



# SENIOR PATHWAYS

## 2024 Handbook

KO TE MANU E KAI ANA I TE MIRO,  
NONA TE NGAHERE.

ENGARI, KO TE MANU E KAI ANA I TE  
MATAURANGA, NONA TE AO.

*The bird that consumes the miro berry, owns the forest.  
However, the bird that consumes learning, owns the world.*

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## Haere Mai

Our vision is to create Catholic Marist leaders of the future who serve with a catholic heart, mind, and hands. Our teaching and learning programmes are an important component of this. Programmes are designed to ensure all our rangatahi engage with and receive a holistic education that reflects their culture, needs, interests, hopes and aspirations.

The learning pathway is broken down into three phases:

- **Inspire/Whakaohoho** (Years 9 and 10) – Courses are designed to inspire a love of learning in different curriculum areas.
- **Explore/ Whakatōmene** (Years 11-12) – Having had experiences in a range of learning areas, ākonga in Years 11-12 begin to explore areas of interest in more depth as they look to specialise.
- **Embed/Whakararau** (Years 12-13) - Senior ākonga embed their previous learning and experiences in courses that align with their specific interests and future pathways.

In the senior school we encourage and support all our ākonga to follow a personalised learning pathway that builds on their identity and strengths as we prepare them for a successful transition into the National Certificate of Educational Achievement (NCEA) and their respective future pathway as a St Bede's old boy.

This handbook outlines how St Bede's College puts into practice the policies set out in the New Zealand Curriculum and gives an outline of curriculum delivery and content in Years 12-13 at the college. Parents, whānau and ākonga should consult widely with key staff as they prepare to select their future option courses.

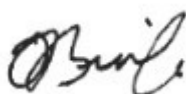
To assist with your pathway planning, at the end of this handbook is a series of links to useful websites, documents and information regarding NCEA.

Students will be given course selection forms by their Mana Tāne kaiako (teacher) in week 6 and must get these signed by their subject teacher (or Head of Faculty/TiC) and caregivers to show they have considered their choices.

There is a final opportunity for a kōrero (conversation) with school kaiako and industry specialists at the annual subject choice and careers evening to be held on Wednesday, 6 September. Subject selections for seniors are due by Monday, 11 September.

Should you need assistance at any time please do not hesitate to contact us.

Ngā Mihi



**Dr James Burnside**  
**Deputy Rector - Teaching and Learning**

# Year 12 and 13 Overview

## Year 12

- A Religious Education course is compulsory.
- As there is a Level 2 literacy requirement for University Entrance, an English rich course at Level 2 is recommended.
- Year 12 students must choose 5 subjects in addition to Religious Education unless approval is sought from Mr McDowall or Mr Burnside.

## Year 13

- A Religious Education course is compulsory.
- No other subject is compulsory. Note, there is a Level 2 Literacy requirement as well as a Level 1 Numeracy requirement for University Entrance which is outlined below.
- Additional to Religious Education, students can choose 4 or 5 subjects. Students can have a maximum of one Study line.
- Entry into a Level 3 course requires the subject pre-requisite is met (see pages 7-9).
- Students are strongly advised to check the University Entrance requirements on pages 5 and 56.

## Points to Note

- Exceptions to the above entry requirements are at the discretion of the Head of Faculty, or Deputy Rector – Teaching and Learning.
- A student and his parents should in the first instance try to predict the likely outcome of the qualification currently being attempted and use these predicted results as a guideline in choosing future subjects.
- While all the listed subjects are offered in the option structure, there will inevitably be restrictions on the combinations of choices available.
- Courses will proceed subject to sufficient numbers and availability of staffing. In some instances, students may be able to study the subject through Te Kura. All online learning students should have their own laptop, which they can bring to school every day.

## University Entrance (UE)

A student must gain:

- Level 3
- 14 credits in each of three approved subjects <https://www.nzqa.govt.nz/qualifications-standards/awards/university-entrance/approved-subjects/>
- 10 Level 1 Numeracy credits
- 10 Level 2 Literacy credits

# New Zealand Qualifications Framework

## NCEA – National Certificate in Educational Achievement

The NCEA is the main qualification for NZ secondary school students and complements external exams with internal assessment using Achievement Standards and some Unit Standards.

NCEA provides a more comprehensive record of what students achieve while they are at school. To complete the NCEA students must earn credits. They gain credits by meeting standards in their chosen subject areas. Each standard will set out clearly and comprehensively what students need to know and do to be credited with meeting the standard.

Achievement standards have been developed for school curriculum subject areas and cover years 11 to 13 and curriculum levels 6–8.

Unit standards have been developed for mainly industry-based subjects, however there is a unit standard pathway for Level 1 Literacy and Numeracy standards.

## How do students gain their NCEA?

- There are three NCEA qualifications: Level 1, Level 2 and Level 3. These are the first three levels of the National Qualifications Framework's ten levels.
- For a student to be awarded NCEA Level 1 they must achieve 80 credits. Of these, 10 credits must be Literacy standards and 10 credits Numeracy standards.
- For a student to be awarded NCEA Level 2 they must achieve 80 credits, of which a minimum of 60 credits are at level 2 or above, from anywhere on the National Qualifications Framework (NQF). Students must also have Level 1 Literacy and Numeracy (see above).
- For a student to be awarded NCEA Level 3 they must achieve 80 credits, of which 60 must be at level 3 or above and 20 at level 2 or above, from anywhere on the National Qualifications Framework (NQF).
- Each student's NCEA qualification shows their overall level of achievement. The cumulative Record of Achievement gives more detailed results for every subject, standard by standard, indicating only those standards that have been Achieved, Achieved with Merit, or Achieved with Excellence. These results can be endorsed with Merit or Excellence if a student achieves at least 50 credits at the appropriate certificate level. Course Endorsement provides additional Achieved, Merit or Excellence achievement recognition in each subject.
- There is also a Scholarship award, achieved through additional examinations based on Level 3 standards (see page 5).
- University Entrance has its own requirements (see page 56).

## Endorsements

NCEA reports how well a student does in each of the separate skills and knowledge areas in a course. Students can gain their NCEA Level 1, 2 or 3 endorsed with Achieved, Merit or Excellence, providing they gain at least 50 credits at that level. A level endorsement can be gained across two years.

## Course Endorsement Requirements

- Gain at least 14 credits with Achieved, Merit, or Excellence in one year.
- Gain at least 3 internally assessed credits.
- Gain at least 3 externally assessed credits, (exceptions are Physical Education, Religious Education, and Visual Arts).

## Record of Achievement

Credits for all registered standards will be recorded on a Record of Achievement. Students must register (once only) on the framework. It will list the student's successful completion of all achievement and unit standard credits, National Certificates and other NZQF qualifications. It will be issued by the NZQA (who keep a national database) and will enable education and training acquired over several years from a variety of sources to be recorded in a single document. Students will gain certificates when they successfully complete the units required which make up a specific registered qualification eg, NCEA Level 1, National Certificate in Sport Level 2.

## University Entrance

- Level 3 (60+ Level 3 credits, plus 20 Level 2 or higher credits)
- 14 credits in each of three approved subjects
- 10 Level 1 Numeracy credits
- 10 Level 2 Literacy credits, including five in reading (*UE-R*) and five in writing (*UE-W*)

Credits can be accumulated over more than one year. Information about discretionary and provisional entrance is available on the website of the New Zealand Vice Chancellors' Committee, [www.nzvcc.ac.nz](http://www.nzvcc.ac.nz)

Students need to be aware that changes to university funding mean that qualifying for entrance may not guarantee entry to a specific course. Students should check with each provider; the Centre of Enhancement Careers staff are able to provide additional guidance.

## Scholarship

Students in a secondary school can win a Scholarship in individual subjects.

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 Achievement.

Scholarship will enable students to be assessed against challenging standards and will be demanding for the most able students in each subject. Scholarship students will be expected to demonstrate high-level critical thinking, abstraction and generalisation, and to integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations.

The top students in each of the 30 Scholarship subjects will be awarded Scholarships. The number of awards in each subject will be around two to three percent of those students studying the subject at NCEA Level 3.

Scholarship candidates need to be enrolled full-time in a secondary school or wharekura. In order to receive a monetary award, a student must be:

- either a New Zealand citizen; **or**
- a permanent resident; **and**
- enrolled in tertiary study in New Zealand in the years they receive monetary awards, \$500 per scholarship, \$2000 for scholarship in 3 subjects for 3 years, \$2000 top subject scholar for 3 years, \$10,000 for scholarship at Outstanding level in 3 subjects.

# Vocational Pathways

## What are the Vocational Pathways?

The Vocational Pathways provide new ways to achieve NCEA Level 2 – the foundation for success in further education and the world of work.

The pathways help students see how their learning and achievement is valued in the real world by aligning the NCEA Level 2 Assessment Standards including specific 'sector-related' standards with six industries:



Primary Industries

Services Industries

Social and Community Services

Manufacturing and Technology

Construction and Infrastructure

Creative Industries

Government agencies, the industry training sector, secondary and tertiary representatives and industry and employer representatives worked together to develop the six Vocational Pathways for NCEA Level 2 as the foundation of the journey to employment. These groups are now in the process of developing pathways through qualifications achieved in NCEA Level 3 and beyond.

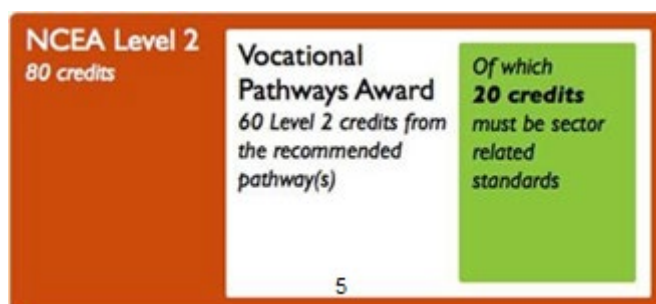
## What is a Vocational Pathways Award?

The award enables employers to assess whether potential employees' skills align with their industry requirements more easily. To receive a Vocational Pathways Award, students must first gain NCEA Level 2, which is 60 credits from Level 2 and 20 credits from any other level (80 credits in total). Ten of these 80 credits must satisfy the Literacy requirements, and 10 of these 80 credits must satisfy the Numeracy requirements.

To get a Vocational Pathways Award, 60 of the Level 2 credits must be from the recommended standards in one or more pathways, including 20 Level 2 credits from sector-related standards. A learner can achieve more than one Vocational Pathways Award.

The Vocational Pathways Award(s) will be awarded to students on their NZQA Record of Achievement. This will be a real advantage when they look for work and training opportunities in the sector.

Learners can see their Vocational Pathways Award whenever they login to NZQA.



## Subject Matrix – Please check the subject pages for any subject pre-requisites.

SUBJECT	CODE	LEVEL 1	LEVEL 2	LEVEL 3
Accounting	ACC	S	C/S	C
Agribusiness	AGB	N	S	C/S
Agriculture	AGR	S	S	C/S
Art Design	ARD	N	C/S	C/S
Art Painting,	ARP	N	C/S	C/S
Art Printmaking	APR	N	C/S	C/S
Biology	BIO	N	S	C/S
Business Studies	BUS	N	N	C/S
Calculus	CAL	N	N	C
Chemistry	CHE	N	S	C
Classical Studies	CLS	N	N	S
Drama	DRA	C/S	C/S	C/S
Economics	ECO	S	C/S	C/S
Electronics	ELE	N	S	N
English	ENG	C	C	C
ESOL	ESL	S	S	S
Earth and Space Science	ESS	N	C/S	C/S
Gateway including Industry Based Learning	GTW	N	S	S
Geography	GEO	S	S	C/S
Health	HAU	S	C/S	C/S
History	HIS	S	S	C/S
Mathematics	MAT	C	C	N
Mathematics Applied	MATA	S	N	N
Mathematics General	MATG	C	C	N
Māori (Te Reo Māori)	MAO	S	C	C
Media Studies	MED	N	S	C/S
Music	MUS	C/S	C/S	C/S
Outdoor Pursuits	OPU	N	N	S
Photography	PHO	N	C/S	C/S
Physical Education (Core and Option)	PED	S	C/S	C/S
Physics	PHY	N	S	C
Religious Education	RED	S	S	S
Science	SCI	S	S	S
Spanish	SPA	C	C	C
Sports Performance	SPL	N	N	S
Statistics	STA	N	N	C
Technology				
<i>Design and Visual Communication</i>	DVC	S	C/S	C
<i>Digital Technologies</i>	DTC	S	C/S	C/S
<i>Food Technology</i>	FTC	S	S	S
<i>Materials Technology</i>	MTC	S	S	C
Theology	THS	N	N	C/S
Tourism	TOU	N	S	S

### KEY

N Not offered at this level.

S The subject can be started for the first time at this level.

C This course relies on skills taught the previous year and therefore cannot be started at this level.

C/S Subjects can be started for the first time, if approved by HOF. Previous experience is preferred. NB: Year 12 Chemistry, Physics and Biology require at least Year 11 Science.

**While all the listed subjects are offered, there will inevitably be restrictions on the combinations of choices available. Courses will proceed subject to sufficient numbers and availability of staffing.**



## Subject entry pre-requisites into Years 12 and 13 by Faculty/Subject

FACULTY	SUBJECT	PRE-REQUISITE FOR YR 12	PRE-REQUISITE FOR YR 13
ARTS	Art	14 credits L1 Art <b>or</b> approval of TIC	14 credits L2 Art <b>or</b> approval of TIC
	Art Design	14 credits L1 Art <b>or</b> approval of TIC	14 credits L2 Art <b>or</b> approval of TIC
	Drama	14 credits L1 Drama <b>or</b> approval of TIC	14 credits L2 Drama <b>or</b> approval of TIC
	Music	14 credits L1 Music <b>or</b> approval of TIC	14 credits L2 Music <b>or</b> approval of TIC
	Photography	Open Entry	14 credits L2 Photography
FURTHER TRAINING AND EDUCATION	Careers	Open Entry	Open Entry
	Tourism and Travel	NCEA L1 All require approval of HOF and subject teacher	NCEA L1 All require approval of HOF and subject teacher
HEALTH AND PHYSICAL EDUCATION	Physical Education	14 credits L1 PE incl AS90963 <b>or</b> 5 credits in L1 Recreation and Wellbeing and HOF approval	14 credits at L2 PE incl AS91328 and AS91329 OR HOF approval
	Sports Performance		HOF approval
	Outdoor Pursuits		HOF approval
	Health	14 credits L1 English	14 credits L2 Health or 14 credits at L2 English
LANGUAGES	English Writing	12+ credits L1 English incl creative and/or formal writing internal and at least one external standard	14+ credits L2 English including the internal AS 2.4 <i>Crafted and Controlled Writing</i> and two external standards
	Extension English	14+ credits Merit/Exc incl creative writing and two external standards	
	English	10 L1 English credits	HOF approval required
	Media Studies (subject to staff availability)	15 credits L1 English incl AS90052 and one of AS90850 or S90856. Minimum SPEC computer to run Adobe Cloud	14 credits L2 Media Studies incl 91249, 91252 and 91253 or TIC approval. Minimum SPEC computer to run Adobe Cloud
	ESOL	See TiC Mrs Karen Staples	See TiC Mrs Karen Staples
	Spanish	14+ credits at L1	14+ credits at L2
MATHEMATICS	Maths	14 credits L1 Maths incl Algebra 91027 or 91028 Tables and Graphs	
	General Maths (MATG)	14 credits L1 Maths incl 91027 Algebra, 91029 Tables and Graphs, or 91028 Linear Algebra (or approval of HOF)	
	Calculus		14 credits L2 Maths incl 91262 Calculus and 91261 Algebra (preferably one at Merit level)
	Statistics		14 credits L2 Maths incl 91267 Probability
RELIGIOUS EDUCATION	Religious Education	Open Entry	Open Entry
	Theological Studies		18 credits L2 RE Merit/Exc or approval of HOF
SCIENCE	Agriculture	14 credits L1 Agriculture <b>or</b> Science	14 credits L2 Agric/Hort or Science

	<b>Agribusiness</b>	14 credits Ag/Commerce or Science	14 credits L2 AG/Hort or L2 Agribusiness/Commerce
	<b>Biology</b>	14 credits L1 Science incl 90948 Genetics and 90950 Micro-organisms	14 credits L2 Biology
	<b>Chemistry</b>	14 credits L1 Science incl AS90944 (acids and bases) and 90930 (chemical investigation)	14 credits L2 Chemistry
	<b>Electronics</b>	Open entry	
	<b>Physics</b>	14 L1 Science credits incl 90940 (Mechanics); 12 credits Maths	14 credits L2 Physics and L2 Maths
	<b>General Science</b>	Open entry	10 credits in a Level 2 science course or HOF approval
	<b>Earth and Space Science</b>	14 L1 Science credits	14 L2 Science Earth and Space science credits
<b>SOCIAL SCIENCES</b>	<b>Accounting</b>	14 credits L1 Accounting or HOF approval	14 credits L2 Accounting or HOF approval
	<b>Business Studies</b>		NCEA L2 from Achievement Standard-based courses and HOF approval.
	<b>Classical Studies</b>		12 credits in L2 English or History and HOF approval
	<b>Economics</b>	14 credits L1 Economics or HOF approval	12 credits L2 Economics or HOF approval
	<b>Geography</b>	14 credits L1 Geography or HOF approval	12 credits L2 Geography or HOF approval
	<b>History</b>	12 credits L1 History/L1 English or HOF approval	12 credits L2 History/L2 English) or HOF approval
<b>TECHNOLOGY</b>	<b>Materials Technology</b>	16+ credits L1 MTC or HOF/TIC approval	Academic Achievement Standard course: 16+ credits MTC or HOF approval Vocation US Course: No entry requirements but HOF approval
	<b>Design and Visual Communication</b>	15 credits L1 DVC or approval of HOF/TIC	15 credits L2 DVC or approval of HOF/TIC
	<b>Digital Technologies</b>	15 credits L1 or approval of HOF/TIC	15 credits L2 or approval of HOF/TIC
	<b>Food Technology</b>	Open Entry	Open Entry

## Te Kura: The Correspondence School - Dual Tuition

The Education Act 1989 provides that students are enrolled with only one school but allows for them to register with other providers for a specific course. Te Kura works with schools around New Zealand to provide learning programmes for dual- enrolled students and to support students who are at risk or have special learning needs.

