

SENIOR PATHWAYS

2023 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.*



ST BEDE'S
COLLEGE

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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 of 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 to their specific interests and future pathways.

In the Senior School we encourage and support all of 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 11-13 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 are a series of links to useful websites, documents and information regarding NCEA.

There is a final opportunity for a kōrero (conversation) with school Kaiako (teachers) and industry specialists at the Subject Choice and Careers evening to be held on Wednesday August 25. Should you need assistance at any time please do not hesitate to contact us.

Ngā Mihi

Associate Rector
Mr Jon McDowall

Year 11, 12 and 13 Overview

Year 11

Compulsory Subjects

- ✓ **English** – literacy requirement for NCEA Level 1, 4 periods per week (ppw)
- ✓ **Mathematics** – numeracy requirement for NCEA Level 1, 2 and 3, 4 ppw
- ✓ **Physical Education** – 1 ppw
- ✓ **Religious Education** – 3 ppw

Option Subjects

- Year 11 students must choose an additional **three** subjects. Whilst Science is not compulsory, it is highly recommended. When choosing options students should consider their Year 12 pathway and which subjects may require Level 1 pre-requisite. Students not selecting Science will need to see Mr McDowall or Mr Burnside to discuss their respective learning pathway prior to approval being given.

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 6 - 8).
- Students are strongly advised to check the University Entrance requirements on page 68.

Points to Note

- Exceptions to the above entry requirements are at the discretion of the Head of Faculty, or Associate Rector.
- 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 of 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, 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 4)
- University Entrance has its own requirements. (see page 65)

Endorsements

NCEA reports how well a student does in each of the separate skills and knowledge areas in a course. Students are able to 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 a number of 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 e.g. NCEA Level 1, National Certificate in Sport Level 2, etc

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 5 in reading (UE - R) and 5 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

Students need to be aware that changes to University funding means that qualifying for entrance may not guarantee a student entrance 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 have the opportunity to win a Scholarship in individual subjects.

Scholarship is a monetary award to recognize 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 generalization, 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 2-3 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 & Community Services

Manufacturing & Technology

Construction & Infrastructure

Creative Industries

NCEA Level 2 by providing a more coherent framework for foundational vocational education; students can develop their own individual education plans, are better informed and able to make better choices to meet their goals.

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.

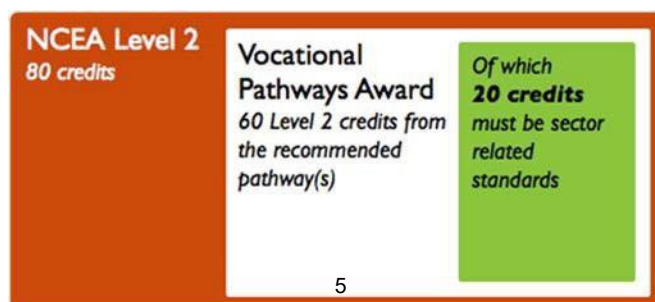
What is a Vocational Pathways Award?

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. 10 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 (Year 11)	ART	S	N	N
Art Design	ARD	N	C	C
Art Painting,	ARP	N	C	C
Art Printmaking	APR	N	C	C
Biology	BIO	N	S	C/S
Business Studies	BUS	N	N	C/S
Calculus	CAL	N	N	C/S
Chemistry	CHE	N	S	C
Classical Studies	CLS	N	N	C/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
Gateway including Industry Based Learning	GTW	N	S	S
Geography	GEO	S	C/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
Maori (Te Reo Maori)	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
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/S
Technology				
• <i>Design and Visual Communication</i>	DVC	S	C	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 of 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 for 2023

FACULTY	SUBJECT	PRE-REQUISITE FOR YR 12	PRE-REQUISITE FOR YR 13
ARTS	Art	14 credits L1 Art or approval of TIC	14 credits L2 Art or approval of TIC
	Art Design	14 credits L1 Art or approval of TIC	14 credits L2 Art or approval of TIC
	Drama	14 credits L1 Drama or approval of TIC	14 credits L2 Drama or approval of TIC
	Music	14 credits L1 Music or approval of TIC	14 credits L2 Music or approval of TIC
	Photography	Open Entry	14 credits L2 Photography
FURTHER TRAINING & EDUCATION	Careers	Open Entry	Open Entry
	Tourism & Travel	NCEA L1 All require approval of HOF & subject teacher	NCEA L1 All require approval of HOF & subject teacher
HEALTH & PHYSICAL EDUCATION	Physical Education	14 credits L1 PE incl AS90963 or 5 credits in L1 Recreation & Wellbeing and HOF approval	14 credits at L2 PE inc. 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	14+ 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> & two external standards
	Extension English	16+ credits Merit/Exc incl creative writing and two external standards	
	English	10 L1 English credits	<i>HOF approval required</i>
	Media Studies	15 credits L1 English incl AS90052 & one of AS90850 or AS90856. Minimum SPEC computer to run Adobe Cloud	14 credits L2 Media Studies incl. 91249, 91252 & 91253 or TIC approval. Minimum SPEC computer to run Adobe Cloud
	ESOL	See Mr Greg Crean	See Mr Greg Crean
	Spanish	14+ credits at L1	14+ credits at L2
MATHEMATICS	Maths	16 credits L1 Maths including Algebra 91027 or 91028	
	General Maths (MATG)	16 credits L1 Maths incl. 91027, 91029 or 91028 or Approval of HOF	
	Calculus		16 credits L2 Maths incl. Calculus & Algebra (preferably one at Merit level)
	Statistics		14 credits L2 Maths including Probability & Statistics
RELIGIOUS EDUCATION	Religious Education	Open Entry	Open Entry
	Theological Studies		18 credits L2 RE M & E or approval of HOF
SCIENCE	Agriculture	14 credits L1 Agriculture or Science	14 credits L2 Agric/Hort or Science
	Agribusiness	14 credits Ag/Commerce or Science	14 credits L2 AG/Hort or L2 Agribusiness/Commerce
	Biology	14 credits L1 Science incl 90948 Genetics 90950 Micro-organisms	14 credits L2 Biology

	Chemistry	14 credits L1 Science incl AS90944 (acids & bases) & 90930 (Chem. investigation)	14 credits L2 Chemistry
	Electronics		
	Physics	12 L1 Science credits incl 90940 (Mechanics) 12 credits Maths	14 credits L2 Physics and L2 Maths
	Science	10 L1 Science credits	12 L2 Science credits
SOCIAL SCIENCES	Accounting	14 credits L1 Accounting or HOF approval	14 credits L2 Accounting or HOF approval
	Business Studies		NCEA L2 from AS based courses and HOF approval.
	Classical Studies		14 credits in L2 English or History and HOF approval
	Economics	14 credits L1 Economics or HOF approval	12 credits L2 Economics or HOF approval
	Geography	14 credits L1 Geography or HOF approval	12 credits L2 Geography or HOF approval
	History	12 credits L1 History or HOF approval	12 credits L2 History (or 12 credits in L2 English) or HOF approval
TECHNOLOGY	Materials Technology	16+ credits L1 MTC or HOF/TIC approval	Academic AS course 16+ credits MTC or HOF approval Vocation US Course – no entry requirements but HOF approval
	Design & Visual Communication	15 credits L1 DVC or approval of HOF/TIC	14 credits L2 DVC or approval of HOF/TIC
	Digital Technologies	12 credits L1 or approval of HOF/TIC	12 credits L2 or approval of HOF/TIC
	Food Technology	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 have 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 1

Achievement Objectives Level 6

Students will:

- Select and use elements, techniques, conventions and technologies in a range of dramatic forms.
- Initiate and develop ideas individually and collectively in selected dramatic forms.
- Perform and respond to drama and make critical judgments about the use of elements, techniques, conventions, and technologies to create form and meaning.
- Investigate the forms and purposes of drama in different historical or contemporary contexts.

