</p> <p>COURSE DESCRIPTION: In this course, students will have the opportunity to develop advanced conceptual design, modelling and presentation techniques. Computer aided design (CAD) is an integral component. Students will negotiate a personalised content for their design brief and resolve this in detail over the course of the year. Topics include design development, critical evaluation, computer visualisation, drawing and illustration techniques and product modelling.</p> <p>UE Approved: Yes.</p>	<p>ASSESSMENT: A range of internal and external assessments. Please note the external assessment is through sending away a design portfolio there is no formal exam. A total of 22 credits are available in this course, however, extra papers can be negotiated on an individual basis.</p> <p>SPECIFIC COSTS: Students provide their own equipment. If students are working on CAD it is advised they purchase a laptop with sufficient memory 16GB RAM and processing speed to handle AutoCad. The software itself is free for students and is industry standard.</p> <p>TEACHER IN CHARGE: Mr Wagstaff</p>



Young Enterprise Scheme - Business

The Young Enterprise Scheme is a national programme that invests in the future leaders of our business community here in Aotearoa, New Zealand. It is an entrepreneurial programme that gives students the opportunity to literally start their own businesses! Get a team together or work on your own. Develop a product, make a prototype, test it, refine it and make enough products to sell. Then take your product to market and make some money! You get to keep your earnings less YES Tax that goes back into our regional YES network to help our students in the many leadership and training events held regionally for all students participating in the YES programme. This number was just over 4500 in 2022 nationwide. Come be part of the action! Learn about business by actually running your own business! Then the paperwork takes care of itself as you learn through doing! The course covers product development, marketing, finance and human resources which are the main career pathways within the Business world. In Y12 & 13 YES students are given the opportunity to apply for national leadership and business mentoring programmes with an international market focus.

Careers that this sort of course might prepare you for are: Business Management, Leadership, Human Resources, Marketing, Advertising, Product Development, Production and Manufacturing, Quality Control, Health & Safety Advisor, Communications and Public Relations, Business ownership and so much more!

Young Enterprise Scheme - Business L1, L2 & L3	Code: TYES1, TYES2 & TYES3
<p>ENTRY REQUIREMENTS: Open to all Year 11, 12 & 13 students.</p> <p>COURSE DESCRIPTION: This course is a practical business course where students quite literally run their own business. During the year students learn about the four main areas involved in business. Accounts and Finances, Marketing and Advertising to targeted customer segments, Production and manufacturing, logistics for product supply and Human Resources and management systems. All four of these areas have different responsibilities and students can opt to take on one or more roles within their company.</p> <p>Students choose their own products and company structure to suit their business focus. Each student will co-design their course with their teacher to meet their individual assessment needs and interests. This course runs alongside the Young Enterprise Scheme a national competition run over the year with regional events and national leadership trips and opportunities for students to apply for.</p> <p>UE Approved: Yes</p>	<p>ASSESSMENT: This is an Achievement Standards course.</p> <p>SPECIFIC COSTS: There may be some costs associated with the purchase of product materials for student projects.</p> <p>TEACHER IN CHARGE: Mrs Wheeler / Mrs Purda</p>

English

English provides us with a way to communicate and interact with our world. It underpins every subject and helps to build personal confidence.

Reasons for studying English:

- It allows you to develop the skills you will need after leaving school.
- You will learn how to communicate in a variety of formats.
- You will be able to understand and interact with universal themes, like social justice.
- You will understand the changing digital world around you.

CAREER OPPORTUNITIES: Literacy skills are now essential building blocks for the majority of careers, such as trades, professions and entrepreneurship.



English L1	Code: ENGG1
<p>ENTRY REQUIREMENTS: Year 10 Graduation; recommendation of Year 10 Teacher</p> <p>COURSE DESCRIPTION: Builds on important literacy skills; creating and making meaning in a range of text types. This course encourages the development of a confident personal voice.</p>	<p>ASSESSMENT: External and Internal Achievement Standards</p> <p>TEACHER IN CHARGE: Mrs McKnight</p>
Enhanced English L1	Code: ENGE1
<p>ENTRY REQUIREMENTS: Completion of Year 10. Recommendation of English HOD and Head of Curriculum.</p> <p>COURSE DESCRIPTION: Develop important skills to interact with the world around you. Covers reading, digital literacy, writing and oral communication.</p>	<p>ASSESSMENT: Achievement Standards with supporting Unit Standards.</p> <p>TEACHER IN CHARGE: Mrs McKnight</p>
English L2	Code: ENGG2
<p>ENTRY REQUIREMENTS: Level 1 English.</p> <p>COURSE DESCRIPTION: Builds on important analytical literacy skills; producing and analysing texts of growing sophistication. This course helps to develop a confident, personal communication style and a richer understanding of the world around us.</p>	<p>ASSESSMENT External and Internal Achievement Standards. Supports University Entrance Literacy.</p> <p>TEACHER IN CHARGE: Mrs McKnight</p>
Enhanced English L2	Code: ENGE2
<p>ENTRY REQUIREMENTS: Available only to learners recommended by the English HOD and Head of Curriculum.</p> <p>COURSE DESCRIPTION: Builds skills in visual, written and oral communication. A course focused on real world contexts and practical skills using English.</p>	<p>ASSESSMENT: Internal Achievement Standards and supporting Unit Standards as required.</p> <p>TEACHER IN CHARGE: Mrs McKnight</p>
English L3	Code: ENGG3
<p>ENTRY REQUIREMENTS: Satisfactory completion of Level 2 English course.</p> <p>U.E. Approved Subject - Yes</p> <p>COURSE DESCRIPTION: Builds on important critical literacy skills; producing and critically responding to increasingly complex and sophisticated texts. This course helps to develop confident, analytical and evaluative perspectives.</p>	<p>ASSESSMENT: External and Internal Achievement Standards and Supporting Unit Standards as required. Supports University Entrance. NZ Scholarship exam offered to highly motivated students.</p> <p>TEACHER IN CHARGE: Mrs McKnight</p>



Geography

The aim of Geography is to develop an understanding of the environment as the home of people. Geographers do this by looking for all things that make up the natural and cultural environment and then see how these affect each other.

Reasons for studying Geography:

- It fosters a balanced view of and respect for the environment at home and around the world.
- It helps you to understand our heritage, and what is important to today's environmental and planning issues.
- It develops many skills and techniques (thinking, practical, social and valuing),
- **Geography** takes us into the world around us as nature and people collide:
 - to the earth releasing enough energy to create earthquakes and hurricanes
 - to a diamond mine in Africa where people are surrounded in riches but living in poverty
 - to the carving of the mighty Manawatu landscape
 - to being an Events planner like planning the Field Days or a massive music festival seeing the new year in
 - how the natural and cultural environment will continue to impact on people around the world and analyze whether the impacts have been positive or negative and categorize them into social, economic or environmental impacts.

Geography is recognised as a useful qualification for a wide range of careers. **Some of the hundreds of different jobs geographers are working in include:** Resource Planner, GIS Analyst, Conservation, Wildlife Management (DoC), Logistics & Transportation Modeling, Teaching & Education, Resource Management (Ministry for the Environment), Climate and weather based careers (NIWA), Maori Research & Development (Ngai Tahu), Travel & Tourism, Airlines Flight & Ground Crew, Mining & Exploration, Diplomatic Service, Export & Trade etc.