Te Kura has a wide range of subjects and courses available to dual students. You can search Te Kura's website for specific course information <http://www.tekura.school.nz/subjects-and- courses/what-you-can-study/>

Eligibility criteria for dual students are set by the Ministry of Education and reviewed each year. You may be eligible to enrol for a course through Te Kura to support your learning. As there are strict enrolment policies in place, it is best to check eligibility through the Ministry of Education enrolment policy or with the school's coordinator.

See Mr Burnside for further information.

# FACULTY OF ARTS

## Head of Faculty: Mrs Abi King

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

Skills learned and practised in the Arts curriculum can also be applied across a wide range of occupations such as:

*Professional Musician, Artist, Teacher, Art/Music/Drama  
Therapist, Sound Engineer, Record Producer, Television  
Presenter, Reviewer, Stunt-Person, Interior Designer, Stage  
Designer, Event Planner, Software Developer*

## DRAMA

### Contact: Ms Days

#### Level 2

#### Achievement Objectives

Students will:

- Research the purposes of production, performance, and technologies of drama in a range of contexts, including New Zealand drama.
- Explore how drama reflects our cultural diversity.
- Select and refine the use of techniques, conventions, and technologies in specific dramatic forms.
- Research, critically evaluate, and refine ideas to develop drama in specific dramatic forms.
- Rehearse and perform works in a range of dramatic forms.
- Respond to and make critical judgments about rehearsal processes and performances.

The Year 12 Drama course continues from Year 11 Drama, giving students the opportunity to further develop their performance ability and theoretical understanding of drama, as well as the opportunity to gain NCEA credits.

There is an emphasis on enhancing the student's practical performance technique, while investigating and experimenting with a range of theatre genres. The course includes participation in a major production, script writing, improvised ensemble work, directing, and an in-depth analysis of Elizabethan Theatre (there could be a cost associated with attending performances/production).

#### Internally Assessed Achievement Standards

AS91213	4 Credits	Apply drama techniques in a scripted context (UE-R).
AS91214	5 Credits	Devise and perform a drama to realise an intention.
AS91216	4 Credits	Perform features of a complex drama/theatre form (UE-R).
AS91217	4 Credits	Examine the works of a playwright (UE-R).
AS91218	5 Credits	Perform a substantial acting role in a scripted production.
AS91220	5 Credits	Script a scene suitable for a drama performance (UE-W).
AS91221	4 Credits	Direct a scene for a drama performance (UE-R).

#### Externally Assessed Achievement Standards

AS91215	4 Credits	Discuss a drama/theatre form or period with reference to text (UE-R).
AS91219	4 Credits	Discuss drama elements, techniques, conventions and technologies with a live performance.

*(All of the above contribute towards Level 1 Literacy)*

**Pre-requisite for entry to Level 2 Drama: 14 Credits at Level 1 or proven ability as approved by Ms Days.**

### Level 3

#### Achievement Objectives

Students will:

- Research, analyse, and critically evaluate how drama, including New Zealand drama, interprets, records, or challenges social and cultural discourse.
- Research, analyse, and integrate elements, techniques, conventions, and technologies in dramatic forms for specific purposes.
- Research, critically evaluate, and refine ideas to create original drama work.
- Analyse, rehearse, and perform works in a range of dramatic forms, assuming a variety of artistic or technical responsibilities.
- Reflect on and critically evaluate a wide range of works and performances.

Year 13 Drama requires a high level of skill in both written and performance work, building on the student's practical and theoretical knowledge. At Level 3, students take greater responsibility in the planning, organisation and shaping of material through a process of negotiation, communication, analysis, and evaluation. There is an emphasis on performance technique, including participation in a major production.

Students are expected to keep a drama journal which provides essential supplementary evidence. Students are also expected to attend several live theatre performances during the year. These visits provide opportunities for students to watch and evaluate live performance and to reflect on the power of effectiveness of theatre in society.

Achievement Standard 91517 (Major Production) is assessed in the evening. Students play a significant role in the creation, preparation and performance of this drama event before an audience, taking on either a production or performance role.

**There could be a cost associated with attending performances/productions.**

#### Internally Assessed Achievement Standards

AS91512	4 Credits	Interpret scripted text to integrate drama techniques in performance (UE-R).
AS91513	5 Credits	Devise and perform a drama to realise a concept.
AS91515	4 Credits	Select and use complex performance skills associated with a drama form or period (UE-R).
AS91516	4 Credits	Demonstrate understanding of the work of a drama or theatre theorist or practitioner (UE-R).
AS91517	5 Credits	Perform a substantial acting role in a significant production (UE-R).
AS91519	5 Credits	Script a drama suitable for live performance (UE-W).
AS91520	5 Credits	Direct a drama performance (UE-R).

#### Externally Assessed Achievement Standards

AS91514	4 Credits	Interpret a prescribed text to demonstrate knowledge of a theatre form or period (UE-R/W).
AS91518	4 Credits	Demonstrate understanding of live drama performance (UE-W).

*(All of the above contribute towards Level 1 Literacy)*

**Prerequisite for entry to Level 3 Drama: 14 Credits at Level 2 or proven ability as approved by Ms Days.**

## MUSIC

Contact: Mrs King

### Level 2

This course builds on the knowledge and skills of Level 1 Music. There are eight Achievement Standards offered at this level and there is the opportunity for students to select areas they want to specialise in. There continues to be an emphasis on practical music skills, and it is expected that students are currently receiving instrumental or vocal tuition, either through the college or privately. Students are also given the option of completing some unit standards in Live Sound and/or Music Technology off-site in their own time.

**For entry into Level 2 Music, students must achieve 14 or more credits at Level 1 or proven ability as approved by Mrs King.**

### Achievement Objectives

Students will:

- Research and analyse music from a range of sound environments, styles, and genres, in relation to historical, social, and cultural contexts, considering the impact on music making and production.
- Apply their understandings of the expressive qualities of music from a range of contexts to a consideration of their influence on their own music practices.
- Apply knowledge of expressive features, stylistic conventions, and technologies through an integration of aural perception and practical and theoretical skills and analyse how they are used in a range of music.
- Create, structure, refine, and represent compositions and musical arrangements, using technical and musical skills and technologies to express imaginative thinking and personal understandings.
- Reflect on and evaluate composition processes and presentation conventions.
- Prepare, rehearse, present, record, and evaluate sustained performances of music, individually and collaboratively, that demonstrate interpretive understandings.
- Analyse and evaluate the expressive qualities of music and production processes to inform interpretations of music.

#### Internally Assessed Achievement Standards

AS91270	6 Credits	Perform two substantial pieces of music as a featured soloist.
AS91274	3 Credits	Perform a substantial piece of music as a featured soloist on a second instrument.
AS91272	4 Credits	Demonstrate ensemble skills by performing a substantial piece of music as a member of a group.
AS91271	6 Credits	Compose two substantial pieces of music.
AS91273	4 Credits	Devise an instrumentation for an ensemble.
AS91278	4 Credits	Investigate an aspect of New Zealand music ( <i>contributes towards Level 1 Literacy</i> ).

#### Externally Assessed Achievement Standards

AS91275	4 Credits	Demonstrate aural skill through written representation.
AS91276	4 Credits	Demonstrate knowledge of conventions in a range of music scores ( <i>contributes towards Level 1 Literacy</i> ).

### Level 3

Level 3 Music provides students with an exciting opportunity to specialise in those aspects of the course that particularly interest them. A wide range of achievement standards are available in two broad areas - Making Music (MKMU) and Music Studies (MUST) and it is possible for students to design their own course. There continues to be an emphasis on practical music skills, and it is expected that students are currently receiving instrumental or vocal tuition, either through the college or privately. Students are also given the option of completing some unit standards in Live Sound and/or Music Technology off-site in their own time.

**For entry into Level 3 Music, students must achieve 14 or more credits at Level 2 or by proven ability approved by Mrs King.**

## Achievement objectives

Students will:

- Research, analyse, and evaluate the production and presentation of music works from historical, social, and cultural contexts.
- Apply their understandings of the expressive qualities of music from a range of contexts to analyse its impact on their own music practices.
- Analyse, apply, and evaluate significant expressive features and stylistic conventions and technologies in a range of music, using aural perception and practical and theoretical skills.
- Create, structure, refine, and represent compositions and musical arrangements, using secure technical and musical skills and technologies to express imaginative thinking and personal understandings.
- Reflect on and evaluate composition processes and presentation conventions.
- Plan, rehearse, present, record, evaluate, and refine performances of music, individually and collaboratively, demonstrating interpretive understandings.
- Critically analyse the expressive qualities of music and production processes to refine interpretations of music.

### Internally Assessed Achievement Standards

AS91416	8 Credits	Perform two programmes of music as a featured soloist.
AS91417	4 Credits	Perform a programme of music as a featured soloist on a second instrument.
AS91418	4 Credits	Demonstrate ensemble skills by performing two substantial pieces as a member of a group.
AS91419	8 Credits	Communicate musical intention by composing three original pieces of music.
AS91424	4 Credits	Create two arrangements for an ensemble.
AS91425	6 Credits	Research a music topic ( <i>contributes towards Level 1 Literacy and UE-R</i> ).

### Externally Assessed Achievement Standards

AS91421	4 Credits	Demonstrate understanding of harmonic and tonal conventions in a range of music scores
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## VISUAL ARTS

Contact: Ms Cron

### Level 2

#### Achievement Objectives

Students will:

- Research and analyse the influences of contexts on the characteristics and production of art works.
- Research and analyse the influence of relevant contexts on their own work.
- Apply understanding from research into a range of established practice to extend skills for particular art-making purposes, using appropriate processes and procedures in selected fields.
- Extend skills in a range of materials, techniques, and technologies.
- Generate, analyse, clarify, and extend ideas in a selected field related to established practice.
- Use a systematic approach to the development of ideas in a body of work.
- Research and analyse how art works are constructed and presented to communicate meanings.
- Use critical analysis to interpret and respond to art works.

## Painting/Printmaking/Sculpture

### Level 2

Students expand their understanding of their chosen specialisation by completing compositional and colour studies, culminating in a final work completed at exhibition standard on a canvas/print or sculpture in situ. For the remainder of the year, students develop their own ideas across a two-panel folio, selecting a specific media or mixed media to portray their ideas.

### Internally Assessed Achievement Standards

AS91311	4 Credits	Use drawing methods to apply knowledge of conventions appropriate to painting.
AS91316	4 Credits	Use drawing in a related series of drawings appropriate to established painting practice.

### Externally Assessed Achievement Standards

AS91321	12 Credits	Produce a systematic body of work that shows understanding of art making conventions and ideas within painting.
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## Art Design/Illustration/Moving Image

Contact: Mr Mullen

### Level 2

Students are introduced to a range of art techniques through Graphic Novel storyboarding. Then there is the opportunity to design their own pathway for the year creating a digital portfolio of mixed media work which can be digital or hand rendered. Students can choose to specialise in Moving Image/Animation, Logo/Website Design, Illustration and/or Character Development. A two-day intensive digital workshop is part of the course.

**The prerequisite for Level 2 Art Design is 14 credits at Level 1 Art or proven ability as approved by Ms Cron.**

#### Internally Assessed Achievement Standards

AS91310	4 Credits	Use drawing methods to apply knowledge of conventions appropriate to design.
AS91325	4 Credits	Produce a resolved work that demonstrates control of skills appropriate to cultural conventions.

#### Externally Assessed Achievement Standards

AS91320	12 Credits	Produce a systematic body of work that shows understanding of art making conventions and ideas within design.
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## Photography

Contact: Ms Cron

### Level 2

Students learn about conventions by studying the work of established photographers. They gain experience with the technical aspects of the Digital SLR camera. Students can then select their own ideas to explore across a two-panel folio. A two-day intensive Photoshop workshop is part of the course.

**Preference for Year 12 Photography will be given to students gaining 14 credits in Level 1 Art.**

#### Internally Assessed Achievement Standards

AS9130	4 Credits	Demonstrate an understanding of methods and ideas from established practice appropriate to photography ( <i>Level 1 Literacy Standard</i> ).
AS91312	4 Credits	Develop ideas in a related series of drawings appropriate to established photography practice.

#### Externally Assessed Achievement Standards

AS91317	12 Credits	Produce a systematic body of work that shows understanding of art making conventions and ideas within photography.
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**Note: This course is dependent on sufficient student numbers**

## Visual Arts

### Level 3

Visual Art at NCEA Level 3 is divided into four separate courses. Students are required to specialise in one or two of the available subjects. NCEA Level 3 Visual Arts is an approved course for entry to tertiary study. The prerequisite for Level 3 is 14 Credits at Level 2 or proven ability as approved by Ms Cron.

#### Achievement Objectives

Students will:

- Use research and analysis to investigate contexts, meanings, intentions, and technological influences related to the making and valuing of art works.
- Research and analyse contexts relevant to their intentions and to the expression of meanings in their own work.
- Apply understanding from broad and deep research into the characteristics and constraints of materials, techniques, technologies, and established conventions in a selected field.
- Extend and refine skills in a selected field, using appropriate processes and procedures.

- Generate, analyse, clarify, and regenerate options in response to selected questions or a proposal in a chosen field.
- Use a systematic approach, selectively informed by recent and established practice, to develop ideas in a body of work.
- Research and analyse selected approaches and theories related to visual arts practice.
- Critically reflect on, respond to, and evaluate art works.

## Painting/Printmaking/Sculpture

### Level 3

Students continue to develop their techniques in their chosen specialisation by exploring more complex colour and compositional devices. There is an opportunity for students to complete a scholarship application.

#### Internally Assessed Achievement Standards

AS91446	4 Credits	Use drawing to demonstrate understanding of conventions appropriate to painting.
AS91451	4 Credits	Systematically clarify ideas using drawing informed by established painting practice (optional).
AS91448	4 Credits	Use drawing to demonstrate understanding of conventions appropriate to printmaking.
AS91453	4 Credits	Systematically clarify ideas using drawing informed by established printmaking practice.

#### Externally Assessed Achievement Standards

AS91456	14 Credits	Produce a systematic body of work that integrates conventions and regenerates ideas within painting.
AS91458	14 Credits	Produce a systematic body of work that integrates conventions and regenerates ideas within printmaking.

## Design/Illustration/Moving Image

### Level 3

Students expand their repertoire by exploring more in-depth techniques and their understanding of complex colour and layout options for their digital portfolio. There is an opportunity for students to complete a scholarship application. A two-day intensive digital workshop is part of the course.

#### Internally Assessed Achievement Standards

AS91445	4 Credits	Use drawing to demonstrate understanding of conventions appropriate to design.
AS91450	4 Credits	Systematically clarify ideas using drawing informed by established design practice.
AS91460	4 Credits	Produce a resolved work that demonstrates purposeful control of skills appropriate to a visual arts cultural context.

#### Externally Assessed Achievement Standards

AS91455	14 Credits	Produce a systematic body of work that integrates conventions and regenerates ideas within design.
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## Photography

### Level 3

Students build on the skills they have gained in a more self-directed program. They explore more complex colour, light, and compositional devices as they develop their ideas further. There is an opportunity for students to complete a scholarship application. A two-day intensive Photoshop workshop is part of the course. The prerequisite for Level 3 Photography is 14 Credits at Level 2 or proven ability as approved by Ms Cron.

#### Internally Assessed Achievement Standards

AS91447	4 Credits	Use drawing to demonstrate understanding of conventions appropriate to photography.
AS91452	4 Credits	Systematically clarify ideas using drawing informed by established photography practice.

#### Externally Assessed Achievement Standards

AS91457	14 Credits	Produce a systematic body of work that integrates conventions and regenerates ideas within photography.
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# FACULTY OF CENTRE OF ENHANCEMENT

**Head of Faculty: Ms Emma-Louise Cooper**

The Centre of Enhancement seeks to provide students with a responsive approach to the specific learning needs of identified students. Being responsive acknowledges the potential and passions of individuals, customising a learning programme that supports both the short- and long-term needs of learners.

*Includes: Careers Education Guidance, Gifted and Talented Education and Learning Support*

## INDUSTRY BASED LEARNING

**Contact: Ms Kershaw**

**Star Courses (Year 12 & 13)**

The transition programme offers work experience and STAR (Secondary Tertiary Alignment Resources) courses to senior students.

STAR courses are run by outside agencies. While on STAR courses or work experience, pupils are expected to complete all school requirements, as these are to complement, not replace, school subjects. This course will be available only to those senior students who are at risk of not being fully prepared for entering the workforce or further training. They are selected in consultation with parents, Heads of Year, Heads of Faculty and the Careers staff.