This course (selected from the standards below) will give students an overview of the history, production and performance techniques used in drama. It follows on from what the students have learnt in Years 9 and 10. Participation in drama allows students to reflect, communicate and create. It is a powerful form of personal, social and cultural expression. (There could be a cost associated with attending performances/productions)

Internally Assessed Achievement Standards

AS90006	4 Credits	Apply drama techniques in a dramatic context
AS90997	5 Credits	Devise and perform a drama
AS90990	3 Credits	Demonstrate knowledge of drama and theatre form in performance
AS91000	4 Credits	Perform acting role
AS90009	5 Credits	Perform an acting role in a scripted production

Externally Assessed Achievement Standards

AS90998	4 Credits	Demonstrate understanding of the history and features of a drama / theatre form
AS90011	4 Credits	Demonstrate understanding of the use of drama elements, conventions, techniques and technologies within live performance

(All of the above are Level 1 Literacy Standards)

Level 2

Achievement Objectives: Level 7

Students will:

- Select and integrate elements, techniques, conventions and technologies in specific dramatic forms.
- Initiate, develop and refine ideas individually and collectively in a range of dramatic forms.
- Rehearse and perform works in a range of dramatic forms.

- Respond to and make critical judgements about rehearsal processes and performances.
- Research the production, performance and purpose of drama in a range of contexts.

The Year 12 Drama course continues on 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 (<i>UE - R</i>)
AS91214	5 Credits	Devise and perform a drama to realize an intention
AS91216	4 Credits	Perform features of a complex drama/theatre form (<i>UE - R</i>)
AS91217	4 Credits	Examine the works of a playwright (<i>UE - R</i>)
AS91218	5 Credits	Perform a substantial acting role in a scripted production
AS91220	5 Credits	Script a scene suitable for a drama performance (<i>UE - W</i>)
AS91221	4 Credits	Direct a scene for a drama performance (<i>UE - R</i>) Externally

Assessed Achievement Standards

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

(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: Level 8

Students will:

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

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, analyses 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 L1 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

Achievement Objectives Level 6, 7 & 8 (Years 11, 12 & 13)

Students will:

- Develop aural and theory skills: Apply knowledge of expressive features, stylistic conventions and technologies through an integration of aural perception and practical and theoretical skills
- Compose: Create, structure, refine and represent compositions using the elements of music, instruments, technologies and conventions
- Perform: Prepare, rehearse, interpret and present performances of music individually and collaboratively

Level 1

This course offers a range of different Achievement Standards. There is 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 a unit standard in live sound through in-class workshops with an external provider (4 credits).

Internally Assessed Achievement Standards

AS91090	6 Credits	Perform two pieces of music as a featured soloist
AS91091	4 Credits	Demonstrate ensemble skills through performing a piece of music as a member of a group
AS91092	6 Credits	Compose two original pieces of music

Externally Assessed Achievement Standards

AS91093	4 Credits	Demonstrate notation skills through transcription (optional)
AS91094	4 Credits	Demonstrate knowledge of conventions used in music scores (<i>L1 Literacy Standard</i>)

Level 2

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

This course builds on the knowledge and skills of Level 1 Music. There are nine Achievement Standards at this level and there will be the opportunity for students to select the 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 through in-class workshops with an external provider.

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 L1 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 L1 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 through in-class workshops with an external provider.

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

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
AS91423	4 Credits	Examine the influence of context on a substantial music work (<i>contributes towards L1 Literacy</i>)
AS91424	4 Credits	Create two arrangements for an ensemble
AS91425	6 Credits	Research a music topic (<i>contributes towards L1 Literacy and UE - R</i>)

Externally Assessed Achievement Standards

AS91420	4 Credits	Integrate aural skills into written representation
AS91421	4 Credits	Demonstrate understanding of harmonic and tonal conventions in a range of music scores

VISUAL ART

Contact: Ms Cron

Achievement Objectives Level 6, 7 & 8 (Years 11, 12 & 13)

Students will:

- Extend skills with techniques, tools and materials for particular art making purposes using appropriate processes and procedures.
- Generate, develop and refine visual ideas in a body of work in response to two dimensional, three dimensional, and design problems.
- Sequence and link ideas in a body of work using imagination, observation and invention with materials.
- Identify and analyse the processes, procedures, and art making traditions that influence selected artists' way of working.
- Analyse and describe how art making processes and procedures clarify meaning and intentions in their own and others' work.
- Investigate the purpose and significance of contemporary art works.

Level 1 Visual Arts

Contact: Ms Cron

Skills are extended to develop and refine visual ideas in a body of work using specific processes and techniques to create a range of artworks to communicate ideas. The course covers the use of drawing methods to record, analyse and investigate ideas for, as well as the making of artwork. This could include photography, printmaking, illustration, sculpture and moving image.

Internally Assessed Achievement Standards

AS90914	4 Credits	Use drawing methods and skills for recording information - using wet and dry media
AS90915	6 Credits	Use drawing conventions to develop work in more than one field of practice (optional)

Externally Assessed Achievement Standards

AS90916	12 Credits	Produce a body of work informed by established practice, which develops ideas, using a range of media
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The prerequisite for Year 12 Art is 14 credits at Level 1 or proven ability as approved by Ms Cron.

Level 2 Painting

This course builds on the knowledge and skills from previous years. Students will show development of ideas, research, analysis, exploration and experimentation through to the resolution and production of a related body of work.

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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Level 2 Art/Design/Illustration/Moving Image

Contact: Mr Mullen

Students are given the opportunity to specialise in design, illustration, or animation techniques. They will explore contemporary practise and develop problem solving skills through the design process and storyboarding. This course includes character design, advertising/promotional material, stop motion, claymation and film.

Students will learn computer skills in Photoshop, Freehand and Illustrator to solve design problems.

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 (Optional)

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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Level 2 Photography

Contact: Ms Cron

This course allows students to specialise in photography and addresses both the practical and theoretical elements needed for assessment. The aim of the course is for students to develop knowledge and understanding of the established processes and procedures which underlie the making of art and design in the field of photography.

The course will introduce students to the key principles of photography and enable them to apply these principles to effective image-making in the environment.

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

Internally Assessed Achievement Standards

AS91307	4 Credits	Demonstrate an understanding of methods and ideas from established practice appropriate to photography (L1 Literacy Standard)
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

Level 3 Visual Art

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 Art 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.

Level 3 Painting

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)

Externally Assessed Achievement Standards

AS91456	14 Credits	Produce a systematic body of work that integrates conventions and regenerates ideas within painting
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Level 3 Printmaking

Internally Assessed Achievement Standards

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

AS91458	14 Credits	Produce a systematic body of work that integrates conventions and regenerates ideas within Printmaking
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Level 3 Design/Illustration/Moving Image

Advanced skills in print, character design, stop motion, claymation and film.

Internally Assessed Achievement Standards

AS9144	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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Level 3 Photography

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: Dr James Burnside

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, English as a Second Language, Gifted and Talented Education and Learning Support

Industry Based Learning

Contact: Ms Kershaw

Star Courses (Year 11, 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. Whilst on STAR courses or work experience, pupils are expected to complete all school requirements, as these are to compliment, 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
- Health and Safety in the Work Place
- Site Safe
- Safety in Heights
- Chainsaw Training
- Barista Training
- Leadership skills
- Scaffolding
- Sports Coaching
- Māori Carving
- IT-Computing
- Team Work

In addition, some students have completed Level 1 papers at the University of Canterbury in Mathematics, Computer Science and Physics. This option compliments 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: 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 2023, 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 ten days. There is room for flexibility and some students have worked for more than one day a week and for longer than ten 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 have to 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 & Construction, Hospitality, Aviation-Commercial Pilot, Green Keeper, Farming, Mechanical Engineering, Retail, Light & Sound, Broadcasting, Agricultural Contracting, Agricultural Pest Control and Flooring. Students have the opportunity to 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.

Gateway when selected as a school subject 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.

Dual Pathways

Contact: Ms Kershaw

ARA Trade Academy is a partnership between St Bede's College and ARA 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 or 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 2023

- New Zealand Certificate in Business Administration and Technology
- Certificate in Retail
- Outdoor Education and Sustainability
- Manufacturing and Technology-Electrotechnology
- New Zealand Certificate in Cookery
- Hospitality Supported Learning
- Electrical Engineering
- Construction and Infrastructure Vocational Pathway (various options)
- Automotive and Engineering (two options)

Students require clear vocational pathways for when they decide to leave school. Dual pathways provide 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.