<p>Geography L1: Natural and Cultural landscapes and its effects on people and the environment</p>	<p>Code: GEOG1</p>
<p>ENTRY REQUIREMENTS: Year 10 Graduation</p> <p>COURSE DESCRIPTION: We look at the world around us, how it is built, what changes it and the effect these changes have on us. We look at events within a national, regional, local and global scale and the effects it has on people and the environment. We will see the natural processes that form tectonic movements and processes, land forming and changing and the huge effects they have on the environment and people. We look at local research into the events that are occurring on our own doorstep and seek the why from these events, who is affected and how this shapes and changes our communities. A range of geographic skills are learnt which include: mapping, graphing, decision making, GIS analysis etc. This programme builds on foundational skills set at Year 10 from social actions and allows our learners to continue to learn from the world around us and understand it and seek more from both the natural and cultural environments and the influence this has on ourselves and the role we have in it moving forward.</p>	<p>ASSESSMENT: Internal and external Achievement Standards.</p> <p>SPECIFIC COSTS: Field Trip expenses (Local Manawatu Trip)</p> <p>TEACHER IN CHARGE: Mrs Sim</p>



<p>Geography L2: Natural Landscapes in the Manawatu, 1080 use within New Zealand, Geographic Skills. Global study of Pandemics and their effects on people and places. Crime within a city and the processes and patterns that cause this.</p>	<p>Code: GEOG2</p>
<p>ENTRY REQUIREMENTS: NCEA Level 1 or 8 credits in Level 1 Geography</p> <p>COURSE DESCRIPTION: We look at the natural landscape of the Manawatu - how it varies, evolves and people's impact on it and conduct geographic research on the natural processes that form our own landscape. Especially looking at our Volcanic Region of the Tongariro/Taupo Volcanic Zone and the characteristics, elements and processes, formation, influence of people within this space, how it has been shaped and changed by people and the environment and how groups use this space. A geographic issue is studied around the effects of 1080 use within New Zealand and on the environment and society, where viewpoints are analysed and different courses of action evaluated. In a global study of pandemics we investigate where, how, why and their devastating impacts. We continue to build upon our Level 1 programme and further develop the patterns, factors and processes within our natural and cultural landscapes and how these influence why these occur. A range of geographic skills and concepts are learnt which include: mapping, graphing, decision making, GIS analysis etc.</p>	<p>ASSESSMENT: Internal and external Achievement Standards.</p> <p>SPECIFIC COSTS: Field Trip expenses (Tongariro National Park)</p> <p>TEACHER IN CHARGE: Mrs Sim</p>
<p>Geography L3: Natural Processes, Events Management, Tourism, Plastic Pollution and the Great Barrier Reef</p>	<p>Code: GEOG3</p>
<p>ENTRY REQUIREMENTS: NCEA Level 2 or 8 credits in Level 2 Geography</p> <p>U.E. Approved Subject - Yes</p> <p>COURSE DESCRIPTION: This course is about unpacking the influence that people have had on their environments both natural and cultural. We evaluate the use of spaces and how people have created changes on the social, economic and environmental spaces and what factors, processes and patterns are seen from these changes. We have a focus on the Ocean and the influence we have had on this space but also the huge influence it has on us and the reliance we have on it and its resources. We look at how major national events, such as Relay for Life, Field Days or Rhythm and Vines are managed from a geographic perspective. We will also do a research standard which looks into either a natural or cultural process and seek answers from the data collected. Students will also have the opportunity to look at tourism within New Zealand and look at Rotorua's tourism and find out how its natural and cultural environment has always been the focus but how it has diversified over time and continued to evolve, adapt and change to continue to be a tourism hub within New Zealand. A range of geographic skills and concepts are learnt which include: mapping, graphing etc.</p>	<p>ASSESSMENT: Internal and external Achievement Standards.</p> <p>SPECIFIC COSTS: Field Trip expenses (Research and tourism standards)</p> <p>TEACHER IN CHARGE: Mrs Sim</p>



History

"History is as essential to human society as memory is to an individual"

History fires your curiosity and imagination. It invites you to ask, and helps you answer, today's questions by engaging with the past and imagining possible futures.

Reasons for studying history:

- It teaches analytical skills in high demand in a range of situations and occupations, and how to put together an argument based on sound reasoning
- History presents you with the dilemmas, choices, and beliefs of people in the past.
- It equips you with knowledge and skills that are valuable and useful throughout life.
- **History** takes us into the drama of different places, times and people's lives:
 - to a place called Auschwitz where over 1 million people will die as part of the Nazi "Final Solution"
 - to French secret agents blowing up a ship in Auckland Harbour
 - to protesters facing off with police in Palmerston North because of a rugby match
 - to a man called Martin Luther King, telling 200,000 people about a dream he has
 - to a Tunisian street vendor who set himself on fire as an act of protest and starts a revolution
 - to a woman in New Zealand leading the world by fighting for the right of women to vote

History is recognised as a useful qualification for a wide range of careers. **Hundreds of different jobs historians are working in include:** Journalism, Army, Navy, Air Force, Travel, Conservation, Tourism, Law, Marketing, Iwi Development, Diplomatic Service, Policy analysis & advice, Broadcasting, Local Body Planning, Politics, Promoting Human Rights, Project Management, Public Relations, Research, Travel, Social Work, Teaching, Religion, etc.

<p>History L1: War and Terror, Marching for Justice and History Bites</p>	<p>Code: HIST1</p>
<p>ENTRY REQUIREMENTS: Year 10 Graduation</p> <p>COURSE DESCRIPTION: The first part of this course uses active learning to investigate the devastating impacts of World War II, which broke out in 1939, just 20 years after World War I. A special focus is also put on New Zealand's involvement and how it impacted on our society. We then look at how people have fought for justice through protest and marching. Marching in Washington for Black Civil Rights, Marching for 1100 kms from the far north to Wellington to end the alienation (sale) of Māori land and the 5000 people marching down Broadway Avenue in Palmerston North to highlight the injustice of the apartheid system in South Africa.</p> <p>The course then looks at a range of other interesting historical events such as: the emergence of the Bodgies and Widgies subculture in the late 1950s; the arrival of that revolutionary thing called a television; those weird times we called carless days (in our house we were not allowed to use our car on a Tuesday) etc</p> <p>You get to choose an event or place to investigate like New Zealand in the 1960s (eg Moon landing, Beatles Tour, Troops going to Vietnam or even the Hippie movement), Famous Assassinations (eg Martin Luther King, JFK, John Lennon and Gandhi) or Acts of Terror (eg Munich Olympics and 911).</p> <p>Have a passion for a place or event in history? We can build an entire, or part, programme that meets your interests and needs, just ask.</p>	<p>ASSESSMENT: Internal and external Achievement Standards</p> <p>TEACHER IN CHARGE: Mr Erskine</p>