Courses available include:

- |                                      |                     |
|--------------------------------------|---------------------|
| • First Aid                          | • Leadership skills |
| • Health and Safety in the Workplace | • Scaffolding       |
| • Site Safe                          | • Sports Coaching   |
| • Safety in Heights                  | • Māori Carving     |
| • Chainsaw Training                  | • IT-Computing      |
| • Barista Training                   | • Teamwork          |

In addition, some students have completed Level 1 papers at the University of Canterbury in Mathematics, Computer Science and Physics. This option complements their school subjects as an add-on. Students need to have the approval of the Assistant Rector - Pathways and Enhancement. If successful, their results become part of their university degree when they enrol. It is important to note that this grade will affect their GPA in the first year of study at UC.

Credits gained through these STAR courses go towards the National Certificate in Educational Achievement. In addition, students who plan on leaving school throughout the year to go to industry training will find this programme of benefit. This option is not a full school subject and only runs for the duration of the course or work placement during the year.

## GATEWAY

**Contact: Mr Hall or Ms Kershaw**

Gateway is a programme which is designed to strengthen the pathway for senior students from school to the workplace. It allows students to gain experience with a business and to complete industry-relevant training. Gateway ensures that students can have their career and qualification pathway well established before they leave St Bede's.

It also provides an opportunity to meet potential employers as well as to eliminate unsuitable career choices. For 2024, 35 students can participate in the Gateway Programme. This can be either as a timetabled subject, or as an optional extra.

Students must complete a work placement with employers one day a week for a minimum of 10 days. There is room for flexibility and some students have worked for more than one day a week and for longer than 10 days. To minimise time off school the work placements can occur during the school holidays.

The feature that distinguishes Gateway from other transition programmes is the opportunity students can gain nationally recognised industry-based qualifications.

There is an expectation that students will gain at least 20 credits (Unit Standards). Most gain more than the minimum. There is widespread support for the programme both from the Industry Training Organisations (ITOs) and from employers.

Courses run by external providers for the Gateway students usually contain Unit Standards which are incorporated into their Record of Learning. The courses are from 1-3 days in length.

The programme allows for a wide range of industry career options to be explored. Some examples of 'jobs' undertaken in previous years: Automotive-mechanic, auto electrical, building and construction, hospitality, aviation-commercial pilot, green keeper, farming, mechanical engineering, retail, light and sound, broadcasting, agricultural contracting, agricultural pest control, and flooring. Students can experience different employers and alternative industries over the year.

Some students on the programme leave school during the year to take up offers of employment, usually apprenticeships. If the student can help find a suitable work experience opportunity, this does assist the process with an early placement in Term 1.

When selected as a school subject, Gateway enables students to plan for their future, complete industry Unit Standards towards an apprenticeship and/or catch up on work when missed through their work placement.

## TRANSITION TO WORK READY

### Contact: Ms Kershaw

This is an internally assessed Unit Standard based course where students can explore career options, and life skills to prepare them for the world of work and beyond. Standards are to be confirmed.

## DUAL PATHWAYS

### Contact: Mr Hall or Ms Kershaw

Trade Academy is a partnership between St Bede's College and Trade Academy within the Canterbury region. The courses are based at Sullivan Avenue, Madras Street, the ARA site, or the Southern Institute of Technology (SIT). This is an opportunity for our students to gain a tertiary qualification while still at school. It focuses on skills and industry-based training that leads to employment, an apprenticeship, or further study. Student outcomes include entry into a pre-trade course, an apprenticeship, other employment, or a return to school. Students receive credits towards their NCEA at all levels. Our students are mainly interested in the trade courses that are offered.

Courses offered in 2024:

- |  |  |
|--|--|
| • New Zealand Certificate in Business Administration and Technology    | • Automotive and Engineering (two options) |
| • Certificate in Retail  | • Animal Care and Farming                  |
| • Outdoor Education and Sustainability                                 | • Transport/Logistics                      |
| • Manufacturing and Technology-Electrotechnology                       | • Agriculture                              |
| • Cookery  | • Early Childhood                          |
| • Hospitality Supported Learning                                       | • Bees                                     |
| • Electrical Engineering   | • Welding                                  |
| • Construction and Infrastructure Vocational Pathway (various options) | • Equine                                   |
|  | • Horticulture                             |
|  | • Digital                                  |

Students require clear vocational pathways for when they decide to leave school. Dual Pathways provides this next step by supporting students into vocational or career pathways while still at school. To achieve this, St Bede's works with Private Training Providers to transition students into employment.

## **GATE (Gifted and Talented Education)**

### **Contact: Mr McPhail**

The Gifted and Talented Education Coordinator identifies and supports students in developing learning goals that reflect the exceptionalities, talents, and passions of the learner. There are many ways in which students are supported either as a class, small group, or individual. Each subject area has a teacher responsible for Gifted Educational opportunities outside the classroom. Faculties identify specific students and invite them to participate in these opportunities.

#### **Tier One**

Students are offered a differentiation of curriculum within their normal classes. Where appropriate, there can be flexibility with assessment selection as well as timing.

#### **Tier Two**

Students are monitored and identified as needing greater support beyond the curriculum. This is done through acceleration of the curriculum in specific subject areas. Students are also offered opportunities to engage with peers from other schools through competitions, Academic Conferences and Future Problem Solving. There are many leadership opportunities as well, such as Peer Leadership in Year 12 and 13, Peer Tutoring in Year 13, assisting in mentoring and running the Junior Tournament of Minds competition, and many more.

#### **Tier Three**

Where students' passions require specialised support, they are placed on an Individual Education Plan which is developed with whānau, the learner, GATE Coordinator and class teachers. Students are offered opportunities to accelerate or add breadth to their learning programme by enrolling in courses through Te Kura (Correspondence School). Students are able to take a wide range of NCEA subjects this way and includes subjects such as Legal Studies, Philosophy and a range of international languages. At Year 12 and 13, students can also enrol in a STAR @ UC course, which is a Level 1 university paper. Students are able to complete studies at a level that reflects their ability. Where students wish to be accelerated to a course above their current year, approval is required from the Assistant Rector – Pathways and Enhancement.

## **LEARNING SUPPORT**

### **Contact: Ms Whelan – Director of Specialised Pathways**

#### **Tier One - In Class (Level One - Three)**

Students in the senior school are offered multi-dimensional supports to help with the rigours of NCEA assessments. Teachers are encouraged to offer students multiple ways of being assessed for long-term assessments throughout the year; better supporting the needs of the learner in both an inclusive and supportive way through the use of assistive technologies, development of portfolios, or learning that is naturally occurring. Teacher Aides are also strategically placed in specific classes throughout the year to support the in-class teacher with their teaching and learning programme. Students who meet the requirements for receiving Special Assessment Conditions for assessments under timed conditions are entitled to a range of supports either singly or in combination. These may include having a reader, a writer, separate accommodation, extra time, or the use of a computer.

#### **Tier Three - Individual Support (Level One - Three)**

Senior students who require more intense support are placed onto an Individual Education Plan (IEP) with a transition focus. The student and their cognitive, social, and emotional needs are at the core of this process. IEPs are completed by the Director of Specialised Pathways in conjunction with the student, their whānau, Centre of Enhancement staff, and teachers.

# FACULTY OF LANGUAGES

## Head of Faculty: Ms Morgan Lynn

*Career pathways include: Accounting, Architecture, Author, Broadcasting, Dentistry, Economics, Editor, Education, Engineering, Film Producer, Foreign Affairs, Journalism, Law, Librarian, Medicine, Pharmacy, Press Secretary, Publishing, Public Relations, Research, Speech Language Therapist, Surveying, Veterinary Science*

English is the study, use, and enjoyment of the English language and its literature, communicated orally, visually, and in writing. Learning English encompasses learning the language, learning through the language, and learning about the language.

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

### Why study English?

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

### How is the learning area structured?

English is structured around two interconnected strands, each encompassing the oral, written, and visual forms of the language. Students are primarily:

- Making meaning of ideas or information they receive (listening, reading, and viewing)
- Creating meaning for themselves or others (speaking, writing, and presenting)

Students need to practise making meaning and creating meaning at each level of the curriculum. This need is reflected in the way the achievement objectives are structured. As they progress students will develop knowledge, skills, and understandings related to:

- Text purposes and audiences
- Ideas within language contexts
- Language features that enhance texts
- The structure and organisation of texts

### Level 2

Students will progress into one of three English courses at Level 2: Extension English, English Writing and English. Placement of students on these courses will be based on their English results at Level 1. Students ranked in the top 25 for this subject and achieving at Merit and Excellence level across both internal and external standards will be invited to join the Extension class. For entry into the English W course at Level 2, students will be expected to achieve **at least 12 credits at Level 1 including creative and/or formal writing plus two externally assessed standards**. For students to progress into English at Level 2 they must have a **minimum of 10 credits from their English course**.

Students in the Extension English class will complete extension activities that will prepare them for the challenges of Level Three and Scholarship English. The English Writing course is designed to build on the skills developed at Year 11. It teaches students how to analyse texts and express their ideas effectively in preparation for continuing with English at Level Three. The English course is predominantly internally assessed and designed to enable students to develop their written communication skills and focus on literacy.

**Entrance to university requires students to fulfil a literacy requirement. They must attain 10 credits in total with 5 credits coming from reading and 5 from writing standards at Level 2 or higher. The standards where this is possible have been indicated with UE-R or UE-W.**

## Extension English/English W (Total credits: 20)

### Internally Assessed Achievement and Unit Standards

AS91101	6 Credits	Produce a selection of crafted and controlled writing (UE-W).
AS91102	3 Credits	Construct and deliver a crafted and controlled oral text.
AS91107	3 Credits	Analyse aspects of visual and/or oral text(s) through close viewing and/or listening.

### Externally Assessed Achievement Standards

AS91099	4 Credits	Analyse specified aspect(s) of studied written text(s), with supporting evidence (UE-R/W).
AS91098	4 Credits	Analyse aspects of studied visual or oral text(s), with supporting evidence (UE-W).

## English (Total credits – 20)

### Internally Assessed Achievement and Unit Standards

AS91104	4 Credits	Analyse significant connections across texts, supported by evidence.
AS91106	4 Credits	Form developed personal responses to independently read texts supported by evidence (UE-R).
AS91105	4 Credits	Use information literacy skills to form developed conclusions (UE-R).

### Externally Assessed Achievement Standards

AS91099	4 Credits	Analyse specified aspect(s) of studied written text(s), with supporting evidence (UE-R/W).
AS91098	4 Credits	Analyse aspects of studied visual or oral text(s), with supporting evidence (UE-W).

**Students wishing to progress into English at Level 3 are required to have AS91101 Produce a selection of crafted and controlled writing and two of the external standards. This will give a total of 14 credits.**

## Level 3

There are clear benefits in pursuing English into Level 3. In this course students will be challenged to think about texts as social constructions, to examine the gaps and silences that present themselves in any given narrative, and to ultimately discover how literature is a mirror that offers opportunities to critique and evaluate the best and worst features of humanity.

Students will hone their academic writing skills within this course, develop their personal voice, and come to master the skill of critical thinking – a vital skill for anyone thinking about tertiary education and a career beyond academic study.

As with any Level 3 course, this subject is a challenging but enjoyable experience that will enable students to explore the human condition through a focus on film and literature.

## Topics Studied:

- Psychological Thriller
- Dystopian Texts
- Facilitation and Presentation Skills

## English (Total credits – 18)

### Internally Assessed Achievement and Unit Standards

AS91476	3 Credits	Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas.
AS91478	4 Credits	Respond critically to significant connections across texts, supported by evidence.
AS91479	3 Credits	Respond critically to significant aspects of visual text through close viewing.

### Externally Assessed Achievement Standards

AS91472	4 Credits	Respond critically to specified aspect(s) of studied written text(s), supported by evidence (UE-R/W).
AS91474	4 Credits	Respond critically to significant aspects of unfamiliar written texts, through close reading, support by evidence (UE-R/W).

## MEDIA STUDIES

### Contact: Ms Cooper

Students who wish to study Media Studies can study this through Te Kura.

## SPANISH

### Contact: Miss Francesca Festa

#### Level 2

In Year 12, students will continue developing their language skills. They will be able to understand and respond accurately to dialogue, narrative, and information expressed in more complex Spanish. They will be able to confidently speak and write using more complex structures in Spanish.

Students will study the following topics:

- Modern issues such as unemployment and migration
- Machismo
- Modern history of the Spanish world
- Spanish media and film
- Extracts from Spanish literature

#### (Total credits – 24\*)

##### Internally Assessed Achievement and Unit Standards

AS91150	4 Credits	Give a spoken presentation in Spanish that communicates information, ideas, and opinions.
AS91149	5 Credits	Interact using spoken Spanish to share information and justify ideas and opinions in different situations.
AS91152	4 Credits	Write a variety of text types in Spanish to convey information, ideas, and opinions in genuine contexts.

##### Externally Assessed Achievement Standards

AS91148	5 Credits	Demonstrate understanding of a variety of spoken Spanish texts on familiar matters.
AS91151	5 Credits	Demonstrate understanding of a variety of written and/or visual Spanish language text(s) on familiar matters.

**To progress into Level 3 Spanish, students need to achieve at least 14 credits at Level 2.**

#### Level 3

In Year 13, students will continue perfecting their language skills. At this level students will be able to fully interact with native speakers, both orally and in written form. They will be able to confidently debate their opinions on many topics, even unfamiliar ones.

Students will study the following topics:

- Government systems in New Zealand and the Hispanic world
- Religion in the Hispanic world
- The environment
- Modern trends in the Hispanic world
- Hispanic links with New Zealand

#### (Total credits – 18\*)

##### Internally Assessed Achievement and Unit Standards

AS91572	5 Credits	Write a variety of text types in clear Spanish to explore and justify varied ideas and perspectives.
AS91569	3 Credits	Give a clear spoken presentation in Spanish that communicates a critical response to stimulus material.

### Externally Assessed Achievement Standards

AS91568	5 Credits	Demonstrate understanding of a variety of extended spoken Spanish texts.
AS91171	5 Credits	Demonstrate understanding of a variety of extended written and/or visual Spanish texts.

**\* The Level 2 and Level 3 courses will proceed subject to sufficient numbers and availability of staff. It is likely this could be via Te Kura, an online e-learning class with a registered teacher and online video conference tutorial.**

## OTHER LANGUAGES

**Contact: Mr James Burnside**

**Learning Languages:** Students who wish to study other languages such as Chinese, Japanese, French, German etc. can study these through Te Kura: The Correspondence School.

## ENGLISH AS A SECOND LANGUAGE

**Contact: Mrs Karen Staples**

### Year 12 and 13 ESL

Depending on ability and educational aspirations, students will work on developing strong foundational reading, writing, speaking, and listening skills in the English language. A combination of English Language standards will be offered in conjunction with students being able to complete Unit Standards or English Achievement Standards at Level 2 or 3 NCEA.

It is important to note that English Language credits cannot be used to gain University Literacy. For students who are wishing to obtain University Entrance (UE) Literacy, we will offer the English for Academic Purposes unit standards as an alternative.

# FACULTY OF MATHEMATICS

## Head of Faculty: Mr Fred DeMarco

In Mathematics and Statistics, students explore relationships in quantities, space and data and learn to express these relationships in ways that help them to make sense of the problem-solving skills as these play a major role in innovation, invention, and scientific and technical discovery.

Mathematics and Statistics allow students to explore their logical abilities and develop ordered modes of thinking. It is a subject that provides a stimulating and enjoyable challenge for students.

Everyone needs to learn Mathematics as it is essential in most areas of employment. It is also a necessity in many other aspects of everyday life. An understanding of Mathematics and Statistics helps people to develop logical approaches to procedure, argument, and analysis. Mathematics has been described as the language of the sciences and as such is essential for success in many other fields of study. Mathematics are required to study many other disciplines and students must be aware of these requirements when deciding which courses to pursue.

In Mathematics every student will be given the opportunity to develop in the key competencies of thinking, using language, and symbols. They will also be assessed against managing self, relating to others, participation, and contribution.

## MATHEMATICS (MAT2E/MAT2)

### Level 2

Entry requirements into NCEA Level 2 in Year 12 are: 14 credits at Level 1 and must include AS91027 *Apply algebraic procedures in solving problems* and either AS91028 *Investigate relationships between tables, equations and graphs* or AS91029 *Linear Algebra*.

This is the main course for Year 12 students. This course prepares students for both Level 3 Calculus and Level 3 Statistics. This course is more abstract and contains the Level 2 Algebra Achievement Standard (AS 91261). Passing 91261 is a valuable inclusion on your Record of Achievement as many vocational courses, apprenticeships, or career paths require the study of Mathematics to this level.

Five Achievement Standards will be assessed for a total of 18 credits. Students will be placed in classes appropriate to their level where possible, although this may compromise other subject options.

#### Internally Assessed Achievement Standards

AS91256	2 Credits	Apply coordinate geometry methods in solving problems ( <i>contributes towards L1 Numeracy</i> ).
AS91259	3 Credits	Apply trigonometry methods in solving problems ( <i>contributes towards L1 Numeracy</i> ).

#### Externally Assessed Achievement Standards

AS91261	4 Credits	Apply algebraic methods in solving problems ( <i>contributes towards L1 Numeracy</i> ).
AS91262	5 Credits	Apply calculus problems in solving problems ( <i>contributes towards L1 Numeracy</i> ).
AS91267	4 Credits	Apply probability methods in solving problems ( <i>contributes towards L1 Numeracy and L1 Literacy</i> ).

## GENERAL MATHEMATICS (MAT2G)

### Level 2

Entry requirements into NCEA Level 2 MAT2G in Year 12 are: 14 credits at Level 1 and must include passing one of the following: AS91027 *Apply algebraic procedures in solving problems* or AS91028 *Investigate relationships between tables, equations and graphs* or AS91029 *Linear Algebra* (or HOF approval).