Other Programmes available include -

1. Avon City Training Services Programme in the Automotive Industry- 42 credits in automotive unit standards at Level 2 & 3 and course content includes safe work practices, vehicle servicing, tyres and wheels, brakes and batteries
2. Land Based Vocational Pathways through the National Trade Academy including:
 - NCEA Level 2 Agriculture,
 - New Zealand Certificate in Primary Industry Skills,
 - Pastoral Livestock Production Level 3,
 - Vocational Pathways Animal Care,
 - Vocational Pathway NCEA Level 2 Horticulture,
 - New Zealand Certificate in Equine Level 2

English as a Second Language

Contact: Mr Crean

Senior ESL - English Language

This is a flexible course where each student will work on their reading, writing, speaking and listening skills in the English language. The level of work will suit the student and develop their English ability. The small size of the class will allow the student to get more assistance than would be possible in larger classes. For students wanting to gain an NCEA Level, it is likely that around 30 English Language credits will be offered at the appropriate level. Students are also able to get targeted assistance on other subjects that are problematic for them, or to help them prepare for external exams

Year 11 ESL

Depending on ability and future education options, the most likely standards that will be assessed are a combination of Level 1 or 2 NCEA reading, writing, speaking and listening standards, from the EL standards. These credits cannot be used to gain Literacy. Students who are wanting to gain an NCEA Level will be offered around 30 English Language credits at the appropriate level.

Year 12 and 13 ESL

Depending on ability and future education options, the most likely standards that will be assessed are a combination of Level 2 or 3 NCEA reading, writing, speaking and listening standards, from the EL standards. These credits cannot be used to gain Literacy or University Entrance. Students who are wanting to gain an NCEA Level will be offered around 30 English Language credits at the appropriate level.

In some cases, standards which do count towards Literacy may be attempted for individual students.

Gate (Gifted and Talented Education)

Contact: Mr McPhail or Mrs MacKean

Senior School

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 different ways in which students are supported either as a class, small group or as an 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: Director of Specialised Pathways - Ms Whelan

Senior School

Tier One Years 11-13

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: Reader, Writer, separate accommodation, extra time or the use of a computer.

Tier Two - Vocational Literacy and Numeracy (Level One)

These courses ensure students have the basic literacy and numeracy requirements to gain Level 1 NCEA. Courses are designed for students who are wanting to move into community/industry-based learning pathways and need support in gaining NCEA Level 1. The learning is assessed through Unit Standards. The focus of the courses is on reading, writing, basic numeracy and social and communication skills. Students in this class will spend some parts of the year participating in education outside of the classroom. **The numbers of these classes are limited and students are placed in the class on the recommendation of HOF Maths/English/COE and the Director of Specialised Pathways.**

Tier Three Individual Support

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

FACULTY OF LANGUAGES

Head of Faculty: Ms Emma-Louise Cooper

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 that 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

SENIOR ENGLISH

Contact: Ms Cooper

NCEA Level 1 – Curriculum Level 6

We have tailored three courses to suit the needs of our students here at St Bede's College: Extension English, English Writing and English. The data collected on student performance at Year 10 English is used to place students in one of these courses. Each course offers students the chance to progress into Level Two English and fulfils the literacy requirements at Level One. Students in the Extension English class will engage with more sophisticated texts based around the theme of 'coming of age', ultimately completing a standard that requires them to analyse the ideas and messages presented in texts of this genre. The English Writing course is designed to build on skills learned in Year 10 and prepares students for the challenges of Level 2 English by providing opportunities to develop their creative, formal and essay writing skills. The straight English course is a predominantly internally assessed course. As the focus is on the core skills of reading and writing, it does not include the two writing standards that the English Writing course does.

Courses and Standards Assessed

Extension English (Total credits – 18)

Internally Assessed Achievement Standards

AS90052	3 Credits	Produce creative writing
AS90857	3 Credits	Construct and deliver an oral presentation
AS90852	4 Credits	Explain significant connection(s) across texts, using supporting evidence

Externally Assessed Achievement Standards

AS90850	4 credits	Show understanding of specified aspect(s) of studied visual texts
AS90849	4 credits	Show understanding of specified aspect(s) of studied written texts

(All of the above are Level 1 Literacy standards)

English W (Total credits – 17)

Internally Assessed Achievement Standards

AS90052	3 Credits	Produce creative writing
AS90053	3 Credits	Produce formal writing
AS90857	3 Credits	Construct and deliver an oral presentation

Externally Assessed Achievement Standards

AS90849	4 Credits	Show understanding of specified aspect(s) of studied written texts
AS90850	4 Credits	Show understanding of specified aspect(s) of studied visual texts

(All of the above are Level 1 Literacy standards)

English (Total credits – 17)

Internally Assessed Achievement Standards

AS90854	4 Credits	Form personal responses to independently read texts, supported by evidence
AS90857	3 Credits	Construct and deliver an oral text
AS90856	3 Credits	Show understanding of visual text(s) through close viewing, using supporting evidence
AS90855	3 credits	Create a visual text

Externally Assessed Achievement Standards

AS90849	4 Credits	Show understanding of specified aspect(s) of studied written texts
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(All of the above are Level 1 Literacy standards)

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 14 credits at Level One 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**.

NCEA Level 2 - Curriculum Level 7

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 One. 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 Two or higher. The standards where this is possible have been indicated with UE-R or UE-W.

Courses and Standards Assessed

Extension English/English W (Total credits – 20)

Internally Assessed Achievement and Unit Standards

AS91101	6 Credits	Produce a selection of crafted and controlled writing (<i>UE-W</i>)
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

AS9109	4 Credits	Analyse specified aspect(s) of studied written text(s), with supporting evidence (<i>UE-R/W</i>)
AS91099	4 Credits	Analyse aspects of studied visual or oral text(s), with supporting evidence (<i>UE – W</i>)

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 (<i>UE-R</i>)
AS91105	4 Credits	Use information literacy skills to form developed conclusions (<i>UE-R</i>)

Externally Assessed Achievement Standards

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

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.

NCEA Level 3 - Curriculum Level 8

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 ultimately 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 challenging but ultimately an 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 (<i>UE-R/W</i>)
AS91474	4 Credits	Respond critically to significant aspects of unfamiliar written texts, through close reading, support by evidence (<i>UE-R/W</i>)

Level 4 Scholarship Examinations

Able students will be given the opportunity to sit a separate scholarship examination in English. This is not a replacement for Level 3 English. This paper is designed for our top students and is pitched at university level. Students will be given the opportunity to attend seminars at the University of Canterbury and make use of the NetNZ Scholarship mentoring course. These meetings will commence towards the end of Term Two.

MEDIA STUDIES

Contact: Mr James Burnside

Students who wish to study Media Studies have the opportunity to study this through Te Kura: The Correspondence School.

SPANISH

Contact: Miss Festa

Level 1 (Total credits – 24)

Year 10 Spanish is a pre-requisite for this course. The Year 11 Spanish course continues with the topics and grammar learned in Year 10. Students will learn more about Spanish customs and tradition, while working on their oral and written skills through reading, speaking, writing and listening.

Students will study the following topics:

- Formal language
- Health vocabulary
- Travel and tourism
- Trade and industry vocabulary
- School system and education

Internally Assessed Achievement Standards

AS90909	4 Credits	Give a spoken presentation in Spanish that communicates a personal response
AS90910	5 Credits	Interact using spoken Spanish to communicate personal information, ideas and opinions in different situations
AS90912	5 Credits	Write a variety of text types in Spanish on areas of most immediate relevance

Externally Assessed Achievement Standards

AS90908	5 Credits	Demonstrate understanding of a variety of spoken Spanish texts on areas of most immediate relevance
AS90911	5 Credits	Demonstrate understanding of a variety of Spanish texts on areas of most immediate relevance

To progress into Level 2 Spanish, students need to achieve at least 14 credits at Level 1

Level 2 (Total credits – 24) *

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

Internally Assessed Achievement Standards

AS91150	4 Credits	Give a spoken presentation in Spanish that communicates information, ideas and opinions
AS1149	5 Credits	Interact using spoken Spanish to share information and justify ideas and opinions in different situations
AS91152	5 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 (Total credits – 18) *

In Year 13, students will continue perfecting their languages 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

Internally Assessed Achievement 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 NetNZ, an online e-learning class with a registered teacher and on-line 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. have the opportunity to study these through Te Kura: The Correspondence School.

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 allows 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 basic 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 in order 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.

SENIOR MATHEMATICS

Contact: Mr DeMarco

Level 1

Level 1, students will be placed in the course where their previous results have indicated they are most likely to succeed.