<p>History L2: 1960's: The Years that shaped a generation</p>	<p>Code: HIST2</p>
<p>ENTRY REQUIREMENTS: Level 1 NCEA or 8 credits in Level 1 History</p> <p>COURSE DESCRIPTION: This course uses active, flexible and enjoyable learning methods to investigate the decade that shaped a generation, the 1960's. The 60's was a time of peace, love, war and disharmony. The story of the 1960's is one illuminated with images of protests, atomic bombs, flower power and nations divided by war. We will look at the events that shaped the 60's, from counterculture, second wave feminism and civil rights movements, to stepping back from the brink of annihilation during the Cuban Missile Crisis.</p> <p>You get to choose an event or place to investigate eg: Influencers of the 60's like, JFK, Bob Dylan, Malcom X etc. Spies agents and espionage like the KGB. Popular culture's impact on society through the likes of movies, literature, music and sport. Movements such as Civil Rights, Feminism and Environmental.</p> <p>If you have a passion for history but this theme does not appeal, then come and talk. We can create a programme that meets your interests and needs, just ask.</p>	<p>ASSESSMENT: Internal and external Achievement Standards</p> <p>TEACHER IN CHARGE: Mr Erskine</p>
<p>History L3: Talkin' `Bout A Revolution</p>	<p>Code: HIST3</p>
<p>ENTRY REQUIREMENTS: Level 2 NCEA or 8 credits in Level 2 History.</p> <p>U.E. Approved Subject - Yes</p> <p>COURSE DESCRIPTION: This course looks at the colonial frontier of New Zealand. Love it, loathe it, or both, boring was the one thing it was not. From early contact there was violence in bulk, from the casual fist, husband to wife, mate to mate, stranger to stranger, through the bloody horrors of the Musket wars to the most 'modern' conflict people had yet died in. Slaving, fighting, fornicating, lying, striving, changing, transforming, converting – throw the thesaurus at it – and trying spasmodically to maintain a certain refinement.</p> <p>New Zealand through the 19th century saw a struggle for control, where one of the most significant developments was the survival of the Maori as a distinct ethnic and social group in New Zealand.</p> <p>You get to choose an event or place to investigate. These vary year to year as students get to follow their interests. In fact, your entire year can be built around this choice.</p> <p>If you have a passion for history but this theme does not appeal, then come and talk. We can create a programme that meets your interests and needs, just ask.</p>	<p>ASSESSMENT: Internal and external Achievement Standards. 15 credits offered internally.</p> <p>TEACHER IN CHARGE: Mr Erskine</p>

Social Studies

"If we choose not to live alone, we must learn how to live together."

Senior Social Studies is about developing an understanding of how societies function and how people participate in them. You will be encouraged to:

Engage with social issues - to think critically about social issues, to analyse complex situations and find ways of explaining them, and to think about their own thinking.

Explore values - to recognise your own values and the values of others, and to explore how values affect the ways in which people respond to issues and make use of opportunities.

Act to improve society – by investigating how you can contribute to society by taking effective social action.

Build a career pathway - by developing skills that will be valuable in your personal lives and careers. You will learn to carry out research, work cooperatively in groups, and communicate with accuracy.



Social Studies L2, L3	Code: SSTG2, SSTG3
<p>ENTRY REQUIREMENTS: Year 12 or 13, or by special arrangement</p> <p>U.E. Approved Subject: Yes</p> <p>COURSE DESCRIPTION: Senior Social Studies is based on how societies work and how people can participate in their communities as informed, critical, active, and responsible citizens.</p> <p>Through inquiry you will examine the causes and effects of social issues that relate to identity, culture, and organisation, and learn to take actions that may bring about positive change. You get to choose some of the social issues you study. Just some of the many issues researched recently are: Euthanasia, youth mental health, legalising cannabis for medicinal purposes, abortion, housing crisis in NZ, binge drinking culture of New Zealand, domestic violence, #metoo, period poverty, food poverty and child poverty.</p> <p>You will investigate and participate in how individuals, communities and societies respond to change.</p> <p>This course is driven by what you are passionate about and allows you to become an active citizen of the world.</p>	<p>ASSESSMENT: Internal and External Standards.</p> <p>SPECIFIC COSTS: None</p> <p>TEACHER IN CHARGE: Mr Erskine</p>

Japanese

It is very interesting to understand the different cultures through learning Japanese. It is also important to know different value systems for world peace.

New Zealand has a strong relationship with Japan (eg. teaching, business, tourism, politics) so it is very useful for communication in these fields.

Students can enjoy learning this language and contribute to the relationship by being a bridge between New Zealand and Japan. A "Study Trip to Japan" is arranged every second year.

Japanese L1	Code: JAPA1
<p>ENTRY REQUIREMENTS: Satisfactory completion of Year 10 Japanese or approved by Ueta Sensei. <u>However</u>, if you are not good at reading and writing Japanese and want to develop listening and speaking skills, you can take it for less credits, please talk to Mr Ueta.</p> <p>COURSE DESCRIPTION: You will learn through listening to spoken Japanese in class, role plays, speaking, reading and writing.</p>	<p>ASSESSMENT: Internally assessed and externally assessed achievement standards.</p> <p>CREDITS: 14 – Listening and speaking only CREDITS: 24 – Full course</p> <p>COST: Approximately \$18 (Renash booklet)</p> <p>TEACHER IN CHARGE: Mr Ueta</p>



Japanese L2	Code: JAPA2
<p>ENTRY REQUIREMENTS: Satisfactory completion of Japanese Level 1 or approved by Ueta Sensei. <u>However</u>, if you are not good at reading and writing Japanese and want to develop listening and speaking skills, you can take it for less credits, please talk to Mr Ueta.</p> <p>COURSE DESCRIPTION: You will learn through listening to spoken Japanese and by doing related reading, writing and conversation exercises. A variety of resources developed specifically for the New Zealand syllabus will be used.</p>	<p>ASSESSMENT: Internally assessed and externally assessed achievement standards.</p> <p>CREDITS: 14 – Listening and speaking only CREDITS: 24 –Full course COST: Approximately \$18 (Renash booklet)</p> <p>TEACHER IN CHARGE: Mr Ueta</p>
Japanese L3	Code: JAPA3
<p>ENTRY REQUIREMENTS: Satisfactory completion of L2 Japanese or approved by Ueta Sensei. <u>However</u>, if you are not good at reading and writing Japanese and want to develop listening and speaking skills, you can take it for less credits, please talk to Mr Ueta.</p> <p>U.E. Approved Subject - Yes</p> <p>COURSE DESCRIPTION: You will learn through listening to spoken Japanese and by doing related reading, writing and conversation exercises. A variety of resources developed specifically for the New Zealand syllabus will be used.</p>	<p>ASSESSMENT: Internally assessed and externally assessed achievement standards</p> <p>CREDITS: 14 – Listening and speaking only CREDITS: 24 –Full course COST: Approximately \$18 (Renash booklet)</p> <p>TEACHER IN CHARGE: Mr Ueta</p>

Mathematics and Statistics

Mathematics is the study of number, measurement, geometry, algebra and statistics for:

- Use in managing and understanding the everyday world, in which we live and work.
- Use in describing and investigating social and physical sciences.
- Development of logical thought.

Note: If appropriate, the school will place students in a Mathematics class appropriate to their individual ability.