This course provides for those students from Level 1 who do not meet the criteria for the full MAT2 course. This course is for students who are looking to attain further mathematical knowledge and skill required in support of their other courses as well as gain Level 2 credits in Mathematics. This course is still a big step up from Level 1 and students taking Level 2 General Mathematics need a strong base of mathematical skills.



Successful completion of this course can lead to Level 3 Statistics. This course does not contain Level 2 Algebra, so students requiring that certification for their future career plans should not take this course. The focus will be on Achievement level rather than Merit/Excellence. To move to Level 3 Statistics, MAT2G students must gain a minimum of 14 credits and pass both AS91264 'Use statistical methods to make an inference' and AS91267 'Apply probability methods in solving problems'.

The course comprises seven units of work totalling 19 Achievement Standard credits.

#### Internally Assessed Achievement Standards

AS91256	2 Credits	Apply co-ordinate geometry methods in solving problems ( <i>L1 Numeracy Standard</i> ).
AS91258	2 Credits	Apply sequences and series in solving problems ( <i>L1 Numeracy Standard</i> ).
AS91259	3 Credits	Apply trigonometric relationships in solving problems ( <i>L1 Numeracy Standard</i> ).
AS91260	2 Credits	Apply Network methods in solving problems ( <i>L1 Numeracy Standard</i> ).
AS91264	4 Credits	Use statistical methods to make an inference ( <i>L1 Numeracy Standard and L1 Literacy Standard</i> ).
AS91268	2 Credits	Investigate a situation involving elements of chance using a simulation ( <i>L1 Numeracy Standard and L1 Literacy Standard</i> ).

#### Externally Assessed Achievement Standards

AS91267	4 Credits	Apply probability methods in solving problems ( <i>L1 Numeracy Standard and L1 Literacy Standard</i> ).
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## VOCATIONAL MATHEMATICS (MAT2V)

### Level 2

This is a Level 2 Unit Standard-only course designed for students who wish to take Level 2 Unit Standard credits focused on vocational pathways. This course provides for those students from Level 1 who do not meet the criteria for any of the above Level 2 courses but who may require Level 2 Unit Standard credits for Vocational Pathways. Standards taught will be dependent on the class makeup and particular trade requirements.

#### Internally Assessed Achievement and Unit Standards

US16231	3 Credits	Furniture Making Mathematics ( <i>contributes towards L1 Numeracy Unit Standards</i> ).
US24361	2 Credits	Construction Measurement ( <i>contributes towards L1 Numeracy Unit Standards</i> ).
US24699	2 Credits	Personal Income ( <i>contributes towards L1 Numeracy Unit Standards</i> ).
US24695	2 Credits	Taxation ( <i>contributes towards L1 Numeracy Unit Standards</i> ).
US28094	3 Credits	Household Budgeting ( <i>contributes towards L1 Numeracy Unit Standards</i> ).
US30692	2 Credits	Basic Calculation for Pre-Trade ( <i>contributes towards L1 Numeracy Unit Standards</i> ).

## CALCULUS

Contact: Mr DeMarco

### Level 3 (CAL3)

The entry requirement is a total of 14 Level 2 Mathematics credits which must include passing both Level 2 Calculus (AS 91262) and Level 2 Algebra (AS 91261) (preferably with at least one at Merit level).

This course is recommended for students going on to study mathematics, architecture, surveying, science, engineering, medicine, computer science, accounting, business, or economics at university. This course qualifies as a University Entrance (UE) subject [UE L3 Calculus]. There are four Achievement Standards offered, which earn 21 credits.

#### Internally Assessed Achievement Standards

AS91576	4 Credits	Apply Trigonometric methods in solving problems.
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#### Externally Assessed Achievement Standards

AS91577	5 Credits	Apply the algebra of complex numbers in solving problems ( <i>contributes towards Level 1 Numeracy</i> ).
AS91578	6 Credits	Apply differentiation methods in solving problems ( <i>contributes towards Level 1 Numeracy</i> ).
AS91579	6 Credits	Apply integration methods in solving problems ( <i>contributes towards Level 1 Numeracy</i> ).

## STATISTICS

Contact: Mr DeMarco

### Level 3 (STA3)

This course is designed for students going into fields where the collection, mathematical analysis and interpretation of data are important, e.g, biological and social sciences, medicine, commerce, and administration. This course qualifies as a University Entrance (UE) subject (either UE Level 3 Statistics or UE Level 3 Mathematics depending on standards passed).

The entry requirement is a total of 14 Level 2 Mathematics credits which must include Achievement in Level 2 Probability (AS91267). There are six Achievement Standards offered, which earn 23 credits (20 in Statistics).

#### Internally Assessed Achievement Standards

AS91574	3 Credits	Apply linear programming methods in solving problems ( <i>contributes towards Level 1 Numeracy</i> ). Note: This standard is a Level 3 Calculus standard.
AS91580	4 Credits	Investigate times series data ( <i>contributes towards Level 1 Numeracy and Literacy</i> ).
AS91581	4 Credits	Investigate bivariate measurement data ( <i>contributes towards Level 1 Numeracy and Literacy</i> ).
AS91582	4 Credits	Use statistical methods to make an inference ( <i>contributes towards Level 1 Numeracy and Literacy</i> ).

#### Externally Assessed Achievement Standards

AS91585	4 Credits	Apply probability concepts in solving problems ( <i>contributes towards Level 1 Numeracy</i> ).
AS91586	4 Credits	Apply probability distributions in solving problems ( <i>contributes towards Level 1 Numeracy</i> ).

# FACULTY OF PHYSICAL EDUCATION AND HEALTH

Head of Faculty: Mr Daniel Winchester

Health and Physical Education is important for personal and social wellbeing and achievement. It encompasses the physical, social, emotional, intellectual, and spiritual dimensions of a person's growth.

This area of learning enables students to learn about and develop confidence in themselves and their abilities and to approach learning with energy and application. It helps them to take responsibility for their own health and physical fitness and to acknowledge their part in ensuring the wellbeing and safety of others.

Students will be encouraged to set realistic and worthwhile personal goals and to develop healthy patterns of living. They will develop the skills to participate in a wide range of activities and to build responsible and satisfying relationships at school, at home, in the wider community, and with people from various social and cultural backgrounds.

They will have opportunities to face challenges and to find satisfaction in recreation, relaxation, sport, and personal fitness.

*Skills learned and practiced in the Health and Physical Education Curriculum can be applied across a wide range of occupations such as Sports Science, Physiotherapy, Occupational Therapy, related Health Sciences, Sports coaching, Teaching...*

All students complete the Core Physical Education programme and can then opt into any combination of senior courses, provided the set pre-requisites are met. It is advised that students consider taking Year 11 Physical Education if they are looking to take Year 12 or Year 13 Physical Education.

**Option Physical Education** includes optional courses offered at Years 11, 12 and 13. Entry into courses at Years 12 and 13 are dependent on students achieving the entry criteria set by the Health and Physical Education Faculty. Option Physical Education courses focus on learning about and applying sport science and health science, and are aimed towards further study in, or those with a real interest in Physical Education (11 Physical Education, 12 Physical Education, 13 Physical Education).

**Option Health NCEA** includes courses offered at Level 1, Level 2 and Level 3. Entry into Health courses at Level 2 and 3 will require Literacy criteria only. Students DO NOT need to have completed the previous year level course.

**Vocational Physical Education** includes optional courses offered at Year 13. These courses focus on providing students with knowledge and skills aimed towards the Sport, Fitness and Recreation Industry (Year 13 Sports Performance, Year 13 Outdoor Pursuits). These courses are Unit Standard-based and do not count towards University Entrance.

## PHYSICAL EDUCATION

Contact: Mr Cameron

### Level 2

Year 12 Physical Education is best suited to students considering a career in the sport, fitness and recreation/physical education – sport science fields (for example, fitness instructor, physiotherapist), or who have a genuine interest in Physical Education. This course involves both practical and theory. The aim of the Level 2 Physical Education course is to educate students with the knowledge and skills that allow them to successfully apply basic sport science principles to understand how the human body performs and responds to physical activity.

**The pre-requisites for entry into NCEA Level 2 Physical Education are:**

- Achievement Standard 90963 plus 8 additional credits in NCEA Level 1 Physical Education, or
- 5 credits gained in NCEA Level 1 Recreation and Wellbeing, and 16 credits gained in NCEA Level 1 Science or at the discretion of the HOF Physical Education and Health.

### Achievement Standards

AS91328	5 Credits	Demonstrate and understand how and why biomechanical principles relate to the learning of physical skills ( <i>contributes towards Level 1 Literacy</i> ).
AS91329	4 Credits	Demonstrate understanding of the application of biophysical principles to training for physical activity ( <i>contributes towards Level 1 Literacy</i> ).
AS9133	4 Credits	Demonstrate performance in physical activity in an applied setting.
AS91332	4 Credits	Demonstrate understanding of leadership strategies that contribute to the effective functioning of a group ( <i>contributes towards Level 1 Literacy</i> ).
AS91333	3 Credits	Analyse the application of risk management strategies to challenging outdoor activities.
AS91334	3 Credits	Consistently demonstrate social responsibility through applying a social responsibility model in physical activity.

**Achievement Standard 91328 and 91329 are pre-requisites for entry into Level 3 Physical Education.**  
**There may be a cost associated with this course due to using outside instructors for parts of some units. The cost will vary from year to year – approximately \$100.**

## PHYSICAL EDUCATION

**Contact: Mr Winchester**

### Level 3

The aim of the Year 13 Physical Education course is to provide students with opportunities to learn and apply advanced concepts of sport science and leadership principles through movement.

Pre-requisites for Year 13 Physical Education are: Achievement Standards 91328 and 91329 plus 5 other credits in NCEA Level 2 Physical Education, or 16 credits achieved in NCEA Level 2 Science plus 12 credits achieved in NCEA Level 2 English.

Year 13 Physical Education is suitable for students who meet the pre-requisites and would like a career in health science, (physiotherapy, occupational therapy) the outdoors (DOC worker, guide), fitness industry, or in teaching.

The Level 3 course allows students a wider range of contexts to apply their knowledge and the ability to apply this in their chosen sport/activity. The course will be assessed through a selection of the following standards:

### Internally Assessed Achievement Standards

AS91498	4 credits	Evaluate physical activity experiences to devise strategies for life-long wellbeing ( <i>contributes towards Level 1 Literacy and Level 1 Numeracy</i> ).
AS91499	3 credits	Analyse a physical skill performed by self or others ( <i>contributes towards Level 1 Literacy</i> ).
AS91500	4 credits	Evaluation the effectiveness of a performance improvement programme ( <i>contributes towards Level 1 Literacy and Level 1 Numeracy</i> ).
AS91501	3 credits	Demonstrate quality performance of a physical activity in an applied setting ( <i>contributes towards Level 1 Numeracy</i> ).
AS91502	4 credits	Examine a current physical activity event, trend or issue, and its impact on New Zealand society ( <i>contributes towards Level 1 Literacy</i> ).
AS91789	4 credits	Devise strategies for a physical activity outcome.
AS91505	4 credits	Examine contemporary leadership principles applied in physical activity contexts ( <i>contributes towards Level 1 Literacy</i> ).
AS91503	5 credits	Evaluate the use of health promotion to influence participation in physical activity ( <i>contributes towards Level 1 Literacy and Level 1 Numeracy</i> ).
AS91504	3 credits	Analyse issues in management for outdoor activity to devise safety management strategies ( <i>contributes towards Level 1 Literacy</i> ).

**There will be an additional cost with this course (approximately \$50).**

## Vocational Physical Education

*(NOT UE approved subjects)*

**It is not expected that students will choose more than one of the following:**

- Outdoor Pursuits **or**
- Sports Performance

## OUTDOOR PURSUITS

**Contact: Mr Cameron**

### Level 3

Outdoor Pursuits is best suited to students with a genuine interest in outdoor pursuits and those wishing to pursue tertiary courses in Outdoor Recreation e.g., Christchurch Polytechnic, ARA, Tai Poutini Polytechnic. The aim of the course is to introduce students to a range of outdoor pursuits in a safe but challenging environment. We also aim to provide them with sufficient background knowledge and an understanding of RISK, to ensure they can participate safely in their chosen pursuits.

Background theory is covered for each unit and some units involve a component of research. Assessment is through Unit Standards from the Outdoor Recreation domain, predominately Level 2 (students needing Level 3 Credits should ensure their subject selection provides those options outside of Outdoor Pursuits).

The course includes a Level 3 PE Performance Standard, however students considering university should carefully consider the balance of their overall course of study before enrolling in Outdoor Pursuits.

**While credits count towards NCEA, students are not able to use these to meet minimum University Entrance requirements, as they are from the Outdoor Recreation domain.**

The course will involve a selection of the following activities:

- Outdoor risk management
- Kayaking
- Rock climbing
- Adventure-based learning (ABL)
- Weather interpretation
- First aid
- Mountaineering skills and avalanche awareness
- Mountain biking
- Skiing/Snowboarding

The course has several field trips. There are two four to six-day residential camps to consolidate skills in kayaking and mountain-craft. In 2023 these were held in the Abel Tasman and at Mt Olympus (Term 3). A two-day tramp will introduce students to navigation and trip planning. Ideally, this can then be applied through a second tramp. Depending on the timetable, extended practicals can be timetabled in the afternoon, to utilise the lunch break. This may mean students miss other classes occasionally. Students need to commit to participating in field trips to maximise learning opportunities.

**There is a course cost of approximately \$850 per student payable in Term 1.**

Students must have access to basic tramping equipment – pack, boots, clothing, and be prepared to hire some specialist gear, e.g. boots suitable for walking in snow. Please check costs and budget for this early. Students without any suitable winter clothing, skis, etc. may face significant additional costs. Ski assessments (if offered) are optional and at the cost of participating students.

Students and parents must complete a course application form and student behavioural contract. Safety is paramount and students must have demonstrated that they are reliable and responsible. A reasonable level of fitness is required.

**Please note:** Numbers are limited to maintain adequate safety ratios and maximise learning opportunities for students.

**Students intending to take this course in 2024 should complete a course application form in Term 4 2023.**

### Assessment

Assessment in 2023 was based on Unit Standards from the Outdoor Recreation domain. These are predominately at Level 2 and do not count towards University Entrance requirements. Students need to ensure they meet any necessary requirements through the other courses they are enrolled in.

#### Internally Assessed Unit Standards

US476	2 credits	Roll a kayak (Level 2).
US20121	3 credits	Demonstrate kayaking skills on grade two white water (Level 2).
US18132	3 credits	Demonstrate basic movement skills with ice axe and crampon (Level 2).
US438	2 credits	Participate in building and camping overnight in a snow shelter (Level 2).
US457	4 credits	Mountain bike on intermediate to expert terrain (Level 2).
US4596	4 credits	Snowboard on beginner terrain (Level 2).
US17468	4 credits	Alpine ski downhill on beginner terrain (Level 2).
US4591	8 credits	Alpine ski downhill on intermediate terrain (Level 3).
US4597	8 credits	Snowboard on intermediate terrain (Level 3).
US431	3 credits	Navigate in good visibility (Level 2).
US444	1 credit	Demonstrate basic rock-climbing movement (Level 2).
US20157	3 credits	Demonstrate the use of basic rope systems for top rope rock climbing and abseiling (Level 2).
US20159	3 credits	Gather and apply weather information to an outdoor activity (Level 2).

There is the possibility of attaining credit for some of the Level 3 Physical Education Achievement Standards. This will require a significant component of classroom time to teach and assess.

AS91501	3 credits	Demonstrate quality performance of a physical activity in an applied setting (white water kayaking on grade 2) (Level 3) <i>(contributes towards Level 1 Numeracy)</i> .
AS91504	3 credits	Analyse issues in safety management for outdoor activity to devise safety management strategies (Level 3) <i>(contributes towards Level 1 Literacy)</i> .

## SPORTS PERFORMANCE

**Contact: Mr Winchester**

### Level 3

This course focuses on individual responsibility with high performance outcomes. Students will need to demonstrate both a required level of performance in their field and evidence of working independently to achieve goals. Entry is by approval only and subject to course numbers. This will be finalised at the start of the school year.

#### Pre-requisites:

- Students are expected to be competing at a high level within their chosen area of sport performance. Students must already have shown a strong interest in sport/physical education.
- Students will need to have demonstrated self-reliance and the ability to work independently to maximize the opportunities to train in their chosen discipline.
- It is anticipated that there will be one class only so students may be placed on a waiting list and confirmed early February.

Sports Performance is best suited for students who have an interest in the practical aspects of sport, fitness, and recreation. This course is of benefit to students who are considering working in the fitness industry or in the coaching field as a possible career. A portion of the course is also applicable to students' own training and sports performance.

The course will include material on:

- Sports nutrition
- Sports psychology
- Sports injuries and strapping
- Training methods including weights training, plyometric, speed training and resistance training
- Assistance with training in a student's selected discipline, including a time allowance for student directed learning/training
- Sports coaching – students will be encouraged to be involved in coaching junior teams at St Bede's College

**The course is internally assessed and will focus on (ITO) Industry Training Organisation Unit Standards. These are moderated externally by Southern Institute of Technology (SIT). In 2023, students completed a 15-credit course which developed their understanding of developing training programmes, participating and training other people. This will be reviewed in 2024 in consultation with Southern Institute of Technology.**

With the current review of Level Three standards, there will be changes to the following to meet the aims of the course and the needs of course participants.