Mathematics (MAT1E/MAT1)

This course is designed to prepare students for further study of Mathematics at Level 2 with a solid foundation in Algebra to allow for higher Mathematics achievement. This is the main course for Year 11 students and comprises six units of work totalling 23 achievement standard credits. Two achievement standards are assessed externally at the end of year examination, one is assessed in a Common Assessment Task (CAT) in September and three are assessed internally by the Mathematics faculty.

Internally Assessed Achievement Standards

AS91029	4 Credits	Apply linear algebra in solving problems (<i>L1 Numeracy Standard</i>)
AS91032	3 Credits	Apply Trigonometric Methods in Solving Problems (<i>L1 Numeracy Standard</i>)
AS91038	3 Credits	Investigate a situation involving elements of chance (<i>L1 Numeracy Standard</i>)

Externally Assessed Achievement Standards

AS91027	4 Credits	Apply algebraic methods (<i>L1 Numeracy Standard</i>) (<i>CAT</i>)
AS91028	4 Credits	Investigate relationships between tables, equations and graphs (<i>L1 Numeracy Standard</i>)
AS91031	4 Credits	Apply geometric reasoning (<i>L1 Numeracy Standard</i>) [<i>MAT1E only</i>]
AS91037	4 Credits	Demonstrate understanding of chance and data (<i>L1 Numeracy Standard</i>) [<i>MAT1 Only</i>]

General Mathematics (MAT1G)

This course provides for those students from Year 10 who do not meet the criteria for the MAT1 course. It comprises five units of work totalling 19 Achievement Standard credits. Two achievement standards are assessed externally at the end of year examination, one is assessed in a common assessment task (CAT) in September and three are assessed internally by the Mathematics faculty. The focus will be on Achievement rather than Merit/Excellence.

Internally Assessed Achievement Standards

AS91029	4 Credits	Apply linear algebra in solving problems (<i>L1 Numeracy Standard</i>)
AS91032	4 Credits	Apply Trigonometric Methods in Solving Problems (<i>L1 Numeracy Standard</i>)
AS91038	3 Credits	Investigate a situation involving elements of chance (<i>L1 Numeracy Standard</i>)

Externally Assessed Achievement Standards

AS91027	4 Credits	Apply algebraic methods (<i>L1 Numeracy Standard</i>) (CAT)
AS91037	4 Credits	Demonstrate understanding of chance and data (<i>L1 Numeracy Standard</i>)

Mathematics Applied (MAT1A)

This course provides for students who have not gained entry into either of the MAT1 or MAT1G courses. This course is designed to gain NCEA Level 1 Numeracy qualifications for students with limited mathematical ability. There is the possibility of completing six achievement standards that are all assessed internally, with a total of 15 credits available. The focus will be on solely at Achievement level.

Internally Assessed Achievement Standards

AS91026	4 Credits	Apply numeric reasoning when solving problems (<i>L1 Numeracy Standard</i>)
AS91030	3 Credits	Apply measurement in solving problems (<i>L1 Numeracy Standard</i>)
AS91032	3 Credits	Apply right-angled triangles in solving measurement problems (<i>L1 Numeracy Standard</i>)
AS91033	3 Credits	Apply knowledge of geometric representations (<i>L1 Numeracy Standard</i>)
AS91034	2 Credits	Apply transformation geometry in solving problems (<i>L1 Numeracy Standard</i>)

Level 2 Mathematics (MAT2E/MAT2)

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>)

Level 2 (MAT2G)

Entry requirements into NCEA Level 2 MAT2G in Year 12 are: 14 credits at Level 1 and must include *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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Level (MAT2V)

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 the 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 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 16 Level 2 Mathematics credits, 5 of which must be in Calculus and 4 must be in Algebra (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 L1 Numeracy</i>)
AS91578	6 Credits	Apply differentiation methods in solving problems (<i>contributes towards L1 Numeracy</i>)
AS91579	6 Credits	Apply integration methods in solving problems (<i>contributes towards L1 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 L3 Statistics or UE L3 Mathematics depending on standards passed].

The entry requirement is a total of 14 Level 2 Mathematics credits, which includes 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 L1 Numeracy</i>) Note: This standard is a L3 Calculus standard
AS91580	4 Credits	Investigate times series data (<i>contributes towards L1 Numeracy and L1 Literacy</i>)
AS91581	4 Credits	Investigate bivariate measurement data (<i>contributes towards L1 Numeracy and L1 Literacy</i>)
AS91582	4 Credits	Use statistical methods to make an inference (<i>contributes towards L1 Numeracy and L1 Literacy</i>)

Externally Assessed Achievement Standards

AS91585	4 Credits	Apply probability concepts in solving problems (<i>contributes towards L1 Numeracy</i>)
AS91586	4 Credits	Apply probability distributions in solving problems (<i>contributes towards L1 Numeracy</i>)

FACULTY OF PHYSICAL EDUCATION AND HEALTH

Head of Faculty: Mr Daniel Winchester

Health and Physical Education is important for personal and social well-being 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 well-being 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 Years 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.

Level 1 Core Physical Education

Contact: Mr Cameron

The aim of the Year 11 Core Physical Education programme is to use movement and physical activity to educate students with the knowledge and skills that allow them to participate in and enjoy an active and healthy lifestyle.

The Year 11 Core Physical Education course is a very practical orientated course.

In 2022, Year 11 students will have one period a week of Core Physical Education. Students are assessed against one achievement standard

Internally Assessed Achievement Standards

AS90962	5 credits	Participate actively in a variety of physical activities and explain factors that influence own participation
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Level 1 Health

Contact: Mr Winchester

NCEA Level 1 Health is a full course (5 ppw) offering 17–20 credits. Students will be able to continue through to Scholarship as Health is introduced at each level.

The Year 11 course will allow students to expand their knowledge on health issues, develop life skills and learn critical thinking skills which are vital in senior courses of Physical Education and also at University level. With the new Health Sciences degree at the University of Canterbury, opportunities in the tertiary sector as well as the employment sector are on the increase. Assessment is likely to include the following standards:

Internally Assessed Achievement Standards

AS90971	2 credits	Take action to enhance an aspect of personal well-being
AS91097	4 credits	Demonstrate understanding of ways in which well-being can change and strategies to support well-being
AS90973	5 credits	Demonstrate understanding of interpersonal skills used to enhance relationships

Externally Assessed Achievement Standards

AS90972	4 credits	Demonstrate understanding of influences on adolescent eating patterns to make health-enhancing recommendations
AS90975	4 credits	Demonstrate understanding of issues to make health-enhancing decisions in drug-related situations

(All of the above contribute towards L1 Literacy)

Career pathways in Health

- Any aspect of the health field, including nursing, physiotherapy, dietician, health promotion, Plunket nurse, doctor, optometrist, dentist, occupational therapist, dental nurse, community health worker, podiatrist, radiographer.
- Studying Health Sciences at University – many tertiary institutions now offer both undergraduate and post graduate qualifications in this area – including Canterbury University.
- Psychologist, psychotherapist, family counsellor, social worker, teacher, police officer.

Level 2 Health

Contact: Mr Winchester

Internally Assessed Achievement Standards

AS91236	5 credits	Evaluate factors that influence people's ability to manage change
AS91237	5 credits	Take action to enhance an aspect of people's well-being within the school or wider Community

Externally Assessed Achievement Standards

AS91235	5 credits	Analyse an adolescent health issue
AS91238	4 credits	Analyse an interpersonal issue(s) that places personal safety at risk

(All of the above contribute towards L1 Literacy)

Additional notes

- Students will benefit from taking Health at Year 11 but this will not be a pre-requisite for entry at Level Two. Students will need a minimum of 14 credits at Level 1 English.

Level 3 Health

Contact: Mr Winchester

Students will be assessed against a selection of the following standards:

Internally Assessed Achievement Standards

AS91461	5 credits	Analyse a New Zealand health issue (<i>contributes towards L1 Literacy and U-R</i>)
AS91463	5 credits	Evaluate health practices currently used in New Zealand (<i>contributes towards L1 Literacy and U-R</i>)
AS91464	4 credits	Analyse a contemporary issue in relation to well-being (<i>contributes towards L1 Literacy and U-R</i>)

Externally Assessed Achievement Standards

AS91462	5 credits	Analyse an international health issue (<i>contributes towards L1 Literacy and Numeracy and UE-R/WR</i>)
AS91465	5 credits	Evaluate models for health promotion (<i>contributes towards L1 Literacy and Numeracy and UE-R/WR</i>)

Additional notes

- Students will benefit from taking Health at Year 12, but other students will be considered for entry at Level 3
- Students will need a minimum of 14 credits at Level 2 English

Level 1 Physical Education Course

Contact: Mr Hardinge

Level 1 Physical Education course is the best option for students who are considering a career in the Sport and Recreation / Physical Education – Sport Science fields (e.g., Fitness instructor, Physiotherapist), or who have a genuine interest in physical education.