Links to careers: Mathematics teaches patience, discipline, and step-by-step problem-solving skills. For those with a substantial background in mathematics, an unlimited number of career opportunities are available, e.g. **actuary, mathematics teacher, operations research analyst, statistician, physician, research scientist, inventory strategist, staff systems, air traffic control analyst, cryptologist, attorney, economist, mathematics professor, environmental mathematician, robotics engineer, geophysical mathematician, design, ecologist, geodesist, photogrammetrist, civil engineer, geomantic engineer.**

Even if you do not choose a career in the mathematical sciences, studying as much mathematics as you can is a good way to keep your career options open. Mathematics is an excellent foundation for, and is usually a prerequisite to, study in all areas of science and engineering. Students in such areas as anthropology, sociology and psychology, as well as law, business, and medicine, also benefit from a solid background in mathematics and statistics. It will help you to better understand science and technology and their effects on our world.



<p>Mathematics L1: Number, Algebra, Graphs, Angle Geometry, Trigonometry, Probability and Statistics</p>	<p>Code: MATG1</p>
<p>ENTRY REQUIREMENTS: Recommendation from Junior Maths Teacher.</p> <p>COURSE DESCRIPTION: This course consists of Statistics, Right-angled Triangles, Algebra, Graphs and Probability. Students are given the opportunity to gain the 10 credits for the Numeracy requirement of Level One NCEA. This course is necessary for students intending to study Mathematics in the following year.</p>	<p>ASSESSMENT: Assessment is by internal achievement standards and external achievement standards.</p> <p>SPECIFIC COSTS: Workbooks approximately \$30</p> <p>TEACHER IN CHARGE: Mrs Clavelle</p>
<p>Vocational Mathematics L1: <i>Everyday Number, Geometry Measurement and Statistics</i></p>	<p>Code: MATN1</p>
<p>ENTRY REQUIREMENTS: Year 10 Graduation</p> <p>COURSE DESCRIPTION: This course involves the development of basic everyday number, measurement and statistics skills. Individual needs will allow students to attempt achievement standards at a level appropriate to their skill. The attainment of the 10 Numeracy credits required to gain Level One NCEA is a focus for the course. (Note: This course leads to Level 2 Mathematics with Statistics course requiring HOD approval.)</p>	<p>ASSESSMENT: Assessment is by the Digital Common Assessment Activity offered in June and November.</p> <p>SPECIFIC COSTS: Workbooks approximately \$20</p> <p>TEACHER IN CHARGE: Mrs Clavelle</p>
<p>Mathematics with Calculus L2: <i>Coordinate Geometry,, Algebra, Calculus, Trigonometry, and Graphs</i></p>	<p>Code: CALC2</p>
<p>ENTRY REQUIREMENTS: At least 14 Achievement Standard Mathematics credits, including Algebra and Graphs, or in consultation with the HOD.</p> <p>COURSE DESCRIPTION: This course consists of Coordinate Geometry, Inference, Algebra, Calculus, Trigonometry and Graphs. This course is necessary for students intending to do Year 13 Calculus and/or Statistics in the following year.</p>	<p>ASSESSMENT: Assessment is by internal achievement standards and external achievement standards.</p> <p>SPECIFIC COSTS: Graphics Calculator Casio fx-9750G Plus (approx \$120) Workbooks approximately \$30</p> <p>TEACHER IN CHARGE: Mrs Clavelle</p>
<p>Mathematics with Statistics L2: <i>Trigonometry, Inference, Probability, Simulations and Networks</i></p>	<p>Code: STAT2</p>
<p>ENTRY REQUIREMENTS: At least 14 Achievement Standard Mathematics credits, including Algebra and Graphs, or in consultation with the HOD.</p> <p>COURSE DESCRIPTION: This course consists of Trigonometry, Inference, Probability, Simulations and Networks. This course is necessary for students intending to do Year 13 Statistics in the following year.</p>	<p>ASSESSMENT: Assessment is by internal achievement standards and external achievement standards.</p> <p>SPECIFIC COSTS: Graphics Calculator Casio fx-9750G Plus (approx \$120) Workbooks approximately \$30</p> <p>TEACHER IN CHARGE: Mrs Clavelle</p>



<p>Statistics L3: <i>Statistical Investigations of Time Series, Bivariate and Formal Inference: Probability Concepts, Probability Distributions and Critical Paths</i></p>	<p>Code: STAT3</p>
<p>ENTRY REQUIREMENTS: At least 12 Achievement Standard Mathematics credits at Level 2 or in consultation with the HOD.</p> <p>U.E. Approved Subject - Yes</p> <p>COURSE DESCRIPTION: This course consists of Time Series, Bivariate and Formal Inference Statistical Investigations, Probability Concepts, Probability Distributions, and Critical Paths.</p> <p>Many courses at tertiary level require courses in Statistics.</p>	<p>ASSESSMENT: Assessment is by internal achievement standards and external achievement standards.</p> <p>SPECIFIC COSTS: Graphics Calculator Casio fx-9750G Plus (approx \$120) Workbooks approximately \$30</p> <p>TEACHER IN CHARGE: Mrs Clavelle</p>
<p>Calculus L3: <i>Differentiation, Algebra and Integration</i></p>	<p>Code: CALC3</p>
<p>ENTRY REQUIREMENTS: At least 14 Achievement Standard Mathematics credits at Level 2, including Algebra and Calculus, or in consultation with the HOD.</p> <p>U.E. Approved Subject - Yes</p> <p>COURSE DESCRIPTION: This course consists of Differentiation Techniques and Applications, Algebra, including Complex Numbers, Integration Techniques and Applications.</p> <p>Mathematics and pure sciences usually require this course at tertiary level.</p>	<p>ASSESSMENT: Assessment is by internal achievement standards and external achievement standards.</p> <p>SPECIFIC COSTS: Graphics Calculator Casio fx-9750G Plus (approx \$120) Workbooks approximately \$30</p> <p>TEACHER IN CHARGE: Mrs Clavelle</p>

Performing Arts

Learning to be creative and learning to use our creative energy in a positive and productive way is an essential part of life. These courses look at effective presentation and creation of Drama, Dance and Music.

Reasons for studying Drama, Dance, or Music:

- It gives opportunity for practical and creative learning
- It develops creative thinking skills
- It provides opportunity for learning and demonstration using creative language and symbols
- It develops performing ability and self-confidence
- It provides a 'stage' for students to develop and display creative ability

<p>Music Composite L1, L2, L3</p>	<p>Code: MUSI1, MUSI2, MUSI3</p>
<p>ENTRY REQUIREMENTS: Successful previous year course completion in Music, or relevant out of school experience. Students who do not meet the Level 1 requirements, may join the class, but need to be aware that they may take up to two years to complete the Level 1 course.</p> <p>U.E. Approved Subject – Yes (at Level 3)</p> <p>COURSE DESCRIPTION: You will be given the opportunity to gain experience and to be assessed in a range of musical skills which include:</p> <ul style="list-style-type: none"> • Performance, solo and group • Composing music • Aural perception skills • Conventions of music • An understanding of a range of musical styles. 	<p>ASSESSMENT: Many of the Music Achievement Standards are internally assessed, but you will also be encouraged to take the opportunity to gain further external Achievement Standards at the end of the year.</p> <p>SPECIFIC COSTS:</p> <ul style="list-style-type: none"> • A4 Ring binder, 2 pencils and an eraser • If not receiving private music tuition, students will be expected to learn an instrument through the school's Itinerant Music Programme. • Visits to concerts and other musical events may take place during the course. These trips will be provided on a cost recovery basis.