NOTE: These unit standards DO NOT count towards University Entrance.

### **Internally Assessed Unit Standards**

Additional assessment opportunities will be discussed with course participants.

Due to the use of external providers, there will be a cost associated with the course of approximately \$150 - this is to be confirmed. Course costs include full use of the St Bede's Fitness and Weights Centre in supervised times after school and use during specified class times during the school day. The course involves a variety of guest speakers and specialised fitness testing and training (off-site).

# FACULTY OF RELIGIOUS EDUCATION

Head of Faculty: Mr Grant Ven

Religious Education at St Bede's seeks to provide opportunities for students to develop and experience:

- An enduring and lasting relationship with God - by way of Prayer and participation in the Sacramental life of the Church
- A deeper understanding of the Catholic Faith – through knowledge, reason, and experience
- A sense of social justice, where Biblical values of love, peace, justice and compassion are applied to promote a just society, where the dignity of all people is recognised, and those who are vulnerable are cared for.
- A greater understanding of the world, life and humanity which is enlightened by the Gospel.

St Bede's, in supporting parents as the first educators in the Faith, strives to develop young men with a Catholic mind and heart.

## Level 2

The topics for study are:

- **Church in the Modern Age:** This historical topic covers the period of the Enlightenment to the Second Vatican Council. Students will discover significant persons and events in the Church's story from this era.
- **Religions of the World:** Students study key features of selected indigenous and world religions, and their influence on New Zealand. They will compare key belief systems with Catholicism, with an emphasis on beliefs about death and the afterlife.
- **Christ, Mary and Social Justice:** Students develop a greater understanding of Jesus Christ, his life and teachings with the opportunity to deepen a faith commitment. There will be a focus on exploring Jesus' teaching of the Kingdom of God in this topic. There will also be an option to explore social justice as a response to this theme.
- **Theology of the Body:** Students explore the Church's teaching on human sexuality. This course unpacks some of the lectures from Pope John Paul II's Theology of the Body (not assessed).

### Internally Assessed Achievement Standards

AS91724	6 Credits	Explains a significant theme in a sacred text within a religious tradition.
AS90823	6 Credits	Explain the key beliefs within two religious traditions in relation to a significant religious question.
AS90821	6 Credits	Explain the changes in an expression(s) of a religious tradition.
AS90822	6 Credits	Explain how a contemporary social action derives from the ethical principles of a religious tradition.

## Level 3

The topics for study are:

- **Biblical Interpretation:** Students will investigate two recognised methods of Biblical interpretation and apply them to the book of Revelation. They will find meaning within this Sacred Text from a Catholic perspective.
- **Ethics:** Students will develop an understanding of ethics, ethical systems and ethical thinking from a Catholic perspective. They will also explore the Catholic social teachings as a practical means for decision-making.
- **Sects, Cults and New Religious Movements:** Students will provide an overview of a range of religious traditions which could be classified as sects or cults. They will be required to identify key features of one of these traditions and make links to their influence on Aotearoa.

### Internally Assessed Achievement Standards

AS90826	6 Credits	Analyse the response of a religious tradition to a contemporary ethical issue ( <i>contributes towards UE-R</i> ).
AS91725	6 Credits	Analyse the meanings in a sacred text within a religious tradition ( <i>contributes towards UE-R</i> ).
AS90827	6 Credits	Analyse a religious tradition(s) in Aotearoa New Zealand.



# FACULTY OF SCIENCE

Head of Faculty: Mr John McPhail

Science is a way of investigating, understanding, and explaining our natural, physical world and the wider universe. It involves generating and testing ideas, gathering evidence – including making observations, carrying out investigations and modelling, and communicating and debating with others. Scientific progress comes from logical, systematic work and from creative insight, built on a foundation of respect for evidence.

## AGRICULTURE

Contact: Mr McPhail

### Level 2

Level 2 Agriculture is an academic course that develops the students understanding of management practices and the science which drives the New Zealand agricultural and horticultural industries.

Field trips during the year allow the students an opportunity to reinforce their learning in a practical and hands-on way. A field trip fee of \$40 applies to this course.

Students will continue to develop their understanding of soil, plant and animal science and management as well as gaining a more in-depth understanding of environmental issues in agriculture and the factors that influence the profitability of agriculture and horticulture in New Zealand.

The entry requirement to NCEA Level 2 is a total of 14 Level 1 Achievement Standard credits in either Agriculture/Horticulture or Science.

### Achievement Objectives

On completion of the course a student will:

- Develop their research skills.
- Examine how scientific and technological principles are applied to management practices used in primary production.
- Examine a range of factors that influence the profitability of primary production in New Zealand.
- Explain how physical factors of the environment can affect plant production.
- Examine the impact of primary production management practices on the environment.
- Undertake an investigation on plants or animals.

#### Internally Assessed Achievement Standards

AS91289	4 Credits	Carry out an extended practical agricultural or horticultural investigation ( <i>Level 1 Literacy standard and Level 1 Numeracy</i> ).
AS91293	5 Credits	Demonstrate understanding of livestock reproductive technologies ( <i>Level 1 Literacy standard</i> ).
AS91298	4 Credits	Report on the environmental impact of the production of a locally produced primary product ( <i>Level 1 Literacy standard</i> ).

#### Externally Assessed Achievement Standards

AS91290	4 Credits	Demonstrate understanding of techniques used to modify physical factors of the environment for plant production ( <i>Level 1 Literacy standard</i> ).
AS91294	4 Credits	Demonstrate understanding of management practices influencing livestock growth and development ( <i>Level 1 Literacy standard</i> ).

### Level 3

Level 3 Agriculture is an academic course with in-depth case studies on local farming operations. The students will study the market requirements, production processes, and environmental considerations involved in growing produce to feed the ever-expanding world population.

The case studies involve an overnight field trip to different farming operations in Canterbury. This gives the students a practical understanding of the challenges involved in the production of quality produce.

The entry requirement for Level 3 Agriculture is a total of 14 Level 2 Achievement Standard credits in Agriculture/Horticulture or by discussion with Mr McPhail.

### Achievement Objectives:

During this course, students will:

- Undertake an extended investigation into an aspect of NZ primary production.
- Explain how farmers manipulate management practice to meet market requirements.
- Develop an understanding of market forces and how they affect the primary industries.
- Describe the effects on the environment of primary production.
- Analyse factors that affect profitability of NZ products.

#### Internally Assessed Achievement Standards

AS91528	4 Credits	Carry out an investigation into an aspect of a New Zealand primary product or its production ( <i>Level 1 Literacy standard and Level 1 Numeracy</i> ).
AS91529	6 Credits	Research and report on the impact of factors on the profitability of a New Zealand primary product ( <i>Level 1 Literacy standard and Level 1 Numeracy</i> ).

#### Externally Assessed Achievement Standards

AS91531	4 Credits	Demonstrate understanding of how the production process meets the market requirements for a New Zealand Primary product ( <i>Level 1 Literacy standard</i> ).
AS91532	5 Credits	Analyse a New Zealand primary production environmental issue ( <i>L1 Literacy standard</i> ).

A field trip fee of \$100 applies.

## AGRIBUSINESS

### Level 2

Level 2 Agribusiness is an academic course that integrates all the primary industries and businesses that comprise primary production. The content covered comes from the Ag/Hort science, Science, Commerce and Technology areas of the New Zealand curriculum. Students will gain an understanding in contemporary issues affecting the primary industry, marketing, innovation and future proofing in Agribusiness, and Agribusiness management.

Agribusiness targets students strong in science and/or commerce and provides students with varied skills and knowledge that will enable opportunities in a range of careers in Agribusiness and/or for study of Agribusiness at tertiary level.

The entry requirement to Level 2 Agribusiness is a total of 14 Achievement standard credits in either Level 1 Ag/Hort, Science or a Commerce subject.

### Achievement Objectives

When studying Level 2 Agribusiness students will:

- Examine the impact of influences on agribusinesses to meet present and future needs, viability, and protection of the environment.
- Examine how scientific principles, concepts and knowledge are applied in agribusinesses to ensure present and future primary production.
- Examine the decision-making by agribusinesses in producing and selling a primary product and/or secondary products and services linked to the primary sector and the way they interact in specific sectors and markets.
- Examine decisions in agribusinesses that allow producers to enhance and sustain local and/or global primary production and enterprise.

### Internally Assessed Achievement Standards

AS91865	4 Credits	Demonstrate understanding of future proofing influences that affect business viability.
AS91866	4 Credits	Conduct an inquiry into the use of organisms to meet future needs.
AS91868	4 Credits	Demonstrate understanding of cashflow forecasting for a business.

### Externally Assessed Achievement Standards

AS91297	4 Credits	Demonstrate understanding of land use for primary production in New Zealand. (All of the above contribute towards Level 1 Literacy)
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## Level 3

Level 3 Agribusiness is an academic course that builds on knowledge learnt in Level 2 Agribusiness. Agribusiness at Level 3 will set students up for studying Agriculture or Agribusiness at tertiary level and give a deeper understanding of contemporary issues in the primary industry sectors. Students with sound commerce or scientific knowledge can pick up Agribusiness at Level 3.

Agribusiness targets students strong in science and/or commerce and provides students with varied skills and knowledge that will enable opportunities in a range of careers in Agribusiness.

Field trips and guest speakers from different Agribusiness fields will bring a different aspect to the course that will engage students.

The entry requirement to Level 3 Agribusiness is a total of 14 Achievement Standard credits in either Level 2 Ag/Hort, Biology, Chemistry, Physics or a Commerce subject.

## Achievement Objectives

When studying Level 3 Agribusiness students will:

- Critically examine innovative solutions and strategies for future proofing agribusinesses in current and/or future issues.
- Critically examine how scientific principles, concepts and knowledge in agribusinesses are used to meet consumer and producer needs, resolve their issues and develop new agri-technological advances.
- Critically examine the operational and strategic decisions in agribusinesses and how they impact on the future direction of production and society.
- Critically examine how agribusinesses capitalise on the opportunities to grow the value of their products round the globe.

### Internally Assessed Achievement Standards

AS91869	4 Credits	Analyse future proofing strategies to ensure long term viability of a business ( <i>Level 1 Literacy standard</i> ).
AS91870	4 Credits	Analyse the effect of a strategic capital expenditure decision to a business ( <i>Level 1 Literacy standard</i> ).
AS91871	4 Credits	Analyse how a product meets market need through innovation in the value chain ( <i>Level 1 Literacy standard</i> ).
AS91383	3 Credits	Analyse a human resource issue affecting businesses.

### Externally Assessed Achievement Standards

AS91530	5 Credits	Demonstrate understanding of how market forces affect supply of and demand for New Zealand primary products ( <i>Level 1 Literacy standard</i> ).
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## BIOLOGY

### Contact: Mr McKenzie

#### Level 2

At this level, students will obtain a broad understanding of key ideas and skills in biology, develop an appreciation of the New Zealand environment, and will be better placed to make informed decisions on biological issues.

## Achievement Objectives

Students can:

- Investigate and identify inter-relationships and possible patterns within populations and communities using New Zealand examples.
- Investigate diversity in animals and plants by comparing aspects of their structure and function above the cellular level of organisation.
- Investigate the structure and function of cells including cell organelles, to identify their similarities and differences.
- Examine scientific evidence for evolution and explain how genetic variation and natural selection can lead to genetic changes within populations.

Entry requirements are 14 credits at Level 1 with AS90948 (Genetics) and AS90930 (Practical Investigation) or by teacher recommendation. Students will have to purchase a Course Manual at a cost of approximately \$30. There is also a \$30 field trip fee, payable at the start of Term 1.

### Internally Assessed Achievement Standards

AS91153	4 Credits	Carry out a practical investigation in a biology context, with supervision ( <i>contributes towards Level 1 Numeracy</i> ).
AS91158	4 Credits	Investigate a pattern in an ecological community ( <i>contributes towards Level 1 Literacy</i> ).

### Externally Assessed Achievement Standards

AS91156	4 Credits	Demonstrate understanding of life processes at the cellular level ( <i>contributes towards Level 1 Literacy</i> ).
AS91157	4 Credits	Demonstrate understanding of genetic variation and change ( <i>contributes towards Level 1 Literacy</i> ).
AS91159	4 Credits	Demonstrate understanding of gene expression ( <i>contributes towards Level 1 Literacy</i> ).

## Level 3

At this level, students will build on the biological knowledge and skills in Level 2. Students achieving at this level should be carrying out independent investigations and making informed objective decisions about contemporary biological issues.

## Achievement Objectives

Students can:

- Investigate and identify aspects of animal behaviour and plant responses in relation to biotic and abiotic environmental factors.
- Investigate an aspect of the ecological niche of an organism.
- Investigate and explain speciation and identify patterns of evolution with emphasis on New Zealand examples.
- Investigate and explain speciation and identify patterns of evolution within the Human species.
- Entry requirements are 16 credits or more in Level 2 Biology or by teacher recommendation. High achievement in other subjects will be considered for those new to the subject. Students will have to purchase a course manual at a cost of approximately \$30.

There is a \$20 field trip fee for this course, payable at the start of Term 1.

### Internally Assessed Achievement Standards

AS91601	4 Credits	Carry out a biological investigation.
AS91604	3 Credits	Demonstrate understanding of how animals maintain a stable internal environment.

### Externally Assessed Achievement Standards

AS91603	5 Credits	Demonstrate understanding of the responses of plants and animals to their external environment.
AS91605	4 Credits	Demonstrate understanding of evolutionary processes leading to speciation.
AS91606	4 Credits	Demonstrate understanding of trends in human evolution.
<i>(All of the above contribute towards Level 1 Literacy)</i>		

## CHEMISTRY

Contact: Mr McPhail

### Achievement Objectives

Students can:

- Investigate and measure the chemical and physical properties of a range of groups of substances, for example, acids and bases, oxidants and reductants, and selected inorganic and organic compounds.
- Relate properties of matter to structure and bonding.
- Develop an understanding of and use the fundamental concepts of chemistry (for example, equilibrium and thermochemical principles) to interpret observations.

### Level 2

What in the world is not chemistry? Chemistry is vital for most science-based careers, leading on to courses in medicine, engineering, nursing, medical technology, agricultural sciences, soil science, mining technology, biochemistry, genetic engineering, pharmacy, environmental planning, and many more exciting possibilities.

Entry requirements are AS90944 (Acids and Bases) and AS90930 (Chemistry Investigation) or by teacher recommendation. Course costs \$40 which includes two workbooks.

#### Internally Assessed Achievement Standards

AS91910	4 Credits	Carry out a practical investigation into a substance present in a consumer product using quantitative analysis. ( <i>Contributes towards Level 1 Numeracy</i> ).
AS91911	3 Credits	Carry out an investigation into chemical species present in a sample using qualitative analysis.

#### Externally Assessed Achievement Standards

AS91164	4 Credits	Demonstrate understanding of bonding, structure and energy changes ( <i>contributes towards Level 1 Literacy</i> ).
AS91165	4 Credits	Demonstrate understanding of the properties of selected organic compounds.
AS91166	4 Credits	Demonstrate understanding of chemical reactivity ( <i>contributes towards Level 1 Literacy</i> ).

### Level 3

The relevance of chemistry in everyday life is further developed. Entry requirements are Level 2 Chemistry with 16 credits or by teacher recommendation. You will develop a deeper understanding of: chemical structure, bonding and the periodic table; aqueous solution chemistry; energy changes in chemistry; organic and inorganic substances; oxidation and reduction reactions.

#### Internally Assessed Achievement Standards

AS91388	3 Credits	Demonstrate understanding of spectroscopic data in chemistry.
AS91393	5 Credits	Demonstrate understanding of oxidation-reduction processes.

#### Externally Assessed Achievement Standards

AS91390	5 Credits	Demonstrate understanding of thermochemical principles and the properties of particles and substances ( <i>contributes towards Level 1 Literacy</i> ).
AS91391	5 Credits	Demonstrate understanding of structure and reactivity of organic compounds ( <i>contributes towards Level 1 Literacy</i> ).
AS91392	5 Credits	Demonstrate understanding of equilibrium principles in aqueous systems ( <i>contributes towards Level 1 Literacy and Numeracy</i> ).

## EARTH AND SPACE SCIENCE

Contact: Mr Borella

The Earth and Space science courses will develop students understanding that our planet and its environment is crucial to our survival and the wellbeing of all living things. By studying Earth's physical processes, such as weather patterns, ocean currents, and geological activity, students can learn how we develop strategies to protect ourselves and our communities from natural disasters. By studying Space science, students will explore

and learn about other planets, stars, and galaxies, which will give them insight into the origins of our own planet and the possibility of life beyond Earth.

These courses are recommended to students interested in the environmental and climate science or to any student keen on astronomy, geology and learning more about our planet.

## Level 2

### Achievement Objectives

Students will:

- Develop an understanding of the causes of natural hazards and their interactions with human activity on Earth.
- Explore the nature and lifecycles of diverse types of stars in terms of energy changes and time.
- Develop and carry out investigations that extend their scientific knowledge, including developing their understanding of the relationship between investigation and scientific theories and models.

Entry requirements are Level 1 Science with 14 credits, or by teacher recommendation. The total number of credits available is 24.

#### Internally Assessed Achievement Standards

AS91189	4 Credits	Investigate geological process in a New Zealand locality.
AS91190	4 Credits	Investigate how organisms survive in an extreme environment.
AS91187	4 Credits	Carry out a practical Earth and Space science investigation.

#### Externally Assessed Achievement Standards

AS91191	4 Credits	Demonstrate understanding of the causes of extreme Earth events in New Zealand.
AS91192	4 Credits	Demonstrate understanding of stars and planetary systems.