This course involves both practical and theory. Students should note that practical lessons are to support theory and are not 'recreation-based'. Theory is 'science-based' and students will need to supplement class work with individual research and study.

The aim of the course is to educate students with the knowledge and skills that allow them to successfully apply basic concepts of sport science, lifestyle health and leadership.

Internally Assessed Achievement Standards

In 2022, 18-20 credits will be selected from the standards listed below.

AS90964	3 credits	Demonstrate quality movement in the performance of a physical activity
AS90967	3 credits	Demonstrate strategies to improve the performance of a physical activity and describe the outcomes (<i>contributes towards L1 Literacy</i>)
AS90965	4 credits	Demonstrate understanding of societal influences on physical activities and the implications for self and others (<i>contributes towards L1 Literacy</i>)
AS90963	5 credits	Demonstrate knowledge of body structure and function in a physical activity (<i>contributes towards L1 Literacy</i>)
AS90966	4 credits	Demonstrate interpersonal skills in a group and explain how these skills impact on others (<i>Contributes towards L1 Literacy</i>)
AS90970	3 credits	Demonstrate self-management strategies and describe the effects on participation in physical activity (<i>contributes towards L1 Literacy</i>)
AS90962	5 credits	Participate actively in a variety of physical activities and explain factors that influence participation
AS90968	3 credits	Demonstrate and describe responsible behaviour for safety during outdoor education activities (<i>contributes towards L1 Literacy</i>)

Additional notes

- The Achievement Standard 90963 assessment is a pre-requisite for entry into Level 2 Physical Education.
- St Bede's College Physical Education uniform is still required.
- There will be a cost associated with this course. The cost will vary from year to year – approximately \$60. This should be paid at the start of the course.

Level 2 Physical Education

Contact: Mr Cameron

Year 12 Physical Education is best suited for students who are considering a career in the Sport, Fitness and Recreation/Physical Education – Sport Science fields (e.g., 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 allows them to successfully apply basic sport science principles in order 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

AS91328	5 Credits	Demonstrate and understand how and why biomechanical principles relate to the learning of physical skills (<i>contributes towards L1 Literacy</i>)
AS91329	4 Credits	Demonstrate understanding of the application of biophysical principles to training for physical activity (<i>contributes towards L1 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 L1 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

Additional notes

- 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.

Level 3 Physical Education

Contact: Mr Winchester

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 well-being (<i>contributes towards L1 Literacy and L1 Numeracy</i>)
AS91499	3 credits	Analyse a physical skill performed by self or others (<i>contributes towards L1 Literacy</i>)
AS91500	4 credits	Evaluation the effectiveness of a performance improvement programme (<i>contributes towards L1 Literacy and L1 Numeracy</i>)
AS91501	3 credits	Demonstrate quality performance of a physical activity in an applied setting (<i>contributes towards L1 Numeracy</i>)

AS91502	4 credits	Examine a current physical activity event, trend or issue, and its impact on New Zealand society (contributes towards L1 Literacy)
AS91789	4 credits	Devise strategies for a physical activity outcome
AS91505	4 credits	Examine contemporary leadership principles applied in physical activity contexts (contributes towards L1 Literacy)
AS91503	5 credits	Evaluate the use of health promotion to influence participation in physical activity (contributes towards L1 Literacy and L1 Numeracy)
AS91504	3 credits	Analyse issues in management for outdoor activity to devise safety management strategies (contributes towards L1 Literacy)

Additional notes

There will be an additional cost with this course (approximately \$50.00).

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 Hardinge

Level 3

Outdoor Pursuits is best suited for students pursuing courses in Outdoor Recreation e.g., Christchurch Polytechnic or for students who have a genuine interest in outdoor pursuits.

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. These are a mixture of predominately Level 1 and 2. (Students needing Level 3 Credits should ensure their subject selection provides those options outside of Outdoor Pursuits).

There are no Achievement Standards assessed over the course. Students considering university should carefully consider the balance of their 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 4-6-day residential camps to consolidate skills in kayaking and mountaineering. In 2022 these were held in the Able Tasman (Term 3) and at Mt Olympus (Term 3). A two-day tramp in Term 1 or 2 will introduce students to navigation and trip planning. This can then be applied through a second tramp. Mueller Hut above Mt Cook Village including a hike to Annette Plateau is an excellent three-day trip. Extended practicals can be timetabled in the afternoon, usually adjacent to study. This may mean students miss other classes occasionally.

Field trips involving time outside normal class time should take precedence over other extra-curricular commitments e.g., sport.

There is a course cost of approximately \$850.00 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 involve additional costs.

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 maximize learning opportunities for students.

Students intending to take this course in 2023 should complete a course application form in Term 4 2022.

Assessment

Assessment in 2021 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

Year 13

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 NZ Institute of Sport. In 2022 students were assessed against a selection of the following standards. This will be reviewed in 2023 in consultation with NZ Institute of Sport.

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

US20673	Level 3	4 Credits	Demonstrate knowledge of injury prevention and risk and injury management in sport or recreation
US21646	Level 3	4 Credits	Apply basic principles of biomechanics to a selected sport
US21650	Level 3	4 Credits	Apply knowledge of exercise physiology to planning a sport training programme
US13382	Level 3	2 credits	Develop and teach a simple movement skill in a specified workplace

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 recognized, 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.

SENIOR RELIGIOUS EDUCATION

Contact: Mr Ven

Level 1

The topics for study are:

- **Trinity.** Students will examine core Catholic teachings, with a focus on the mystery of the Trinity.
- **Conscience, Morality and Values.** Students will outline the virtues and their importance in developing morality. They will explore practical situations of applying these virtues.
- **The Church's Story; Reformation and Beyond.** Students will explore why there are differences among the Christian churches today as a result of the Reformation. They will look at the challenges presented by Protestant Reformers and the Catholic Church's response at the Council of Trent.
- **Understanding the Gospel Story.** Students will investigate the four Gospel accounts and their key features, including major themes and their relevance for both historical and modern audiences.

Internally Assessed Achievement Standards

AS90816	6 Credits	Describe key features of a sacred text (<i>L1 Literacy standard</i>)
AS90817	6 Credits	Describe a significant aspect within the development of a religious tradition (<i>L1 Literacy standard</i>)
AS90819	6 Credits	Describe key beliefs of a religious tradition (<i>L1 Literacy standard</i>)

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 major 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. (<i>contributes towards L1 Literacy</i>)
AS90823	6 Credits	Explain the key beliefs within two religious traditions in relation to a significant religious question. (<i>contributes towards L1 Literacy</i>)
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 recognized 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 to Aotearoa.

Internally Assessed Achievement Standards

AS90826	6 Credits	Analyse the response of a religious tradition to a contemporary ethical issue (<i>contributes towards L1 Literacy and UE-R</i>)
AS91725	6 Credits	Analyse the meanings in a sacred text within a religious tradition (<i>contributes towards L1 Literacy</i>)
AS90827	6 Credits	Analyse a religious tradition(s) in Aotearoa New Zealand (<i>contributes towards L1 Literacy</i>)

Level 3 – Theological Studies

The Theological Studies course is an alternate to Level 3 Religious Education and aims to explore in depth the theological and philosophical concepts central to the Christian faith.

The topics for study are:

- **Biblical Interpretation.** Students will investigate two recognized 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 means for decision making.
- **World Views.** This course will identify the characteristics of secular humanism and compare these ideologies with the Catholic sacramental world view.

Internally Assessed Achievement Standards

AS90826	6 Credits	Analyse the response of a religious tradition to a contemporary ethical issue (<i>contributes towards L1 Literacy and UE-R</i>)
AS91725	6 Credits	Analyse the meanings in a sacred text within a religious tradition
AS90827	6 Credits	Analyse the key beliefs of a religious tradition and a secular world view in relation to ultimate questions

(All of above contribute towards Level 1 Literacy)

FACULTY OF SCIENCE

Head of Faculty: Mr Richard Freeman

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

Agriculture-Horticultural

Level 1

Level 1 Agriculture is an academic course introducing students to Agriculture and Horticulture in New Zealand. Agriculture is an applied science which also covers the management practices employed in Agricultural and Horticultural operations.