<p>Each student will be assisted to design an individual programme to suit their own experience and goals.</p>	<p>TEACHER IN CHARGE: Mrs van Deventer</p>
<p>Drama L1, L2, L3</p>	<p>Code: PART1, PART2, PART3</p>
<p>ENTRY REQUIREMENTS: Successful prior year course completion in Drama, relevant out of school experience in Drama or Dance or a keen interest in performing.</p> <p>U.E. Approved Subject – Yes (at Level 3)</p> <p>COURSE DESCRIPTION: This course looks at creative performance in the area of Drama and Dance. Students will work as individuals and in groups to create performances in the chosen areas of study. Students will cover:</p> <ul style="list-style-type: none"> • Acting and dramatic performance skills. • Script writing and developing a performance from page to stage. • Stage production – experience in stage performance and technical opportunities in Drama and Dance. • Understanding of a range of stage movement. • Analysing live performances. <p>SKILLS ACQUIRED AND DEVELOPED include: Performance, self-confidence, project and creative development, self-motivation and time management, group skills and working with others.</p>	<p>ASSESSMENT: Performances are internally assessed throughout the course over the year. Externals are also encouraged for all levels.</p> <p>SPECIFIC COSTS:</p> <ul style="list-style-type: none"> • A4 Ring binder, with dividers & refill paper or a hardcover 2B8 • Visits to theatres and other performance events will take place during the year. These trips will be provided on a cost recovery basis. <p>TEACHER IN CHARGE: Mrs van Deventer</p>
<p>Dance L1, L2, L3</p>	<p>Code: DANC1, DANC2, DANC3</p>
<p>ENTRY REQUIREMENTS: As this subject is new for 2022 there are no pre-requests currently for this subject.</p> <p>U.E. Approved Subject – Yes (at Level 3)</p> <p>COURSE DESCRIPTION: Dance students will learn to understand dance in context, develop practical knowledge and ideas and communication and interpretation:</p> <ul style="list-style-type: none"> • Compose dance sequences for given brief. • Perform dance sequences. • Demonstrate ensemble skills in dance. • Demonstrate understanding of the elements of dance, and also their understanding of a dance performance. <p>SKILLS ACQUIRED AND DEVELOPED include: Performance skills, self-confidence and self-control, time management, group skills and working with others.</p>	<p>ASSESSMENT: Performances are internally assessed throughout the course over the year. Externals are also encouraged for all levels.</p> <p>SPECIFIC COSTS:</p> <ul style="list-style-type: none"> • A4 Ring binder, with dividers & refill paper or a hardcover 2B8 • Visits to theatres and other performance events will take place during the year. These trips will be provided on a cost recovery basis. <p>TEACHER IN CHARGE: Mrs van Deventer</p>



Senior Physical Education

If you enjoy being physically active and learning about exercise, sport, dance, outdoor education, motor skill development and other movement-related topics, then this is the subject for you.

Senior physical education courses will challenge you, will develop your understanding of physical skills and fitness, will allow you to apply theory to practice, and will keep you motivated to learn and achieve. The philosophy of senior PE and Outdoor Education courses is to create healthy, active life-long learners who can be role models for others and assist others in their wellbeing journeys.

Links to Careers: There are a wide variety of career options that stem from this subject area, and they can include: Fitness Industry, Sport Management and Recreation industry, Adventure Tourism, Sports Science, Education, Armed Forces, Health related careers, outdoor education and teaching.

<p>Outdoor Education L1</p>	<p>Code: PEOD1</p>
<p>ENTRY REQUIREMENTS: Year 10 Graduation.</p> <p>COURSE DESCRIPTION: An outdoor education focused course with emphasis on off-site activities, camps, fundraising, self-management and practice/hands on activities. This course will suit participants with a keen interest in outdoor education activities, the willingness to be challenged and step out of their comfort zone and able to work independently as well as in group situations. The course will be restricted to 16 participants.</p>	<p>ASSESSMENT: Level 1 Achievement & Unit Standards (17 credits) All internally assessed.</p> <p>SPECIFIC COSTS: Off-site activities and camps – fundraising for these will be a part of the course expectations.</p> <p>TEACHER IN CHARGE: Mrs Anderson</p>
<p>Outdoor Education L2</p>	<p>Code: PEOD2</p>
<p>ENTRY REQUIREMENTS: Level 1 NCEA Certificate and/or PEOD1 or PEST1.</p> <p>COURSE DESCRIPTION: This course builds on the skills and concepts developed in PEOD1 with emphasis on off-site challenging outdoor education activities, excursions and camp. This course will further enhance student’s self-management and independent learning skills. This course will be restricted to 16 participants.</p>	<p>ASSESSMENT: Level 2 Achievement Standards and Unit Standards (16-19 credits), all internally assessed.</p> <p>SPECIFIC COSTS: Various outdoor education activity fees. Fundraising is an expected part of involvement in this course.</p> <p>TEACHER IN CHARGE: Mrs Anderson</p>
<p>Outdoor Education L3</p>	<p>Code: PEOD3</p>
<p>ENTRY REQUIREMENTS: Preference to those who have completed Level 1 PEST1/PEOD1 and/or Level 2 PEST2/PEOD2 and NCEA Level 1 and 2 Certificates, or in consultation with HOD PE.</p> <p>U.E. Approved Subject: No</p> <p>COURSE DESCRIPTION: This course builds on the skills and concepts developed in PEOD2 with emphasis on off-site challenging outdoor education activities, excursions and camp. This course develops training plans to help with Challenging outdoor pursuits and links to key safety management in the outdoors with a survival and bush skills focus. This course will be restricted to 16 participants.</p>	<p>ASSESSMENT: Level 3 Achievement Standards and Unit Standards (16-19 credits), all internally assessed.</p> <p>SPECIFIC COSTS: Approximately \$350 for the year. Fundraising will be encouraged.</p> <p>TEACHER IN CHARGE: Mrs Anderson</p>



<p>Physical Education Studies L1</p>	<p>Code: PEST1</p>
<p>ENTRY REQUIREMENTS: Year 10 Graduation, with preference given to students who have completed the 10PES option, and to students who are involved in sport or dance/physical activity.</p> <p>COURSE DESCRIPTION: Outdoor Education; Fitness and Physical Activity; Skill learning and performance; Anatomy, Physiology and Biomechanics; Self-management. A high level of involvement in sport and physical activity is expected.</p>	<p>ASSESSMENT: Level 1 Achievement Standards (16 credits) all internally assessed.</p> <p>SPECIFIC COSTS: Outdoor Education camp - costs to be confirmed</p> <p>TEACHER IN CHARGE: Mr Miratana</p>
<p>Physical Education Studies L2</p>	<p>Code: PEST2</p>
<p>ENTRY REQUIREMENTS: Level 1 NCEA Certificate and/or PEST1 or PEOD1. Involved in sport or dance/physical activity.</p> <p>COURSE DESCRIPTION: Outdoor Education and Risk Management; Skill Analysis and Performance; Anatomy, Biomechanics, Motor Skill Learning and Sports Psychology; Training Programme planning and application, Performance in physical activity against National Standards. A reasonable level of literacy and consistent involvement in physical activity is expected.</p>	<p>ASSESSMENT: Level 2 Achievement Standards (16-19 credits), all internally assessed.</p> <p>SPECIFIC COSTS: Outdoor Education camp in Term 1 – cost to be confirmed; various activity fees.</p> <p>TEACHER IN CHARGE: Ms Lanser</p>
<p>Physical Education Studies L3</p>	<p>Code: PEST3</p>
<p>ENTRY REQUIREMENTS: Preference to those who have completed Level 1 PEST1/PEOD1 and/or Level 2 PEST2/PEOD2 and NCEA Level 1 and 2 Certificates, or in consultation with HOD PE. Involved in sport or dance/physical activity.</p> <p>U.E. Approved Subject: Yes</p> <p>COURSE DESCRIPTION: Analysis and evaluation of physical activity experiences; Physical Activity Performance against National Standards; Research of current trends/issues in physical activities in Aotearoa; Analysis of safety issues in the outdoors; Planning and implementing 8-week training programmes for improving performance. A high level of literacy and consistent involvement in a variety of physical activities is expected.</p>	<p>ASSESSMENT: Level 3 Achievement Standards (16-19 credits), all internally assessed.</p> <p>SPECIFIC COSTS: Various activity fees; Snow trip to Mt Ruapehu in Term 3 – approximate cost \$250.00</p> <p>TEACHER IN CHARGE: Ms Lanser</p>