*(All of the above contribute towards Level 1 Literacy)*

## Level 3

### Achievement Objectives

Students will:

- Develop an in-depth understanding of the interrelationship between human activities and the geosphere, hydrosphere, atmosphere, and biosphere over time.
- Explore recent astronomical events or discoveries, showing understanding of the concepts of distance and time.
- Develop and carry out investigations that extend their science knowledge, including developing their understanding of the relationship between investigations and scientific theories and models.
- Use relevant information to develop a coherent understanding of socio-scientific issues that concern them, to identify possible responses at both personal and societal levels.

Entry requirements are 14 Level 2 Earth and Space Science credits or through HOF recommendation. This course has a change of \$50 to go towards a field trip and class materials.

#### Internally Assessed Achievement Standards

AS91410	4 Credits	Carry out an independent practical Earth and Space Science investigation <i>(contributes towards Level 1 Literacy and Numeracy and UE-R/W)</i> .
AS91412	4 Credits	Investigate the evidence related to dating geological event(s) <i>(contributes towards Level 1 Literacy)</i> .
AS91415	4 Credits	Investigate an aspect of astronomy <i>(UE-R)</i> .

#### Externally Assessed Achievement Standards

AS91413	4 Credits	Demonstrate understanding of processes in the ocean system <i>(contributes towards Level 1 Literacy and UE-R/W)</i> .
AS91414	4 Credits	Demonstrate understanding of processes in the atmosphere system <i>(UE-R/W)</i> .

## ELECTRONICS

Contact: Mr McPhail

Level 2/3

(No Course Endorsement available)

Students taking this course work towards achieving the National Certificate in Electronics Technology (NCET) at Level 2. This can lead on to degrees or diplomas at tertiary level and/or employment in the electrical, electronics and telecommunications sectors.

To achieve the NCET, students must also gain 16 credits at Level 2 or above from any of the following subjects: Digital Technologies, Mathematics, Physics or Chemistry. Partial achievement in the course may qualify for the ETITO Certificate of Attainment.

Due to the changing nature of applied Electronics and the increasing variety of tertiary qualifications and employment opportunities in this field, this course is currently being redeveloped. In the future it may include Achievement Standards and a Level 3 course that is more directly tailored to tertiary standard.

### Achievement Objectives

Students will:

- Demonstrate a knowledge and understanding of basic electronics, both qualitative and quantitative.
- Carry out simple circuit constructions and make electrical measurements on such circuits.
- Understand how scientific principles are linked to electro technology.

#### Internally Assessed Achievement Standards

US18239	5 Credits	Demonstrate knowledge of basic electric circuit concepts, calculations, and measurements.
US18240	5 Credits	Demonstrate knowledge of basic electronic components.
US18241	5 Credits	Demonstrate knowledge of basic electronic systems.
US18242	3 Credits	Construct simple printed circuits.
US18243	6 Credits	Construct simple electronic products from supplied circuit schematics.

## GENERAL SCIENCE

General Science is a skills-based science course that will give the students experiences in a range of areas of science. This course will provide the students with the opportunity to use practical investigation and research techniques to gain knowledge of the world around us and think critically about how information that is presented to us.

These courses will cover some Biology, Physics, Chemistry and Earth and Space science and are fully internally assessed using Achievement Standards. It is designed to suit a student who, while he wants to study some science, does not need or want to study a science course dedicated to one area of science.

### Level 2

The course cannot be taken in conjunction with Biology, Physics or Chemistry but can be taken with Earth and Space science, Agriculture or Electronics.

#### Internally Assessed Achievement Standards

AS91168	4 Credits	Carry out a practical physics investigation that leads to a non-linear mathematical relationship ( <i>Contributes towards Level 1 and UE Literacy and Numeracy</i> ).
AS91958	4 Credits	Investigate a pattern in an ecological community ( <i>contributes towards Level 1 Literacy</i> ).
AS91188	4 Credits	Examine an Earth and Space Science issue and the validity of the information communicated to the public ( <i>Contributes towards L1 Literacy</i> ).
AS91911	3 Credits	Carry out an investigation into chemical species present in a sample using qualitative analysis.

### Level 3

The course cannot be taken in conjunction with Biology, Earth and Space Science or Chemistry, but can be taken with Physics or Agriculture.

#### Internally Assessed Achievement Standards

AS91393	3 Credit	Demonstrate understanding of oxidation-reduction processes ( <i>contributes towards Level 1 literacy</i> ).
AS91604	3 Credit	Demonstrate understanding of how animals maintain a stable internal environment ( <i>contributes towards Level 1 literacy and UE-Reading</i> ).
AS91419	4 Credit	Carry out an independent practical Earth and Space Science investigation ( <i>contributes towards Level 1 Literacy and Numeracy and UE-R</i> ).
AS91415	4 Credit	Investigate an aspect of astronomy ( <i>contributes towards Level 1 Literacy and UE-R</i> ).
AS91602	3 Credit	Integrate biological knowledge to develop an informed response to a socio-scientific issue ( <i>contributes towards L1 Literacy and UE-R</i> ).

## PHYSICS

**Contact: Mr McPhail**

### Achievement Objectives

Students will:

- Explore and investigate physical phenomena in everyday situations.
- Gain an understanding of the interactions that take place between different parts of the physical world and the ways in which these interactions can be represented.
- Apply their understanding of physics to various applications.

### Level 2

To get entry into NCEA Level 2 you need AS90940 (Mechanics) and AS90941 (Electricity) or by teacher recommendation, plus 16 credits Level 1 Mathematics.

Students will learn how to investigate a variety of physics phenomenon, including projectile motion (such as kicking rugby balls), electrical circuits, nuclear weapons, and cameras. The practical standard is taught throughout the year so that students can attempt a range of different contexts. The atomic and nuclear physics standard involves a workshop at the University of Canterbury investigating Rutherford's famous experiment and using their radioactive sources.

This course leads to Level 3 Physics, which is a compulsory course for many tertiary degrees. Course costs \$30 for the two workbooks.

#### Internally Assessed Achievement Standards

AS91168	4 Credits	Carry out a practical physics investigation that leads to a non-linear mathematical relationship ( <i>contributes towards Level 1 and UE Literacy and Numeracy</i> ).
AS91172	3 Credits	Demonstrate understanding of atomic and nuclear physics ( <i>contributes towards Level 1 Literacy</i> ).

#### Externally Assessed Achievement Standards

AS91171	6 Credits	Demonstrate understanding of mechanics ( <i>contributes towards Level 1 and UE Literacy and Numeracy</i> ).
AS91173	6 Credits	Demonstrate understanding of electricity and electromagnetism ( <i>contributes towards Level 1 and UE Literacy and Numeracy</i> ).

### Level 3

Entry requirements are Level 2 with 14 credits in both Physics and Mathematics, or by teacher recommendation.

The basic Physics in Level 2 is extended into new areas. In mechanics, further work on linear motion leads into rotational dynamics and simple harmonic motion. The study of waves introduces interference and the



Doppler Effect, as well as standing waves and music. Atomic physics introduces the Bohr model of the atom, quantum effects and the application of the conservation laws to nuclear fusion and fission. For the first time, students will examine alternating-current (AC) circuits, as well as some new components in both DC and AC.

Level 3 Physics is an approved subject for University Entrance, although no standards can count towards the Literacy or Numeracy requirement for University Entrance.

**Course costs \$30 which includes field trip fee and workbook.**

**Internally Assessed Achievement Standards**

AS91522	3 Credits	Demonstrate understanding of the application of physics to a selected context.
AS91525	3 Credits	Demonstrate understanding of Modern Physics.

**Externally Assessed Achievement Standards**

AS91523	4 Credits	Demonstrate understanding of wave systems.
AS91524	6 Credits	Demonstrate understanding of mechanical systems.
AS91526	6 Credits	Demonstrate understanding of electrical systems.

*(All of the above contribute towards Level 1 Literacy)*

# FACULTY OF SOCIAL SCIENCES

## Head of Faculty: Mr Callum Wilson

Social Science education focuses on the study of people, their interaction with each other and the world. It enables students to participate in a changing society as informed, confident, and responsible citizens.

To find out more information on the multiple courses the Social Sciences offers at St Bede's College, please visit our Faculty website: [www.sbcsocialsciences.com](http://www.sbcsocialsciences.com)

Skills learned and practised in the Social Sciences can be applied across a wide range of occupations such as:

*Management, Medicine, Journalism, Law, Publishing, Architecture, Public Relations, Foreign Affairs, Environmental Research, Coastal Research, Business Owner, Accountancy, Auditing, Education.*

## ACCOUNTING

### Contact: Mr Cooper

#### Level 2

At Level 2 the course builds on what has been introduced in Accounting at Level 1, with an emphasis on local or regional small- to-medium single owner entities that operate more complex accounting systems, which enable more effective management of a business.

#### Achievement Objectives

In studying Accounting at Level 2 students will gain knowledge, skills, and experience to:

- Manage the financial affairs of individuals, whānau, and local or regional small-to-medium entities, including community organisations which operate more complex accounting sub-systems, while acting with integrity.
- Make use of appropriate communication tools and skills to process, report and interpret information for individuals, whānau, and local or regional small-to-medium entities, including community organisations, which operate more complex accounting sub-systems.

Four achievement standards will be offered in the course and contribute 17 credits towards NCEA Level 2. Please note there is a cost of approximately \$30 for workbooks used in this course.

#### Internally Assessed Achievement Standards

AS91175	4 Credits	Demonstrate understanding of accounting processing using accounting software (contributes towards Level 1 Numeracy).
AS91481	4 Credits	Demonstrate understanding of a contemporary accounting issue for decision-making (contributes towards Level 1 Literacy).

#### Externally Assessed Achievement Standards

AS91176	5 Credits	Prepare financial information for an entity that operates accounting subsystems (contributes towards Level 1 Numeracy).
AS91177	4 Credits	Interpret accounting information for entities that operate accounting subsystems (contributes towards Level 1 Literacy and Numeracy).

**The prerequisite entry requirement for Level 2 Accounting will be a minimum of 12 credits in Accounting at Level 1. For a student wanting to study Accounting at Level 2 for the first time they must have gained NCEA at Level 1 from achievement standard-based courses and at the discretion of the Head of Faculty.**

### Level 3

At Level 3 the course builds on what has been introduced in Accounting at Level 1 and 2. Where the context was small-to- medium sized entities operating as a sole proprietorship (single owner businesses), the focus now shifts to larger entities such as partnerships and companies.

### Achievement Objectives

In studying Accounting at Level 3 students will gain knowledge, skills, and experience to:

- Manage the financial affairs of individuals, whānau, and small, medium, or large entities, including community organisations, that may be local, regional, national, or global, to enable internal and external users to make effective and ethical decisions.
- Make use of appropriate communication tools and skills to process, report and interpret information for individuals, whānau, and small, medium, or large entities, including community organisations, which may be local, regional, national or global.

Four achievement standards will be offered in the course and contribute 17 credits towards NCEA Level 3. Please note there is a cost of approximately \$30 for workbooks used in this course.

#### Internally Assessed Achievement Standards

AS91405	4 Credits	Demonstrate understanding of accounting for partnerships ( <i>contributes towards Level 1 Numeracy</i> ).
AS91409	4 Credits	Demonstrate understanding of a job cost subsystem for an entity ( <i>contributes towards Level 1 Literacy and Numeracy</i> ).

#### Externally Assessed Achievement Standards

AS91406	5 Credits	Demonstrate understanding of company financial statement preparation. ( <i>contributes towards Level 1 Numeracy</i> ).
AS91408	4 Credits	Demonstrate understanding of management accounting to inform decision-making ( <i>contributes towards Level 1 Literacy and Numeracy</i> ).

**The prerequisite entry requirement for Level 3 Accounting will be a minimum of 12 credits in Accounting at Level 2 or at the discretion of the Head of Faculty.**

## BUSINESS STUDIES

**Contact: Mr Cooper**

### Level 3

Studying business enables students to appreciate the issues that challenge businesses and stakeholders. In a rapidly changing world, it is important that citizens can make informed and rational decisions about business matters. Business contributes to the development of a culture of enterprise in New Zealand and supports our efforts to improve economic and community wellbeing. Business Studies creates opportunities for students to:

- Understand the integral role of business in society and the economy.
- Explore enterprise culture.
- Gain knowledge and understanding of good business practice and of business as a productive activity.
- Acquire greater financial capability.

Evidence of an enterprising spirit abounds in New Zealand's history and is an aspect of our multicultural national identity. Enterprise and business entrepreneurship are essential to New Zealand's economic future. The central theme/big idea of business studies is **enterprise**. Closely related are the three broad concepts: globalisation, citizenship, and sustainability. These four concepts are the 'future focused themes' identified in *The New Zealand Curriculum*.

## Achievement Objectives

In studying Business Studies at Level 3 students will gain knowledge, skills, and experience to:

Analyse how and why New Zealand businesses operating in global markets make operational and strategic decisions in response to interacting internal and external factors. This includes students being able to:

- Investigate the importance of a sustainable labour force.
- Plan the launch of a product for a global market.
- Justify the rationale for New Zealand production offshore.
- Discuss the role of business lobby groups on government.
- Research the consequences of business decisions on a community.

Plan, take to market, review, and then refine an innovative, sustainable business activity; analyse the activity and its success in the marketplace. This includes students being able to:

- Establish an on-going relationship with a mentor.
- Demonstrate a can-do attitude.
- Develop strategies for meeting sustainability challenges.
- Analyse the contribution and effectiveness of group members.
- Analyse the appropriateness of government policies that relate to stabilisation and/or economic development.

Four achievement standards will be offered in the course and contribute 18 credits towards NCEA Level 3. Please note there is a cost of approximately \$25 for workbooks used in this course.

### Internally Assessed Achievement Standards

AS91382	6 Credits	Develop a marketing plan for a new or existing product (UE-R).
AS91870	4 Credits	Analyse the effect of financing options of a strategic capital expenditure decision on a business.

### Externally Assessed Achievement Standards

AS91379	4 Credits	Demonstrate understanding of how internal factors interact within a business that operates in a global context (UE-R/W).
AS91380	4 Credits	Demonstrate understanding of strategic response to external factors by a business that operates in a global context (UE-R/W).

*(All of the above contribute towards Level 1 Literacy)*

**The prerequisite entry requirement for Level 3 Business Studies will be Level 2 NCEA gained from achievement standard-based courses and at the discretion of the Head of Faculty. Previous study of either Accounting or Economics is desirable but not compulsory.**

## CLASSICAL STUDIES

### Contact: Mr Wilson

#### Level 3

Classical Studies is a highly engaging subject. It can be considered ancient history as it focuses on various aspects of the ancient Greek and Roman world. It is also a very broad subject with something that will be of interest to everybody. To best meet the interests of students, this year there will be an array of possible topics available for study which can be selected throughout the course. This is often a course students opt into for enjoyment. However, alongside enjoyment are many essential skills, honed throughout the course, that will be useful for rest of students' lives.

Please visit the [Classical Studies website](#) for further detail on the potential topics for study.

## Achievement Objectives

The course will:

- Allow students the freedom to choose aspects of classical civilisation appropriate to their own interests.
- Provide a course which will interest and stimulate students of different abilities and academic backgrounds.
- Provide students with a knowledge and appreciation of selected areas of Greek and Roman civilisation.
- Equip students with critical inquiry, critical thinking, and effective communication skills.

### Topics which may be selected for study include:

Greek and Roman Mythology, Blood Sports Over Time, Homer's Odyssey, Athenian Comedic Plays, Athenian Vase Painting, Alexander the Great, Caesar Augustus, Socrates, Philosophy, Religious Cults, Entertainment in the Ancient World, Architecture, Greek or Roman Military...

Four achievement standards will be offered in the course and contribute 22 credits towards NCEA Level 3.

#### Internally Assessed Achievement Standards

AS91397	6 Credits	Demonstrate understanding of significant ideology(ies) in the classical world ( <i>UE -R</i> ).
AS91398	6 Credits	Demonstrate understanding of the lasting influences of the classical world on other cultures across time ( <i>UE-R</i> ).

#### Externally Assessed Achievement Standards

AS91394	4 Credits	Analyse ideas and values of the Classical World ( <i>UE-R/W</i> ).
AS91396	6 Credits	Analyse the impact of a significant historical figure on the classical world ( <i>UE-R/W</i> ) ( <i>All of the above contribute towards Level 1 Literacy</i> )

**The prerequisite entry requirement for Level 3 Classical Studies will be 14 credits in History at Level 2, or 14 English credits at Level 2 or at the discretion of the Head of Faculty.**

## ECONOMICS

### Contact: Mr Cooper

#### Level 2

At Level 2 the course focuses on contemporary macro-economic issues such as inflation, international trade, economic growth, and unemployment. At this level, students will recognise the interdependent nature of the New Zealand economy by examining the impact government policies designed to address contemporary economic issues have on various groups in society. They will also understand that government policies may have unequal effects.

#### Achievement Objectives

In studying Economics at Level 2 students will gain knowledge, skills, and experience to:

- Understand how economic concepts and models provide a means of analysing contemporary New Zealand issues – for example, of inflation, growth, international trade, and unemployment.
- Understand how government policies and contemporary issues interact – for example, monetary, fiscal and trade government policies.

Four achievement standards will be offered in the course and contribute 18 credits towards NCEA Level 2. Please note there is a cost of approximately \$30 for workbooks used in this course.