Students will have opportunities to go on field trips to get hands on experience and practical examples to back up the theory learnt in the classroom.

Students will study an introduction to soil, plant and animal science, along with management practices used to get the best out of soils, plants and animals. They will also develop their investigation skills and get an understanding of the environmental impact of Agriculture. Year 10 Agriculture is recommended.

Course costs \$20 which includes field trip fee and workbook

Achievement Objectives

On completion of the course students will:

- Show an increasing awareness of the complexity of working scientifically, including recognition of multiple variables.
- Explore how management practices affect the life processes of plants and/or livestock in primary production.
- Explore a range of factors that influence land use in New Zealand, including for profitable primary production.
- Develop the ability to apply knowledge and skills to new situations, to make decisions leading to the solution of agricultural problems.
- Have a greater understanding of the interaction between people, soils, plants and animals in agricultural production.
- Have a greater understanding of their responsibilities towards the environment, its resources and the community and the contribution that agriculture/horticulture can make in meeting these responsibilities.

Internally Assessed Achievement Standards

AS90918	4 Credits	Carry out practical agriculture or horticulture investigation (<i>L1 Literacy standard and L1 Numeracy</i>)
AS90920	3 Credits	Demonstrate knowledge of the geographic distribution of agricultural and horticultural primary production in New Zealand (<i>L1 Literacy standard</i>)
AS90160	3 Credits	Demonstrate knowledge of the impact on the environment of primary production management practice (<i>L1 Literacy standard</i>)
AS90155	4 Credits	Demonstrate knowledge of pasture/crop management practices (<i>L1 Literacy standard</i>)

Externally Assessed Achievement Standards

AS90921	5 Credits	Demonstrate knowledge of livestock management practices (<i>L1 Literacy standard</i>)
AS 90919	4 Credits	Demonstrate knowledge of soil management practices (<i>L1 Literacy standard</i>)

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.

The 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 NZ.

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

A field trip fee of \$40 applies to this course.

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>L1 Literacy standard and L1 numeracy</i>)
AS91293	5 Credits	Demonstrate understanding of livestock reproductive technologies (<i>L1 Literacy standard</i>)
AS91298	4 Credits	Report on the environmental impact of the production of a locally produced primary product (<i>L1 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>L1 Literacy standard</i>)
AS91294	4 Credits	Demonstrate understanding of management practices influencing livestock growth and development (<i>L1 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 and HOF.

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>L1 Literacy standard and L1 numeracy</i>)
AS91529	6 Credits	Research and report on the impact of factors on the profitability of a New Zealand primary product (<i>L1 Literacy standard and L1 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>L1 Literacy standard</i>)
AS91532	5 Credits	Analyse a New Zealand primary production environmental issue (<i>L1 Literacy standard</i>)

A field trip fee of \$20 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 NZ 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 cash flow 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 L1 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. Student with sound Commerce or Scientific knowledge are able to 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 the 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>L1 Literacy standard</i>)
AS91870	4 Credits	Analyse the effect of a strategic capital expenditure decision to a business (<i>L1 Literacy standard</i>)
AS91871	4 Credits	Analyse how a product meets market need through innovation in the value chain (<i>L1 Literacy standard</i>)
AS91529	6 Credits	Research and report on the impact of factors on the profitability of a New Zealand primary product (<i>L1 Literacy standard and L1 Numeracy standard</i>)

Externally Assessed Achievement Standards

AS91530	5 Credits	Demonstrate understanding of how market forces affect supply of and demand for New Zealand primary products (<i>L1 Literacy standard</i>)
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BIOLOGY

Contact: Mr Freeman

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 organization.
- 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 (contributes towards L1 Numeracy)
AS91158	4 Credits	Investigate a pattern in an ecological community (contributes towards L1 Literacy)

Externally Assessed Achievement Standards

AS91156	4 Credits	Demonstrate understanding of life processes at the cellular level (contributes towards L1 Literacy)
AS91157	4 Credits	Demonstrate understanding of genetic variation and change (contributes towards L1 Literacy)
AS91159	4 Credits	Demonstrate understanding of gene expression (contributes towards L1 Literacy)

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

(All of the above contribute towards L1 Literacy)

CHEMISTRY

Contact: Ms Warburton

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 2 workbooks

Internally Assessed Achievement Standards

AS91162	3 Credits	Carry out procedures to identify ions in solution
AS91167	3 credits	Investigating consumer products using titrations (<i>subject to change</i>)

Externally Assessed Achievement Standards

AS91164	5 Credits	Demonstrate understanding of bonding, structure and energy changes (<i>contributes towards L1 Literacy</i>)
AS91165	4 Credits	Demonstrate understanding of the properties of selected organic compounds (<i>contributes towards L1 Literacy</i>)
AS91166	4 Credits	Demonstrate understanding of chemical activity (<i>contributes towards L1 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	3 Credits	Demonstrate understanding of oxidation-reduction processes (<i>contributes towards L1 Literacy</i>)

Externally Assessed Achievement Standards

AS91390	5 Credits	Demonstrate understanding of thermochemical principles and the properties of particles and substances (<i>contributes towards L1 Literacy</i>)
AS91391	5 Credits	Demonstrate understanding of structure and reactivity of organic compounds (<i>contributes towards L1 Literacy</i>)
AS91392	5 Credits	Demonstrate understanding of equilibrium principles in aqueous systems (<i>contributes towards L1 Literacy and Numeracy</i>)

ELECTRONICS

Contact: Mr Litten

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.

Entry requirements are SCI AS90940 (Physics) and 12 credits Level 1 Mathematics.

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 can:

- 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

PHYSICS

Contact: Mr Brian Frost

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) 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 L1 & UE Literacy and Numeracy</i>)
AS91172	3 Credits	Demonstrate understanding of atomic and nuclear physics (<i>contributes towards L1 Literacy</i>)

Externally Assessed Achievement Standards

AS91171	6 Credits	Demonstrate understanding of mechanics (<i>contributes towards L1 & UE Literacy and Numeracy</i>)
AS91173	6 Credits	Demonstrate understanding of electricity and electromagnetism (<i>contributes towards L1 & 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 L1 Literacy)

SCIENCE

Contact: Mr Freeman

General Science - Level 1

This course provides for NCEA Level 1; it continues to deepen your understanding of important ideas in science. Studying Level 1 General Science means you can choose Physics, Chemistry, Biology, Science, Agriculture or Electronics options at Level 2. It is also useful for Physical Education.

Passing this course enables you to take senior science options in Year 12.

Internally Assessed Achievement Standards

AS90930	4 Credits	Carry out a practical chemistry investigation, with direction (<i>L1 Numeracy Standard</i>)
AS90950	4 Credits	Investigate biological ideas relating to interactions between humans and micro-organisms

Externally Assessed Achievement Standards

AS90940	4 Credits	Demonstrate understanding of aspects of mechanics (<i>L1 Numeracy Standard</i>)
AS90944	4 Credits	Demonstrate an understanding of chemical ideas relating to acids and bases
AS90948	4 Credits	Demonstrate understanding of genetic variation (<i>L1 Literacy Standard</i>)

Students are expected to purchase a workbook in all science classes, (approximately \$20)

Applied Science – Level 1

This course is designed for those students who do not intend to study physics, chemistry, or biology at Level 2 or 3. Entry to Year 12 General Science or Electronics is available.

Applied Science will be completely internally assessed.

Internally Assessed Achievement Standards

AS90943	4 Credits	Investigate the implication of heat in everyday life (<i>L1 Numeracy Standard</i>)
AS90946	4 Credits	Investigate the implications of the use of metals for their use in society
AS90950	4 Credits	Investigate biological ideas relating to interactions between humans and micro-organisms
AS90952	4 Credits	Demonstrate understanding of the formation of surface features in New Zealand (<i>L1 Literacy Standard</i>)
AS90954	4 Credits	Demonstrate understanding of the effects of astronomical cycles on planet Earth (<i>L1 Literacy Standard</i>)
AS90955	4 Credits	Investigate an astronomical or earth science event L1 (<i>L1 Literacy Standard</i>)

Level 2 Earth & Space Science

Contact: Dr Borella

Achievement Objectives

Students can:

- 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.