Religious Studies

To study religion is to experience critical thinking and reflect upon issues of human development. It is to develop a clear understanding of the Scriptures, the teachings of the Church, and the living Catholic tradition and its relationship to other Christian Churches and other religions. Religious Studies encourages students to ask questions and challenge others' arguments.

Reasons for studying Religious Studies:

- To develop a sound knowledge base of the Catholic tradition to help students on their personal faith journey.
- To teach critical thinking skills and the skills required to express ideas and opinions in a logical manner.
- To give students a healthy life-giving holistic approach to life which is in contrast to our current individual and materialistic society.
- To enable students to have a richer understanding of the need for a deeper meaning of life.
- To provide support in the developing of a relationship with God.

Links to Careers: An asset in many areas of employment – e.g. businesses wherever understanding of clients' values and beliefs is helpful; media/press, journalism, counselling, social services, teaching – RE teacher, vocation to Religious Life, Youth Minister, Chaplain, RE advisors and much more.

<p>Religious Studies L1</p>	<p>Code: RSTG1</p>
<p>ENTRY REQUIREMENTS: Year 11 students</p> <p>COURSE DESCRIPTION: There are four topics covered throughout the year. Two of the topics will be internally assessed achievement standards. The third topic will be an external assessment. In these topics, students learn how to gain meaning from scripture; learn and apply a moral decision-making method; explore key Christian beliefs. They will also study elements of history and explore what it means to be a Christian in today's world. The assessments are on Biblical Studies - The Gospel of Matthew; Ethics and Ethical Issues; and Our History: in Aotearoa. The non assessed topic is 'Beliefs and Believing'. The final topic for the year is Sexuality and this is also not assessed.</p>	<p>ASSESSMENT: Two topics are assessed internally and one will be an external assessment. The course is assessed to achievement standards level. (15 credits)</p> <p>SPECIFIC COSTS: None</p> <p>TEACHER IN CHARGE: Mrs Wilson</p>
<p>Religious Studies L2</p>	<p>Code: RSTG2</p>
<p>ENTRY REQUIREMENTS: Year 12 Students</p> <p>COURSE DESCRIPTION: The first unit that is offered will be The Liturgy which looks at the development of Art and Architecture as well as the celebration of the Mass prior to Vatican II as well as post Vatican II. Students will also have a short unit on World Religions. In term 2 students will have a brief introduction to the Gospel of Luke. The assessed unit will be on Social Justice and the Catholic Social Teachings which are connected to the Gospel of Luke. The final unit is Mary, a Model of Faith which explores her role in the New Testament, in history and in contemporary times. The final topic for the year is Sexuality and this is not assessed.</p>	<p>ASSESSMENT: Three of the five topics explained are assessed to achievement standards. (18 credits)</p> <p>SPECIFIC COSTS: None</p> <p>TEACHER IN CHARGE: Mrs Wilson</p>



Religious Studies L3	Code: RSTG3
<p>ENTRY REQUIREMENTS: Year 13 Students only</p> <p>U.E. Approved Subject: Yes</p> <p>COURSE DESCRIPTION: This course will allow students to explore contemporary issues in a Christian context. Students will complete an assessed unit on Sects and Cults. In term 2 Ethical issues will be examined with an assessment on Euthanasia. The third assessed unit will explore a Catholic and Secular worldview on ultimate questions. The final topic for the year is Sexuality and this is not assessed.</p> <p>RE Scholarship Exam - there is an opportunity for those interested who are at the Excellence level to sit this exam.</p>	<p>ASSESSMENT: 18 L3 credits (achievement standards).</p> <p>SPECIFIC COSTS: Overnight Retreat at the Home of Compassion in Wellington: travel costs.</p> <p>TEACHER IN CHARGE: Mrs Wilson</p>

Science

Science involves investigating the living, physical, material and technological components of our world. As such, Science knowledge is fundamental to an understanding of the world we live in.

Reasons for studying sciences include:

- An understanding of science is essential in order to think about and make properly informed and considered decisions on issues in today's world. e.g. climate change, non-renewable / Sustainable resources, conservation.
- Many careers require some science at senior level.
- Investigative and research skills are developed.
- It involves interesting practical activities.

Entry Requirements: Some of our senior science courses have entry requirements. These indicate the challenge level of the course and they are provided as the minimum knowledge base expected for a student to cope with the course.

Links to Careers: Many careers and trades require some science at senior level: Hairdressing, Teaching, Hospitality/Tourism, Plumbing, Vet Nursing, Pharmacy/Laboratory work, Agriculture & Horticulture careers, Food Science, Electrician, Builder, Automotive careers. It is also essential for all aspects of Engineering and is useful for all tertiary science qualifications (to at least Levels 1 and 2).

Science L1	Code: SCIG1
<p><i>This course meets NZQA Endorsement Criteria</i></p> <p>COURSE DESCRIPTION: This course forms the basis for future studies in any of the Level 2 and Level 3 Sciences.</p> <p>Physical and Material World Investigates motion, forces and energy, electricity and magnetism, atoms, metals & non-metals, chemical reactions and rates of reaction, and acids & bases.</p> <p>Living World This course involves a detailed analysis of DNA and genetic variation to show connections between living things.</p>	<p>ASSESSMENT: Internal and external achievement standards.</p> <p>SPECIFIC COSTS: \$30 for workbook.</p> <p>TEACHER IN CHARGE: Mrs Devlaminckx</p>