#### Internally Assessed Achievement Standards

AS91225	4 Credits	Analyse unemployment using economic concepts and models ( <i>contributes towards Level 1 Literacy and UE – R</i> ).
AS91227	6 Credits	Analyse how government policies and contemporary economic issues interact ( <i>contributes towards Level 1 Literacy and UE – R</i> ).

#### Externally Assessed Achievement Standards

AS91222	4 Credits	Analyse inflation using economic concepts and models ( <i>contributes towards Level 1 Literacy</i> ).
AS9122	4 Credits	Analyse international trade using economic concepts and models ( <i>contributes towards Level 1 Literacy</i> ).

**The prerequisite entry requirement for Level 2 Economics will be a minimum of 11 credits in Economics at Level 1. For a student wanting to study Economics at Level 2 for the first time they must have gained NCEA at Level 1 from Achievement Standard-based courses and at the discretion of the Head of Faculty.**

### Level 3

At Level 3 the course requires students to use more complex micro-economic models to gain an understanding of the efficiency of markets. Students will see that markets can provide the most efficient outcome, but also that it may be appropriate for government to override markets to deliver more efficient or more equitable outcomes. Analysis at this level will show that government intervention may involve a trade-off between efficiency and equity. Macro-economic analysis at this level involves looking at indicators to gain an understanding of the current state of the economy.

### Achievement Objectives

In studying Economics at Level 3, students will gain knowledge, skills, and experience to:

- Understand that well-functioning markets are efficient but that governments may need to intervene where markets fail to deliver efficient or equitable outcomes.
- Understand how the nature and size of the New Zealand economy is influenced by interacting internal and external factors.

Four achievement standards will be offered in the course and contribute 20 credits towards NCEA Level 3. Please note there is a cost of approximately \$30 for workbooks used in this course.

#### Internally Assessed Achievement Standards

AS91401	5 Credits	Demonstrate understanding of micro-economic concepts ( <i>UE-R</i> ).
AS91402	5 Credits	Demonstrate understanding of government interventions to correct market failures ( <i>UE-R</i> ).

#### Externally Assessed Achievement Standards

AS91399	4 Credits	Demonstrate understanding of the efficiency of market equilibrium ( <i>UE-R/W</i> ).
AS91403	6 Credits	Demonstrate understanding of macro-economic influences on the New Zealand economy ( <i>UE-R/W</i> ).

*(All of the above contribute towards Level 1 Literacy)*

**The prerequisite entry requirements for Level 3 Economics will be a minimum of 12 credits in Economics at Level 2. For a student wanting to study Economics at Level 3 for the first time they must have gained NCEA at Level 2 from Achievement Standard-based courses and at the discretion of the Head of Faculty.**

## GEOGRAPHY

**Contact: Mr Wilson**

### Level 2

A wide range of themes are covered in terms of knowledge and skills in Geography at Level 2, which may include:

- Global topic: Stopping a global killer (pandemics), volcanoes, plastics in the ocean.
- Geographic issue: 1080, water, freedom camping, own choice.
- Skills and concepts: Continue to build the skills and critical thinking skills.
- Research: Human impacts on Aoraki/Mt Cook National Park (Involves a field trip).

### Achievement Objectives

Students will gain knowledge, skills, and experience to:

- Understand how the processes that shape natural and cultural environments change over time, vary in scale and from place to place, and create spatial patterns.
- Understand how people's perceptions of and interactions with natural and cultural environments differ and have changed over time.

Four achievement standards will be offered in the course and contribute 15 credits towards NCEA Level 2.

#### Internally Assessed Achievement Standards

AS91244	5 Credits	Conduct geographic research with guidance ( <i>contributes towards Level 1 Literacy and Numeracy</i> ).
AS91245	3 Credits	Explain aspects of a contemporary geographic issue ( <i>contributes towards Level 1 Literacy</i> ).
AS91246	3 Credits	Explain aspects of a geographic topic at a global scale ( <i>contributes towards Level 1 Literacy</i> ).

#### Externally Assessed Achievement Standards

AS91243	4 Credits	Apply geographic concepts and skills to demonstrate understanding of a given environment ( <i>contributes towards Level 1 Literacy</i> ).
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**The prerequisite entry requirement for Level 2 Geography is a minimum of 14 credits in Geography at Level 1. For a student wanting to study Geography at Level 2 for the first time they must have gained NCEA at Level 1 from Achievement Standard-based courses and at the discretion of the Head of Faculty.**

### Level 3

A wide range of themes are covered in terms of knowledge and skills in Geography at Level 3 which may include:

- Analysis of natural processes: Kaikoura beach formation (involves a field trip).
- Analysis of a contemporary issue: What happens in Vegas, human trafficking.
- Analysis of a global geographic pattern: Blood diamond trade, piracy, own choice.
- Application of geographic skills and concepts.

### Achievement Objectives

Students will gain knowledge, skills, and experience to:

- Understand how interacting processes shape natural and cultural environments, occur at different rates and on different scales, and create spatial variations.
- Understand how people's diverse values and perceptions influence the environmental, social, and economic decisions and responses that they make.

Four achievement standards will be offered in the course and contribute 14 credits towards NCEA Level 3.

#### Internally Assessed Achievement Standards

AS91431	3 Credits	Analyse aspects of a contemporary geographic issue ( <i>contributes towards Level 1 Literacy and UE-R</i> ).
AS91432	3 Credits	Analyse aspects of a geographic topic at a global scale.

#### Externally Assessed Achievement Standards

AS91429	4 Credits	Demonstrate understanding of a given environment(s) through selection and application of geographic concepts and skills ( <i>contributes towards Level 1 Literacy and UE-R/W</i> ).
AS91426	4 Credits	Demonstrate understanding of how interacting natural processes shape a New Zealand geographic environment.

**The prerequisite entry requirements for Level 3 Geography will be a minimum of 12 credits in Geography at Level 2. For a student wanting to study Geography at Level 3 for the first time they must have gained NCEA at Level 2 from achievement standard-based courses and at the discretion of the Head of Faculty.**

## HISTORY

### Contact: Mr Wilson

#### Level 2

In this course, students will study history through the lens “public enemies” through time. In studying how society has defined and treated those it considers to be a threat, students will begin to uncover the dangers and the need to think critically.

This course aims to develop students’ ability to research, make inferences, analyse evidence, and draw conclusions to find the truth – a very salient set of skills in the media saturated world of today. They will gain a deeper understanding of important historical concepts such as - continuity and change, cause and consequence, historical perspectives, and the significance of world events. These topics deal with turbulent and violent times in modern history and students will discover the importance of these distant events for New Zealanders at the time and today.

In addition, there will be a two-day field trip that works in with the historical inquiry. This trip will visit Kaikoura and the Marlborough Sounds focusing on the practice and impact of early whaling in New Zealand. This trip will carry a cost of approximately \$120.

#### Topics studied:

- Early Whaling in New Zealand
- Nazi Germany and the Rise of Hitler
- 911 and the War on Terror (Possible context)
- The Cuban Missile Crisis (Possible context)

#### Achievement Objectives

Students will gain knowledge, skills and experience to:

- Understand how historical forces and movements have influenced the causes and consequences of events of significance to New Zealanders.
- Understand how people’s interpretations of events that are of significance to New Zealanders differ.

Five achievement standards will be offered in the course and contribute 23 credits towards NCEA Level 2.

#### Internally Assessed Achievement Standards

AS91229	4 Credits	Carry out a planned inquiry of an historical event, or place, of significance to New Zealanders (UE-R).
AS91230	5 Credits	Examine an historical event, or place, of significance to New Zealanders (UE-R).
AS91232	5 Credits	Interpret different perspectives of people in an historical event of significance to New Zealanders (UE-R).

#### Externally Assessed Achievement Standards

AS91231	4 Credits	Examine sources of an historical event of significance to New Zealanders (UE-R/W).
AS91233	5 Credits	Examine causes and consequences of a significant historical event (UE-R/W).

*(All of the above contribute towards Level 1 Literacy)*

**The prerequisite entry requirements for Level 2 History will be a minimum of 12 credits in History at Level 1. For a student wanting to study History at Level 2 for the first time they must have gained NCEA at Level 2 from Achievement Standard-based courses and at the discretion of the Head of Faculty.**

#### Level 3

History takes its place as the gem of the Social Sciences in its ability to extend students into asking the big questions and forming the big answers. Students will develop skills in articulating and formally writing their arguments and findings that result from research and their own conclusions. Students will understand that to fully comprehend where we are, and where we are going, we must first comprehend where we have been. History does, in fact, repeat.



In this course students will analyse the Otago Gold Rush, the Chernobyl nuclear disaster, the battle of Okinawa, the Kennedy Assassination, and a significant event of their choosing. A lot of this analysis will be student driven, so this course provides a great mode of transitioning students towards tertiary and further education after high school.

**There will be a cost of approximately \$200 for a three-day field trip to the Otago goldfields.**

### Topics studied:

- The key ideas and significance of the Otago Gold Rush
- The causes and effects of the Chernobyl nuclear disaster
- The causes and effects of a key historical event of your choosing
- The various perspectives/theories around the Kennedy Assassination

### Achievement Objectives

Students will gain knowledge, skills, and experience to:

- Understand that the causes, consequences, and explanations of historical events that are of significance to New Zealanders are complex and how and why they are contested.
- Understand how trends over time reflect social, economic, and political forces.

Five achievement standards will be offered in the course and contribute 25 credits towards NCEA Level 3.

#### Internally Assessed Achievement Standards

AS91434	5 Credits	Research an historical event or plan of significance to New Zealanders, using primary and secondary sources( <i>UE – R</i> ).
AS91435	5 Credits	Analyse an historical event, or place, of significance to New Zealanders ( <i>UE – R</i> ).
AS91437	5 Credits	Analyse different perspectives on a contested event of significance to New Zealanders ( <i>UE – R</i> ).

#### Externally Assessed Achievement Standards

AS91436	4 Credits	Analyse evidence relating to an historical event of significance to New Zealanders ( <i>UE – W/R</i> ).
AS91438	6 Credits	Analyse the causes and consequences of a significant historical event ( <i>UE – R/W</i> ). ( <i>All of the above contribute towards Level 1 Literacy</i> )

#### Note:

This course is designed to enable senior students choice and flexibility around their learning needs. Not all the five achievement standards outlined above need to be completed by students as a summative assessment task. For example, a student may choose to complete all three internally assessed standards and one external (being a total of either 19 or 21 credits), while another student may choose to complete two internally assessed standards and both externals (a total of 20 credits).

**The prerequisite entry requirements for Level 3 History will be a minimum of 12 credits in History at Level 2. For a student wanting to study History at Level 3 for the first time they must have gained NCEA at Level 2 from Achievement Standard-based courses and at the discretion of the Head of Faculty.**

## TOURISM

### Contact: Mr Wilson

Tourism at both NCEA Levels 2 and 3 are vocational-based courses designed to provide students with a range of skills, knowledge and insight required within the broad spectrum of organisations operating within the tourism industry of New Zealand.

Students studying Tourism have the opportunity to undertake our two-year programme that runs across Level 2 and Level 3 of the NCEA framework. Upon completion of this programme, students will have gained the National Certificate in Tourism – a base-level qualification within the tourism industry. Alternatively, students also have the choice to complete a course in Tourism at either Level 2 or 3 – credits of successfully

completed standards will therefore contribute towards the specific year-level for NCEA. All standards completed in these Tourism courses are Unit Standards.

## Level 2

Tourism at NCEA Level 2 covers the first year of course work for the NZCT qualification. All standards are at Level 2 and are Unit Standards. These will cover three key sections of Tourism:

- The business of tourism and careers within it;
- Tourist characteristics and tourism destinations; and
- Literacy and numeracy skills in tourism.

Eight internally assessed unit standards will be offered in the course and contribute 26 credits towards NCEA Level 2. Please note there may be a small charge for workbooks used in this course.

### Section 1: The business of tourism and careers within the industry

US24730	4 Credits	Demonstrate knowledge of the business of tourism.
US24728	3 Credits	Demonstrate knowledge of work roles in tourism.

### Section 2: Tourist characteristics and tourism destinations

US24732	3 Credits	Demonstrate knowledge of tourist characteristics and needs.
US24729	4 Credits	Demonstrate knowledge of world tourist destinations.
US24731	4 Credits	Demonstrate knowledge of destination New Zealand.

### Section 3: Literacy and numeracy skills in tourism

US23761	3 Credits	Read and comprehend work-related documents in English for a tourism workplace.
US18237	3 Credits	Perform calculations for a tourism workplace.
US23767	2 Credits	Demonstrate knowledge of and use the internet in a tourism workplace.

## Level 3

Tourism at NCEA Level 3 can either be completed as the second and final year of the NZCT qualification or as an individual year-long programme of Tourism. For the year-long option, all standards are at Level 3 and are Unit Standards.

At Level 3, students will develop further understanding, knowledge, and insight in the following sections:

- Impacts of tourism
- Specific tourism destinations and regions
- Economic significance of tourism
- Customer service skills in tourism
- Demands of the tourism workplace

As part of the NZCT qualification, students will complete a further 5 credits at Level 2 and 20 credits at Level 3. If Level 3 is not completed as part of the NZCT qualification, students will complete up to 28 credits at Level 3.

Please note there may be a small charge for workbooks used in this course.

### Section 1: Impacts of tourism (Level 2 credits)

US24726	2 Credits	Describe and compare social and cultural impacts of tourism.
US24727	3 Credits	Describe and compare impacts of tourism on the physical environment.

### Section 2: Specific tourism destinations and regions (Level 3 credits)

US3727	5 Credits	Demonstrate knowledge of Pacific Island countries as tourist destinations.
US18211	5 Credits	Demonstrate knowledge of Australia as a tourist destination.
US18228	8 Credits	Demonstrate knowledge of specific New Zealand regions as a tourist destination.

### Optional standards for students not completing NZCT qualification – one from the following four options:

US26461	8 Credits	Demonstrate knowledge of Asian countries as tourist destinations.
US26262	8 Credits	Demonstrate knowledge of Central American or South American countries as tourist destinations.
US26463	8 Credits	Demonstrate knowledge of European countries as tourist destinations.
US26464	8 Credits	Demonstrate knowledge of Middle Eastern or African countries as tourist destinations.

### Section 3: Economic significance of tourism (Level 3 credits)

US24725	4 Credits	Describe and analyse the economic significance of tourism.
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#### Section 4: Customer service skills in tourism

US378      3 Credits      Provide customer service for international visitors.

#### Section 5: Identify and self-evaluate the demands of a specific role in a tourism workplace (Level 3 credits)

US23755      5 Credits      Identify and self-evaluate the demands of a specific role in a tourism workplace.  
This standard involves a trip to a local tourism workplace.

# FACULTY OF TECHNOLOGY

Head of Faculty: Mr Chris Hubble

## What is Technology about?

Technology is intervention by design: the use of practical and intellectual resources to develop products and systems (technological outcomes) that expand human possibilities by addressing needs and realising opportunities. Adaptation and innovation are at the heart of technological practice. Quality outcomes result from thinking and practices that are informed, critical, and creative.

Technology makes enterprising use of its own knowledge and skills, together with those of other disciplines. Graphics and other forms of visual representation offer important tools for exploration and communication. Technology is never static. It is influenced by and impacts on the cultural, ethical, environmental, political, and economic conditions of the day.

## Why study Technology?

The aim is for students to develop a broad technological literacy that will equip them to participate in society as informed citizens and give them access to technology-related careers. They learn practical skills as they develop models, products, and systems. They also learn about technology as a field of human activity, experiencing and/or exploring historical and contemporary examples of technology from a variety of contexts.

Knowledge and skills are learnt in context. By offering a variety of contexts, teachers help their students to recognise links and develop generic understandings. Students should be encouraged to access relevant knowledge and skills from other learning areas.

Technology is offered via the following subjects:

- Design and Visual Communication
- Digital Technologies
- Food Technology
- Materials Technology

## DESIGN AND VISUAL COMMUNICATION

### Contact: Mr Hubble

The Senior Design and Visual Communication course is a three-year learning journey. At Level 1 students develop a basic knowledge of visual communication tools such as sketching, CAD (computer aided design) and modelling. They also develop an understanding of design heritage and the design process. At Level 2 students extend their understanding and application of key graphic skills. Level 3 students have an opportunity to use these skills independently in a personalised design project.

The DVC programme has been designed so that over the three years a diverse selection of topics will both motivate and inform students. DVC prepares students for further tertiary education at design and engineering schools. It also adds value to students considering a career in the creative industries, the building industry, or careers requiring critical and creative thinking.

### External Achievement Standards Level 1, 2 and 3 Assessment

- There are no external examinations.
- External assessment is carried out on work produced in class throughout the year. This is sent away for marking.

### Computers in class

- A computer suite is available for use throughout the year and senior students are expected to use computer applications in their portfolios of work.
- Most senior students now use their own personal laptop for a lot of their work in class and at home.

## Level 2

Students will be given the opportunity to undertake a spatial design project (architectural) and/or a product design project over the course of the year. Preference will be given to students who have obtained 15 credits in Level 1. Other students with good work habits at Level 1 will be considered by the Head of the Technology Faculty if places are available. The total number of credits for the Level 2 course may vary depending on a student's strengths and ability. Each student will consult with the teacher at the beginning of the year to establish their goals for the course.

**The prerequisite for advancement to Level 3 Design and Visual Communication will be 15 credits from this course. Preference will be given to students who have achieved with Merit or Excellence, should spaces in the class be oversubscribed.**

### Internally Assessed Achievement Standards

AS91340	3 Credits	Use characteristics of a design movement or era to inform design ideas.
AS91341	6 Credits	Develop a spatial design using graphics practice.
AS91342	6 Credits	Develop a product design using graphics practice.