This course comprises standards from almost all areas of science; biology, chemistry, physics, earth and space science. Five standards are assessed internally, with two externals so students can gain course endorsement and all are Achievement Standards. This course is mutually exclusive with the full Science courses in Biology, Chemistry and Physics, but it can be taken in conjunction with Agriculture or Electronics.

Entry requirements are Level 1 Science with 10 credits, or by teacher recommendation.

The total number of credits available is 24

This course is designed to suit any of the following:

- A student who, while he wants to study some science, does not need, or want to study a full course at a slightly higher academic level.
- A student who enjoys science but does not want to pursue this study past school
- A student who has not gained the requirements for full entry to a specialized Science course but needs entry and credits for tertiary study and would benefit from taking this course rather than repeating Year 11.

Students are expected to purchase a workbook for this course at a cost of \$25

Internally Assessed Achievement Standards

AS91189	4 Credits	Investigate geological process in a New Zealand locality
AS91153	4 Credits	Carry out a practical investigation in a biology context, with supervision (<i>contributes towards L1 Numeracy</i>)
AS91190	4 Credits	Investigate how organisms survive in an extreme environment
AS91162	3 Credits	Carry out procedures to identify ions present in solution
AS91168	4 Credits	Carry out a practical physics investigation that leads to a non-linear mathematical relationship (<i>contributes towards L1 Literacy and Numeracy</i>)

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 L1 Literacy)

Level 3 Earth & Space Science

Contact: Mr Borella

This course comprises standards based on Earth and Space Science. Most of the standards will be internally assessed with two external standards so students can gain course endorsements. This course is not mutually exclusive with the full Science courses in Biology, Chemistry, Physics and Agriculture.

This course is designed to suit any of the following:

- A student who, while he wants to study some science, does not need, or want to study a full course at a slightly higher academic level.
- A student who enjoys science and wants to pursue the study of Earth and Space Science past school level.
- A student who has not gained the requirements for full entry to a specialized Science course, but needs entry and credits for tertiary study and would benefit from taking this course rather than repeating Year 12.

Entry requirements are 12 Level 2 Science credits which can come from any Science subject, or by teacher recommendation.

Students are expected to purchase a workbook for this course at a cost of \$30

Internally Assessed Achievement Standards

AS91410	4 credits	Carry out an independent practical Earth and Space Science investigation <i>(contributes towards L1 Literacy and Numeracy and UE-RW)</i>
AS91412	4 credits	Investigate the evidence related to dating geological event(s) <i>(contributes towards L1 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 L1 Literacy and UE-RW)</i>
AS91414	4 credits	Demonstrate understanding of processes in the atmosphere system <i>(UE-RW)</i>

FACULTY OF SOCIAL SCIENCES

Head of Faculty: Mr Callum Wilson

Social Science education focuses on the study of people and their 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

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, Accountancy, Auditing, Education . . .

ACCOUNTING

Contact: Mr Cooper

Level 1

At Level 1 the entities to be studied in Accounting are individuals and whānau, community organisations and local small entities i.e. small single owner businesses. Previous study in a commerce focussed Learning Package is not necessary but may be beneficial. This course leads on to Accounting at Level 2.

Achievement Objectives

In studying Accounting at Level 1 students will gain knowledge, skills, and experience to:

1. Manage the financial affairs of individuals, whānau, and local small entities, including community organisations, while acting with integrity. This includes students being able to:
 - Describe who uses accounting and recognise their financial needs.
 - Explain the purpose and components of financial statements.
 - Explain the concepts used in the preparation of financial statements
 - Use financial and non-financial information to support a specific decision.
2. Make use of appropriate communication tools and skills to process, report and interpret financial information for individuals, whānau, and local small entities, including community organisations. This includes students being able to:
 - Demonstrate how transactions are processed into journals and posted to ledgers.
 - Demonstrate understanding of financial statement preparation to present a true and fair view of an organisation.
 - Prepare financial information that aids decision making.
 - Interpret accounting information.

Four achievement standards will be offered in the course and contribute 18 credits towards NCEA Level 1. Internally Assessed Achievement Standards

AS90977	5 Credits	Process financial transactions for a small entity.
AS90979	4 Credits	Prepare financial information for a community organisation's annual general meeting. <i>(L1 Literacy Standard)</i>
AS90981	3 Credits	Make a financial decision for an individual or group. <i>(L1 Literacy Standard)</i>

Externally Assessed Achievement Standards

AS90978	5 Credits	Prepare financial statements for sole proprietors.
AS90980	4 Credits	Interpret accounting information for sole proprietors. <i>(L1 Literacy Standard)</i>

Level 2

At Level 2 the course builds on what has been introduced in Accounting at Level 1 with an emphasis now 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.

Internally Assessed Achievement Standards

AS91175	4 Credits	Demonstrate understanding of accounting processing using accounting software. <i>(contributes towards L1 Numeracy)</i>
AS91481	4 Credits	Demonstrate understanding of a contemporary accounting issue for decision-making. <i>(contributes towards L1 Literacy)</i>

Externally Assessed Achievement Standards

AS91176	5 Credits	Prepare financial information for an entity that operates accounting subsystems. <i>(contributes towards L1 Numeracy)</i>
AS91177	4 Credits	Interpret accounting information for entities that operate accounting subsystems. <i>(contributes towards L1 Literacy and Numeracy)</i>

The prerequisite entry requirement for Level 2 Accounting will be a minimum of 14 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 (i.e. single owner businesses), with the focus now being 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 18 credits towards NCEA Level 3.

Internally Assessed Achievement Standards

AS91405	4 Credits	Demonstrate understanding of accounting for partnerships. <i>(contributes towards L1 Numeracy)</i>
AS91409	4 Credits	Demonstrate understanding of a job cost subsystem for an entity. <i>(contributes towards L1 Literacy and Numeracy)</i>

Externally Assessed Achievement Standards

AS91406	5 Credits	Demonstrate understanding of company financial statement preparation. (<i>contributes towards L1 Numeracy</i>)
AS91408	4 Credits	Demonstrate understanding of management accounting to inform decision-making. (<i>contributes towards L1 Literacy and Numeracy</i>)

The prerequisite entry requirement for Level 3 Accounting will be a minimum of 14 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 are able to 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 well-being. 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:

1. 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
2. Plan, take to market, review, and then refine an innovative, sustainable business activity; analyse the activity and its success in the market place. 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 stabilization and/or economic development

Four achievement standards will be offered in the course and contribute 18 credits towards NCEA Level 3.

Internally Assessed Achievement Standards

AS91382	6 Credits	Develop a marketing plan for a new or existing product. (<i>UE – R</i>)
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. <i>(UE – R & W)</i>
AS91380	4 Credits	Demonstrate understanding of strategic response to external factors by a business that operates in a global context. <i>(UE – R & W)</i>

(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 in 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. In order 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, there are many essential skills it helps develop in students that will be useful for rest of their lives.

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

Achievement Objectives

The course will

- Allow students the freedom to choose aspects of classical civilization 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 civilization
- 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>

(All of the above contribute towards Level 1 Literacy)

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 1

At Level 1 key conceptual understandings related to scarcity are introduced. Previous study in a commerce focussed Learning Package is not necessary but may be beneficial. This course leads on to Economics at Level 2.

Achievement Objectives

In studying Economics at Level 1 students will gain knowledge, skills, and experience to:

Understand how, as a result of scarcity, consumers, producers and government make choices that affect New Zealand society. This includes students being able to:

- Identify situations of scarcity and explain how scarcity leads to choices that have opportunity costs
- Use demand theory to explain consumer choices and trade-offs
- Investigate producers' decisions about production
- Use supply theory to explain producer choices and trade-offs
- Use the supply and demand model to demonstrate how the choices of consumers, producers, and government affect society
- Recommend a government choice that could be made for an issue where affected groups have different viewpoints
- Understand how the different sectors of the New Zealand economy are interdependent. This includes students being able to identify the different sectors of the New Zealand economy and explains how they are interdependent

Five achievement standards will be offered in the course and contribute 20 credits towards NCEA Level 1.