Vocational Health Science L1	Code: SCIH1
<p>COURSE DESCRIPTION: This course will focus on the nature of science in a health and hauora context. The course could lead you onto pathways of further study through Gateway or USkills. It may lead onto Biology at Level 2 if the External Achievement Standard is attained.</p>	<p>ASSESSMENT: Internal and external achievement standards.</p> <p>SPECIFIC COSTS: \$30 for workbook.</p> <p>TEACHER IN CHARGE: Mrs Devlaminckx</p>
Biology L2	Code: BIOL2
<p><i>This course meets NZQA Endorsement Criteria</i></p> <p>ENTRY REQUIREMENTS: 12 credits in Level 1 Science,</p> <p>COURSE DESCRIPTION: We begin by exploring the structure of cells and how they function, then we investigate the field of Gene Expression and how genes shape the way we look. Finally we investigate Genetics and Variation within populations. Other aspects studied are: Animal adaptations and diversity, and investigating biological principles.</p>	<p>ASSESSMENT: Two internally assessed standards, and three externally assessed examination topics.</p> <p>SPECIFIC COSTS: \$30 for workbook.</p> <p>TEACHER IN CHARGE: Mrs Devlaminckx</p>
Biology L3	Code: BIOL3
<p><i>This course meets NZQA Endorsement Criteria</i></p> <p>ENTRY REQUIREMENTS: 14 credits of Level 2 Biology including AS 91157 Genetic Variation and Change.</p> <p>U.E. Approved Subject: Yes</p> <p>COURSE DESCRIPTION: We begin this course by studying how our bodies maintain metabolic balance in the challenging environment we live in, this called human homeostasis. Then we study the interactions, responses and relationships of plants and animals with their environment. We will also carry out a comprehensive study of genetics and Biotechnology applications. Students completing the course will also gain an understanding of the mechanisms and patterns of evolution, and a closer appreciation of Human biological and cultural evolution.</p>	<p>ASSESSMENT: Two internally assessed standards, and three externally assessed examination topics.</p> <p>SPECIFIC COSTS: \$30 for workbook. \$70 for the Wellington Zoo</p> <p>TEACHER IN CHARGE: Mrs Devlaminckx</p>



Chemistry L2	Code: CHEM2
<p><i>This course meets NZQA Endorsement Criteria</i></p> <p>ENTRY REQUIREMENTS: At least 12 credits from Level 1 Science</p> <p>COURSE DESCRIPTION: Chemistry changes the way you look at the world. This foundation course during which students familiarise themselves with properties of different chemicals and how they behave. It gives answers to some of the questions they come across in everyday life. How do glow sticks work? How do soap and deodorant work? Can they damage your beauty? Can you drink too much water or alcohol? How does a breath test for alcohol work? Learning and building on chemistry ideas and concepts you will be able to answer many questions of everyday life.</p>	<p>ASSESSMENT: Two external and three internal achievement standards.</p> <p>SPECIFIC COSTS: \$30 for a workbook.</p> <p>TEACHER IN CHARGE: Dr Desai</p>
Chemistry L3	Code: CHEM3
<p><i>This course meets NZQA Endorsement Criteria</i></p> <p>ENTRY REQUIREMENTS: 8 external credits in Level 2 Chemistry achievement standards and achieved in at least two internal Level 2 Chemistry achievement standards.</p> <p>U.E. Approved Subject: Yes</p> <p>COURSE DESCRIPTION: Chemistry at Level 3 is a continuation of Level 2 and allows you to explore the study of organic chemistry and spectroscopy to get insight into its role in pharmaceuticals and crime scene investigations. It also gives you answers how a car battery works as an electrochemical cell of redox reactions. It builds on knowledge of Level 2 and examines atomic structure, bonding and thermochemical principles.</p>	<p>ASSESSMENT: Three external and two internal achievement standards.</p> <p>SPECIFIC COSTS: \$30 for a workbook.</p> <p>TEACHER IN CHARGE: Dr Desai</p>
Physics L2	Code: PHYS2
<p><i>This course meets NZQA Endorsement Criteria</i></p> <p>ENTRY REQUIREMENTS: 12 credits from L1 Science Achievement Standards</p> <p>COURSE DESCRIPTION: This course develops an understanding of fundamental concepts in mechanics, atoms and radioactivity, waves, electricity and electromagnetism. It also develops an appreciation of the integrated nature of physics with a focus on the skills involved in measurement and data analysis.</p>	<p>ASSESSMENT: Three external achievement standards and two internal standards, including one practical internal assessment.</p> <p>SPECIFIC COSTS: \$30 for workbook.</p> <p>TEACHER IN CHARGE: Mr van Haren</p>



Physics L3	Code: PHYS3
<p><i>This course meets NZQA Endorsement Criteria</i></p> <p>ENTRY REQUIREMENTS: 12 credits from Level 2 Physics, with at least an Achieved grade for AS 91171.</p> <p>U.E. Approved Subject: Yes</p> <p>COURSE DESCRIPTION: This course develops an in-depth understanding of mechanical and wave systems, atomic and nuclear physics, and electrical and electromagnetic systems. It also develops skills in advanced data handling and graph transformation.</p>	<p>ASSESSMENT: Three external achievement standards and two internal standards, including one practical internal assessment.</p> <p>SPECIFIC COSTS: \$30 for workbook.</p> <p>TEACHER IN CHARGE: Mr van Haren</p>



Te Ao Haka - Māori Performing Arts

This course is designed for students who wish to extend their knowledge and view in the realm of Māori Performing Arts. Students will be taught a variety of Traditional and Contemporary Māori performing arts including: waiata, mōteatea, poi, haka, whakaraka and mau patu (weaponry).

At the end of the course students will be able to demonstrate their knowledge and skills, and participate in the performing components of the course.

Students studying Te reo Māori might find this useful as a supplement to their language studies. Kapa haka has a fundamental link to, and is a powerful medium of Māori identity, culture, and pride. It enhances positive well-being by encouraging a sense of belonging, reinforcing social collaboration and cohesion.

Special Events

Students will get the opportunity to perform kapa haka at regional and national level or non-competitive. Manu Kōrero at regional and national level are held annually. Matariki annual celebrations and planning and implementing Te Wiki o Te Reo Māori.

NCEA

NCEA offers Te Ao Haka at Levels 1-3. Te Ao Haka is a university entrance approved subject at level 3.

Course Endorsement

Course endorsement provides recognition for students who perform exceptionally well. Students can gain a course endorsement if they achieve 14 credits or more at Achieved, Merit or Excellence and at least 3 of these credits from externally assessed standards and 3 credits from internally assessed standards.

Te Ao Haka - Māori Performing Arts L1	Code: TAHM1
<p>ENTRY REQUIREMENTS: Have a basic understanding of Te Reo Māori and completed a Year 9 or Year 10 language course. Have a readiness to the practical requirements of singing and performing.</p> <p>COURSE DESCRIPTION: By the end of the course, students would have completed Unit standards and Achievement Standards in Māori Performance and Te Ao Haka. They will be able to perform certain categories of waiata and haka.</p>	<p>ASSESSMENT: Students will complete internally and externally assessed assessments at Level 1. There are opportunities to complete practice exams to prepare for the end of year external examinations.</p> <p>TEACHER IN CHARGE: Mr Manuel</p>
Te Ao Haka - Māori Performing Arts L2	Code: TAHM2
<p>ENTRY REQUIREMENTS: Have a basic understanding of Te Reo Māori at Level 1 NCEA Te Reo Māori or higher. Must have a readiness for the practical requirements of singing and performing waiata and haka.</p> <p>COURSE DESCRIPTION: By the end of the course, students would have completed Unit standards and Achievement Standards in Māori Performance and Te Ao Haka. They will be able to perform with confidence certain categories of waiata and haka.</p>	<p>ASSESSMENT: Students will complete internally and externally assessed assessments at Level 2. There are opportunities to complete practice exams to prepare for the end of year external examinations</p> <p>TEACHER IN CHARGE: Mr Manuel</p>
Te Ao Haka - Māori Performing Arts L3	Code: TAHM3
<p>ENTRY REQUIREMENTS: Have a basic understanding of Te Reo Māori either at Level 1 NCEA Te Reo Māori or higher. Must have a readiness for the practical requirements of singing and performing</p> <p>U.E. Approved Subject: Yes</p> <p>COURSE DESCRIPTION: By the end of the course, students would have completed Unit Standards and Achievement Standards in Māori Performance and Te Ao Haka. Ākonga will be able to perform with confidence certain categories of waiata and haka.</p>	<p>ASSESSMENT: Students will complete internally and externally assessed assessments at Level 3. There are opportunities to complete practice exams to prepare for the end of year external examinations</p> <p>TEACHER IN CHARGE: Mr Manuel</p>



Te Reo Māori / Te Reo Rangatira

Students have the option of studying Te Reo Māori or Te Reo Rangatira at senior level. Both these courses provide students with the opportunity to engage in conversational settings within a Māori speaking environment. Students will experience cultural events internally and externally that will enhance their knowledge and understanding of the Māori culture.