### Externally Assessed Achievement Standards

AS91337	3 Credits	Initiate own design ideas using visual communication techniques.
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## Level 3

Level 3 DVC students are required to demonstrate refinement of their design skills from Level 2 and are expected to be more analytical in their approach to the development of a personalised design project. They can undertake a product design, engineering or architectural project and have the freedom to choose what they will design. At Level 3 students are encouraged to choose from five available Achievement Standards that have been targeted to achieve a minimum of 16 credits. Level 3 DVC is a UE approved subject and requires students to gain a minimum of 14 credits.

A computer suite is available for use throughout the year and senior students are expected to use computer applications in their portfolios of work.

### Internally Assessed Achievement Standards

AS91608	4 Credits	Undertake brief development to address an issue within a determined context.
AS91610	6 Credits	Develop a conceptual design considering fitness for purpose in the broadest sense.
AS91629	6 Credits	Resolve a spatial design through graphics practice.
AS91630	6 Credits	Resolve a product design through graphics practice.

### Externally Assessed Achievement Standards

AS91627	4 Credits	Initiate design ideas through exploration.
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## DIGITAL TECHNOLOGIES

### Contact: Mr Cajita

Senior Digital Technologies courses will focus on developing a more in-depth knowledge of a range of applications and processes, as well as preparing students for tertiary study or the workplace. Senior courses will offer a range of content, aligned with the Digital Technologies Learning Objectives.

## Level 2

This course looks at different areas of Digital Technologies. Digital Media encompasses several different areas of knowledge, such as web design, interactive media and graphic design. Students will be expected to produce solutions that communicate effectively through one or more digital media applications encapsulated in a web page.

Programming and Computer Science begins with the understanding of data representation and developing basic computer programming skills to applying comprehensive knowledge of data structures to produce a solution. Students will be able to use programming skills to develop and refine a solution that solves a problem or need.

Through a hands-on approach to Game Development, students will learn the fundamental concepts and skills necessary to design and develop their own video games. The course covers topics such as game design

principles, 2D and 3D graphics, game mechanics, user interfaces, and project management. They will have a solid understanding of the game development process and the ability to create interactive and engaging games of their own. However, students choosing this area need to have an independent approach to learning and a device that could handle the platform.

**Entry is restricted to students who have completed Level 1 DTC, gaining at least 12 credits or at the discretion of the Teacher in Charge, in consultation with the HOF Technology. Students will be enrolled in specific standards based on their area of choice.**

#### Internally Assessed Achievement Standards

AS91890	6 Credits	Conduct an inquiry to propose a digital technologies outcome.
AS91891	3 Credits	Apply conventions to develop a design for a digital technologies outcome.
AS91892	4 Credits	Use advanced techniques to develop a database.
AS91893	4 Credits	Use advanced techniques to develop a digital media outcome.
AS91896	6 Credits	Use advanced programming techniques to develop a computer program.
AS91897	6 Credits	Use advanced processes to develop a digital technologies outcome.

#### Externally Assessed Achievement Standards

AS91898	3 Credits	Demonstrate understanding of a computer science concept.
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### Level 3

This course is developed to allow students to get the most out of new Digital Technologies. Students should have a natural interest in Digital Technologies and have access to a computer at home. Students are offered a course which includes aspects from both digital media and programming. Both complement the learning completed in Level 2.

Digital Media and Computer Science offers students the creativity to expand on web design concepts and digital media. Students will have their own apache web server and the web pages developed will drive a MYSQL backend database. PHP will be taught as the tool for this interaction, as is standard business practice in the outside world.

Programming and Computer Science builds upon the skills developed at Level 2. The programming language will be Python, where students will learn to develop programs at a complex level. This will include the development of classes and libraries and incorporate a GUI interface. Computer Science will also be a main component of the course where students will have to research a current aspect of how we interact with the digital world through a human perspective. Topics including 'computer vision' and 'complexity and tractability' will be presented.

Game Development in Level 3 is designed for students who want to take their game design and development skills to the next level. Building on the basics, students will have the expertise to create innovative and immersive gaming experiences, preparing them for further study or careers in the gaming industry.

**Entry is restricted to students who successfully gained at least 15 credits from the Level 2 course. There is a high level of English and Mathematical skills required at Level 3 so that students who have not gained the required number of credits or who did not complete a DTC course at Level 1 or 2 may find the rigours of this course quite challenging. Students will be enrolled in specific standards based on their area of choice.**

#### Internally Assessed Achievement Standards

AS91900	6 Credits	Conduct a critical inquiry to propose a digital technologies outcome.
AS91901	3 Credits	Apply user experience methodologies to develop a design for a digital technologies outcome.
AS91902	3 Credits	Use complex techniques to develop a database.
AS91903	3 Credits	Use complex techniques to develop a digital media outcome.
AS91906	6 Credits	Use complex programming techniques to develop a computer program.
AS91907	6 Credits	Use complex processes to develop a digital technologies outcome.

#### Externally Assessed Achievement Standards

AS91908	3 Credits	Analyse an area of computer science ( <i>contributes towards L1 Literacy and UE-W</i> ).
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## FOOD TECHNOLOGY

### Contact: Mrs Bickerstaff

Senior Food Technology is focused on developing the student's lifelong skill of working with food. From basic cookery through to more complex culinary techniques, students will develop confidence working with a wide range of ingredients to produce quality end products.

#### Level 2

Students will demonstrate practical and theoretical understanding of essential culinary techniques that are required in the hospitality industry and further develop their skills when working with food. They will have the opportunity to meet and learn from various industry specialists, including chefs, baristas, maître d's and business owners. Entry into Level 2 Food Technology is open.

A selection of the following Unit Standards will be assessed in this course.

##### Internally Assessed Unit Standards

US167	4 Credits	Practise food safety methods in a food business under supervision.
US13271	2 Credits	Cook food items by frying.
US13276	2 Credits	Cook food items by grilling.
US13280	2 Credits	Prepare fruit and vegetable cuts.
US13281	2 Credits	Prepare and present basic sandwiches for service.
US13283	2 Credits	Prepare and present salads for service.
US17285	4 Credits	Demonstrate knowledge of commercial espresso coffee equipment and prepare espresso beverages under supervision.
US30271	4 Credits	Demonstrate knowledge of basic nutrition in commercial catering.

**There will be material costs associated with this course.**

#### Level 3

Students will continue to develop their culinary and food presentation skills as well as planning menus to meet a wide variety of nutritional/dietary needs of individuals. Industry professionals will support their learning throughout the year, including building on the barista skills some students gained at Level 2. Entry into Level 3 Food Technology is open.

A selection of the following Unit Standards will be assessed in this course.

##### Internally Assessed Unit Standards

US168	4 Credits	Demonstrate knowledge of food contamination hazards, and control methods used in a food business.
US13343	5 Credits	Demonstrate knowledge of basic nutrition in commercial catering.
US17284	3 Credits	Demonstrate knowledge of coffee origin and production.
US18497	8 Credits	Demonstrate knowledge of culinary products and terms.

**There will be material costs associated with this course.**

## MATERIALS TECHNOLOGY

### Contact: Mr Capaldi

Students will be expected to start this three-year course at a level that suits their prior learning and does not always reflect the year level they are in. Students may be asked to work towards completing standards from more than one level during any year. Students will be assessed using a selection of Technology Achievement Standards.

### Level 2

Students will be asked to find an adult client who has an outdoor furniture issue and therefore a need for a piece of outdoor furniture. They will clarify a brief and specifications with the adult client, design a suitable solution, manufacture the outcome, and evaluate its success against the agreed brief.

During the year, the students will learn how to use the dangerous fixed machinery safely and appropriately. Entry into Level 2 Materials Technology is open, but a good background in Materials Technology is helpful.

#### Internally Assessed Achievement Standards

AS91354	3 credits	Undertake brief development to address a need or opportunity.
AS91344	6 credits	Implement advanced procedures using resistant materials to make a specified product with special features.
AS91357	6 credits	Undertake development of a prototype to meet a brief.

**There will be material costs associated with this course.**

### Level 3

Students will be asked to find an adult client and then design a prototype that addresses their need or opportunity identified. They will clarify a brief and specifications with the adult client, design a suitable solution, manufacture the outcome, and evaluate its success against the agreed brief.

Students are encouraged to choose a context that fits their chosen pathway or personal interests.

#### Internally Assessed Achievement Standards

AS91608	3 Credits	Undertake brief development to address a need or opportunity.
AS91620	6 Credits	Implement advanced procedures using resistant materials to make a specified product with special features.
AS91611	6 Credits	Undertake development of a prototype to meet a brief.

**There will be material costs associated with this course.**

Generally, any Year 13 student who has not completed the Level 2 course will be required to do the Level 2 course. The HOF Technology, upon request, will consider students with prior related learning such as having completed MTC1, good grades and work habits, if places are available.



## Preparing for University

Students considering a university pathway should access the St Bede's Career Website as the starting point to explore different universities and their offerings. <https://www.stbedes.school.nz/pathways/careers/>

### University Entrance

The following is the **MINIMUM** entry criteria to most New Zealand Universities using the NCEA qualifications.

- Level 3
- 14 credits at Level 3 or higher in **each of three Level 3 subjects** from the approved list
- Literacy Requirements – 5 credits in Level 2 Reading and 5 credits in Level 2 Writing
- Numeracy – 10 credits in Level 1 Mathematics

The 'further information and useful links' page at the rear of this book provides links to check if a subject is UE approved and which standards carry reading and/or writing credits.

**Discretionary Entrance:** You will need good NCEA Level 2 results, at least Merit level. Application is made through the Rector.

**Admission ad eundem:** if you gain Level 2 NCEA and have a successful year on an official exchange. Applies mainly to GAP students.

**Certificate in University Preparation** – Some universities offer students study skills before they begin a degree. Students who successfully complete the programme will be eligible to apply for entry into university.

### Information for International Students

Each university could have special entry criteria and you will need to look at website.

### Entry to some courses is limited.

SUBJECT AREA	RECOMMENDED BACKGROUND AT SCHOOL
Accountancy	Calculus, Statistics, English
Economics	Calculus, Statistics, English, Business Studies
Management	Economics, Business Studies, Design and Visual Communication, Statistics, Calculus, Business Studies
Science	Mathematics, Biology, Chemistry, Physics, Agriculture, Geography, Health, Physical Education.
Engineering	Chemistry, Physics, Calculus, English or English-rich Subject recommended at Level 3 NCEA.
Forestry Science	Biology, Chemistry, Statistics
Journalism	Post Graduate (must have a degree - B.A., B.Sc. B. Com etc.)
Social Work	Post Graduate (Degree in Social Sciences)
Architecture	<b>Auckland</b> – Art, Design and Visual Communication, English-rich Subjects (Portfolio required) <b>Wellington</b> – Calculus, Physics, Design and Visual Communication
Communication, Art Dentistry	Biology, Chemistry, Calculus or Statistics, Physics, English
Medicine / Medical Related	Biology, Chemistry, Calculus or Statistics, Physics, English
Optometry	Chemistry, Biology, Physics, Calculus, Statistics
Pharmacy	Biology, Physics, Calculus, Statistics
English Planning	Geography, Economics, Statistics
Surveying	Calculus, Statistics, English
Property Administration	Geography, Economics, Statistics
Physical Education	Chemistry, Biology, Statistics, Physical Education and Health
Physiotherapy	English, Biology, Chemistry, Physics, Statistics or Calculus
Veterinary Science	Chemistry, Physics, Biology, Calculus/or Statistics, English recommended

## Further Information and Useful Links

### Careers Planning Information

<https://www.stbedes.school.nz/pathways/careers/>  
[www.careers.govt.nz](http://www.careers.govt.nz)

### Understanding NCEA

<https://www.nzqa.govt.nz/ncea/understanding-ncea/how-ncea-works/>  
<https://www.nzqa.govt.nz/ncea/subjects/literacy-and-numeracy/level-1-requirements/>  
<https://www.nzqa.govt.nz/>  
[www.vocationalpathways.govt.nz](http://www.vocationalpathways.govt.nz)

### Preparing for University

<https://www.nzqa.govt.nz/qualifications-standards/awards/university-entrance/literacy-requirements/>  
<https://www.nzqa.govt.nz/qualifications-standards/awards/university-entrance/approved-subjects/>

### Tertiary Education Providers

[www.canterbury.ac.nz](http://www.canterbury.ac.nz) (Canterbury University)  
[www.otago.ac.nz](http://www.otago.ac.nz) (Otago University)  
[www.auckland.ac.nz](http://www.auckland.ac.nz) (Auckland University)  
[www.lincoln.ac.nz](http://www.lincoln.ac.nz) (Lincoln University)  
[www.massey.ac.nz](http://www.massey.ac.nz) (Massey University)  
[www.vuw.ac.nz](http://www.vuw.ac.nz) (Victoria University)  
[www.ara.ac.nz](http://www.ara.ac.nz) (Polytechnic)  
[www.yoobee.ac.nz](http://www.yoobee.ac.nz) (ACG Yoobee School of Design)  
[www.sit.ac.nz](http://www.sit.ac.nz) (Southern Institute of Technology)  
[www.bcito.org.nz](http://www.bcito.org.nz) (Building and Construction)  
[www.dac.ac.nz](http://www.dac.ac.nz) (Design and Arts College)  
[www.piperpat.co.nz](http://www.piperpat.co.nz) (Careers)  
[www.aut.ac.nz](http://www.aut.ac.nz)  
[www.unitec.ac.nz](http://www.unitec.ac.nz)  
[www.schoolconnect.co.nz](http://www.schoolconnect.co.nz)

### Student Loans and Allowances

[www.studylink.govt.nz](http://www.studylink.govt.nz)  
[www.winz.govt.nz](http://www.winz.govt.nz)

### General

Tax Refunds- if you have a part-time job visit [www.whatstax.govt.nz](http://www.whatstax.govt.nz)  
[www.mzdf.mil.nz](http://www.mzdf.mil.nz) (NZ Defence)

## Staff Contact Details

Name	Email Address
Jon McDowall Rector	jmcdowall@stbedes.school.nz
James Burnside Deputy Rector – Teaching and Learning	jburnside@stbedes.school.nz
Diarmuid McMahon Deputy Rector – Pastoral and Hauora	dmcmahon@stbedes.school.nz
Emma Louise-Cooper Assistant Rector – Pathways and Enhancement Head of Faculty – Centre of Enhancement	ecooper@stbedes.school.nz
Kurt Paterson Assistant Rector - Boarding	kpaterson@stbedes.school.nz
Rachel Pitcaithly Head of Ministry	rpitcaithly@stbedes.school.nz
Abi King Head of Faculty – ARTS Teacher In Charge Music	aking@stbedes.school.nz
Lou Days TIC Drama	ldays@stbedes.school.nz
Calie Cron TIC Visual Arts	ccron@stbedes.school.nz
Jon Mullen TIC Art Design, Photography, Painting, Design	jmullen@stbedes.school.nz
Margaret Whelan Director of Specialised Pathways	mwhelan@stbedes.school.nz
Jan Kershaw TIC Careers Education and Guidance	jkershaw@stbedes.school.nz
Bill Hall Gateway Co-ordinator	bhall@stbedes.school.nz
Karen Staples TIC English as a Second Language	kstaples@stbedes.school.nz
John McPhail Head of Faculty - SCIENCE TIC Gifted and Talented Education TIC Agriculture, Physics, Chemistry, Electronics	jmcphail@stbedes.school.nz
Josh Borella TIC Earth and Space Science	jborella@stbedes.school.nz
Grant McKenzie TIC Biology	gmckenzie@stbedes.school.nz
Daniel Winchester Head of Faculty – PHYSICAL EDUCATION AND HEALTH	dwinchester@stbedes.school.nz
Bruce Cameron TIC Outdoor Pursuit	bcameron@stbedes.school.nz
Morgan Lynn Head of Faculty – LANGUAGES	ecooper@stbedes.school.nz
Francesca Festa TIC Foreign Languages	ffesta@stbedes.school.nz
Fred DeMarco Head of Faculty – MATHEMATICS	fdemarco@stbedes.school.nz
Grant Ven Head of Faculty – RELIGIOUS EDUCATION	gven@stbedes.school.nz
Callum Wilson Head of Faculty – SOCIAL SCIENCES TIC Classical Studies, History, Geography, Tourism	cwilson@stbedes.school.nz

Simon Cooper TIC Accounting, Business Studies, Economics	scooper@stbedes.school.nz
Chris Hubble Head of Faculty – TECHNOLOGY TIC Design and Visual Communication	chubble@stbedes.school.nz
Rob Capaldi TIC Materials Technology	rcapaldi@stbedes.school.nz
JC Cajita TIC Digital Technology	jcajita@stbedes.school.nz
Brenda Bickerstaff TIC Food Technology	bbickerstaff@stbedes.school.nz
Jade McDowall Head of Centre of Wellbeing	jmcowall@stbedes.school.nz
David Bryce Head of Year 9	dbryce@stbedes.school.nz
Holly Growden Head of Year 10	hgrowden@stbedes.school.nz
Rachel Pitcaithly Head of Year 11	rpitcaithly@stbedes.school.nz
John Kane Head of Year 12	jkane@stbedes.school.nz
Robyn Warburton Head of Year 13	rwarburton@stbedes.school.nz

Mā te whakapono me te mahi  
By faith and work



210 Main North Road | Christchurch 8051  
Phone 03 375 0647 | Email [sbc@stbedes.school.nz](mailto:sbc@stbedes.school.nz)  
[www.stbedes.school.nz](http://www.stbedes.school.nz)