Special Events

Students will get the opportunity to perform kapa haka at regional and national level or non-competitive. Manu Kōrero at regional and national level are held annually. Matariki annual celebrations and planning and implementing Te Wiki o Te Reo Māori.

NCEA

NCEA offers Te Reo Māori and Te Reo Rangatira at Levels 1.

Course Endorsement

Course endorsement provides recognition for students who perform exceptionally well. Students can gain a course endorsement at Merit or Excellence if they complete two internally assessed and externally assessed assessments at a Merit or Excellence level.

<p>Te Reo Māori / Te Reo Rangatira L1</p>	<p>Code: TREO1, TRRT1</p>
<p>ENTRY REQUIREMENTS: Have a basic understanding of Te Reo Māori and completed a Year 9 or Year 10 language course.</p> <p>COURSE DESCRIPTION: By the end of the course, students would have completed Achievement Standards in Te Reo Māori / Te Reo Rangatira. They will be able to read, write, listen and converse in Te Reo Māori at Level 1</p>	<p>ASSESSMENT: Students will complete internally and externally assessed assessments for Te Reo Māori / Te Reo Rangatira Level 1. There are opportunities to complete practice exams to prepare for the end of year external examinations.</p> <p>TEACHER IN CHARGE: Ms Ngaronga</p>
<p>Te Reo Māori / Te Reo Rangatira L2</p>	<p>Code: TREO2, TRRT2</p>
<p>ENTRY REQUIREMENTS: Have a good understanding of Te Reo Māori or completed the Level 1 NCEA Te Reo Māori / Te Reo Rangatira Level 1 course.</p> <p>COURSE DESCRIPTION: By the end of the course, students would have completed Achievement Standards in Te Reo Māori / Te Reo Rangatira. They will be able to read, write, listen and converse in Te Reo Māori at Level 2</p>	<p>ASSESSMENT: Students will complete internally and externally assessed assessments for Te Reo Māori / Te Reo Rangatira Level 2. There are opportunities to complete practice exams to prepare for the end of year external examinations</p> <p>TEACHER IN CHARGE: Ms Ngaronga</p>
<p>Te Reo Māori / Te Reo Rangatira L3</p>	<p>Code: TREO3, TRRT3</p>
<p>ENTRY REQUIREMENTS: Have a good understanding of Te Reo Māori or completed the Level 1 NCEA Te Reo Māori / Te Reo Rangatira Level 2 course.</p> <p>U.E. Approved Subject – Yes (both Te Reo Māori and Te Reo Rangatira)</p> <p>COURSE DESCRIPTION: By the end of the course, students would have completed Unit Standards and Achievement Standards in Te Reo Māori and perform Māori Performing Arts items at Level 3.</p>	<p>ASSESSMENT: Students will complete internally and externally assessed assessments for Te Reo Māori / Te Reo Rangatira Level 3. There are opportunities to complete practice exams to prepare for the end of year external examinations</p> <p>SCHOLARSHIPS: These are available.</p> <p>TEACHER IN CHARGE: Ms Ngaronga</p>



Gateway and Trades Academies

<p>Trades Academies – U-Skills (Based at UCOL) for Year 12 & 13</p>	<p>CODE: USKILLS</p>
<p>Primary ITO - farming (NZ Primary Industry Trade Academy) for Year 12 & 13</p>	<p>CODE: PITO2, PITO3</p>
<p>U-Skills: Senior Secondary School students attend UCOL one day per week during Terms 1, 2 and 3 while working towards NCEA Level 2 or 3 and gain industry credits to set them up for the career of their choice.</p> <p>U-Skills has a unique enrolment process that is different from the UCOL's standard application form. Discussion with Mrs Hayes is necessary for both Trades Academies/Primary ITO and Gateway and approval must be gained from the Head of School.</p> <p>Advice & Guidance</p> <p>U-Skills offers secondary school students a range of opportunities. To participate in U-Skills you must show a keen interest in the area of choice. Students may be asked to attend an interview to assess their suitability for the program chosen.</p> <p>All students must also gain school endorsement from their secondary school to attend. U-Skills students must be enrolled at school and actively working towards NCEA.</p> <p>Courses Available in 2024 (to be confirmed):</p> <ul style="list-style-type: none"> • Café Skills • Automotive Panel and Paint • Commercial Road Transport • Farm Animal/Vet Nursing • Early Childhood • Infrastructure Works • Logistics • Cookery • Hair and Beauty • Health • Mechanical Engineering • Office Administration • Tourism & Travel • Mechatronics • Animation 	<p>Key Points</p> <ul style="list-style-type: none"> • One day per week for approximately three terms. • Work placement or additional days of attendance and block courses during the school holidays. • Students may gain 25 credits or more at Level 2 or 3. • Practical hands on, project based learning. • It becomes one of your options if you are accepted (<i>but you cannot put it down until this has happened</i>). • You may have to attend an interview with a parent or guardian to gain a place. • Your application for U-Skills is done directly with UCOL but requires school support to be accepted. • Students are expected to be mature and independent learners to be endorsed by the College. • Primary ITO involves one day on a farm every week with a Primary ITO tutor receiving practical and theory tuition. • Contact Mrs Hayes or Mrs Devlaminckx for more information
<p>Gateway (Years 12 and 13)</p>	<p>CODE: GATE2, GATE3</p>
<p>The Gateway programme provides “structured workplace learning” for students who have an idea of a possible future job and are work ready.</p> <p>Gateway is a Government initiative funded by the Tertiary Education Commission (TEC). It offers up to 12 students at St Peter’s College in Year 12 and 13, the opportunity to experience structured workplace learning. The students go to workplaces in their chosen field once a week, usually in Terms 2 and/or Term 3, and have the opportunity to achieve Credits at Level 1, 2 and 3.</p> <p>Students make an application through the Careers Department for placement on the programme. All successful students are expected to have a good work ethic and be independent learners, as they will need to keep up with their other subjects. Gateway will be one timetabled option line and students will use the class time, when at school, to complete set work from employers or from in their other options.</p> <p>Students from the College have been placed in a number of industries in the past including: Plumbing, Hairdressing, Broadcasting, Retail, Secretarial, Agriculture, Pre-Nursing, Construction, Beauty Therapy, Fisheries and Hospitality.</p> <p>More information may be obtained by talking to Mrs Hayes.</p>	