Internally Assessed Achievement Standards

AS90984	5 Credits	Demonstrate understanding of decisions a producer makes about production.
AS90988	3 Credits	Demonstrate understanding of the interdependence of sectors of the New Zealand economy.

Externally Assessed Achievement Standards

AS90983	4 Credits	Demonstrate understanding of consumer choices, using scarcity and/or demand
AS90985	3 Credits	Demonstrate understanding of producer choices, using supply.
AS90986	5 Credits	Demonstrate understanding of how consumer, producer and/or government choices affect society, using market equilibrium.

(All of the above contribute towards L1 Literacy)

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.

Internally Assessed Achievement Standards

AS91225	4 Credits	Analyse unemployment using economic concepts and models. <i>(contributes towards L1 Literacy and Numeracy)</i>
AS91227	6 Credits	Analyse how government policies and contemporary economic issues interact. <i>(contributes towards L1 Literacy and UE – R)</i>

Externally Assessed Achievement Standards

AS91222	4 Credits	Analyse inflation using economic concepts and models. <i>(contributes towards L1 Literacy and UE – W)</i>
AS91223	4 Credits	Analyse international trade using economic concepts and models. <i>(contributes towards L1 Literacy and UE – W)</i>

The prerequisite entry requirement for Level 2 Economics will be a minimum of 14 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.

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 1

Geography is a subject that will appeal to students who are curious about how the world works and anybody who has enjoyed Social Studies or Science. It explores natural processes and the impacts we have on each other, as well as the physical world that we live in. It is an area that develops transferrable skills between all subjects at school and the world beyond class.

Multiple field trips will be undertaken throughout the year to explore different geographic concepts and to enrich our learning around the Canterbury earthquakes.

A wide range of topics are covered in terms of knowledge and skills.

- Extreme Natural Events around the world
- The Sustainable use of an environment – Tourism in the Maldives
- Geographic Skills; these include: interpretation of topographic maps, sketch maps, weather maps, spatial patterns, tables of data, cartoons, photographs and written extracts. The construction of sketch maps, cross-sections and graphs.
- Directed geographic research – Weather patterns for our area.
- Geographic Information Systems-Canterbury Earthquakes
- Global studies-Earthquakes around the world

Achievement Objectives

Students will be able to:

- Understand that natural and cultural environments have particular characteristics and how environments are shaped by processes that create spatial patterns.
- Understand how people interact with natural and cultural environments and that this interaction has consequences.

Five achievement standards will be offered in the course and contribute 21 credits towards NCEA Level 1.

Internally Assessed Achievement Standards

AS91009	3 Credits	Demonstrate geographic understanding of the sustainable use of an environment. (<i>L1 Literacy Standard</i>)
AS91011	4 Credits	Conduct geographic research, with direction. (<i>L1 Literacy and Numeracy Standard</i>)
AS91012	3 Credits	Describe aspects of a geographic topic at a global scale. (<i>L1 Literacy Standard</i>)
AS91013	3 Credits	Describe aspects of geographic topic at a global scale

Externally Assessed Achievement Standards

AS91010	4 Credits	Apply concepts and basic geographic skills to demonstrate understanding of a given environment. (<i>L1 Numeracy Standard</i>)
AS91007	4 Credits	Demonstrate geographic understanding of environments that have been shaped by extreme natural event(s)

Level 2

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

Global topic- Stopping a global killer (pandemics)

- Geographic issue- 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).
- Geographic information systems (GIS)- a spatial issue of interest.

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

Five achievement standards will be offered in the course and contribute 18 credits towards NCEA Level 2.

Internally Assessed Achievement Standards:

AS91244	5 Credits	Conduct geographic research with guidance. <i>(Contributes towards L1 Literacy and Numeracy)</i>
AS91245	3 Credits	Explain aspects of a contemporary geographic issue. <i>(Contributes towards L1 Literacy)</i>
AS91246	3 Credits	Explain aspects of a geographic topic at a global scale. <i>(Contributes towards L1 Literacy)</i>
AS91247	3 Credits	Apply spatial analysis, with guidance, to solve a geographic problem.

Externally Assessed Achievement Standards

AS91243	4 Credits	Apply geographic concepts and skills to demonstrate understanding of a given environment.
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(Contributes towards L1 Literacy)

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-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 and include:

- Analysis of a cultural process – Tourism Development in Queenstown (involves a field trip).
- Carry out geographic research with consultation – Tourism in Queenstown (involves a field trip).
- Analysis of a contemporary issue – Student choice.
- Analysis of a global geographic issue – Diamond processes
- 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.

Five achievement standards will be offered in the course and contribute 19 credits towards NCEA Level 3.

Internally Assessed Standards

AS91430	5 Credits	Conduct geographic research with consultation. <i>(contributes towards L1 Literacy and Numeracy)</i>
AS91431	3 Credits	Analyse aspects of a contemporary geographic issue. <i>(contributes towards L1 Literacy and UE – R)</i>
AS91432	3 Credits	Analyse aspects of a geographic topic at a global scale. <i>(contributes towards L1 Literacy)</i>

Externally Assessed Standards

AS91427	4 Credits	Demonstrate understanding of how a cultural process shapes geographic environment (s) <i>(contributes towards L1 Literacy and UE – R & W)</i>
AS91429	4 Credits	Demonstrate understanding of a given environment(s) through selection and application of geographic concepts and skills <i>(contribute towards L1 Literacy and UE – R & W)</i>

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 1

History is a subject that can be both enjoyable and develop skills that are vastly marketable. This course will appeal to those who have a questioning mind. How has human kind managed to create two world wars and still not learned from its mistakes? Why was NZ involved in both the world wars, along with other conflicts, all so far from our shores? Why did the French feel so threatened by New Zealand that they would send agents to destroy a ship in Auckland Harbour? How could New Zealanders literally riot and fight each other, and the police, over a few games of rugby?

Students will be given the opportunity to explore significant events in NZ and world history from our involvement in the Boer War through to the sinking of the Rainbow Warrior and will analyse the causes and consequences of these events. This course will look closely at NZ's involvement in international wars and internal conflict in the form of protest. History encourages pupils to understand differing perspectives and helps them foster an understanding of New Zealand's place in a changing world. This course will equip students with the key skills needed to participate successfully in the modern world.

Topics studied:

- Ancient Conflict
- Medieval Conflict
- The Boer War
- The World Wars
- The Springbok Tour
- The Rainbow Warrior Incident

Achievement Objectives

This course will enable students to:

- Understand how the causes and consequences of past events that are of significance to New Zealanders shape the lives of people and society.
- Understand how people's perspectives on past events that are of significance to New Zealanders differ.

Six achievement standards will be offered in the course and contribute 20 credits towards NCEA Level 1.

Internally Assessed Achievement Standards

AS91001	4 Credits	Carry out an investigation of an historical event, or place, of significance to New Zealanders.
AS91002	4 Credits	Demonstrate understanding of an historical event, or place, of significance to New Zealanders.
AS91004	4 Credits	Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders.

Externally Assessed Achievement Standards

AS91003	4 Credits	Interpret sources of an historical event of significance to New Zealanders.
AS91005	4 Credits	Describe the causes and consequences of an historical event.

(All of the above are Level 1 Literacy Standards)

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 in students the ability to research, make inferences, analyse evidence and draw conclusions to find the truth – an ever-important set of skills in our media saturated world of today. They will gain a deeper understanding of important historical concepts such as - continuity and change, causation 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 have a cost of approximately \$120.

Topics studied:

- Early Whaling in New Zealand
- Nazi Germany and the Rise of Hitler
- Chernobyl Nuclear Disaster (Possible context)
- 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 lord 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 understandings. 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 West Coast Gold Rush, the First World War, the Kennedy Assassination, and a significant event of their choosing. A lot of this analysis will be student driven and 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 \$170 for a three-day field trip to the West Coast goldfields.

Topics studied:

- The key Ideas and significance of the West Coast Gold Rush
- The causes and effects of the First World War
- 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. (UE – R)
AS91435	5 Credits	Analyse an historical event, or place, of significance to New Zealanders. (UE – R)
AS91437	5 Credits	Analyse different perspectives on a contested event of significance to New Zealanders. (UE – R)

Externally Assessed Achievement Standards

AS91436	4 Credits	Analyse evidence relating to an historical event of significance to New Zealanders (UE – W & R)
AS91438	6 Credits	Analyse the causes and consequences of a significant historical event. (UE – R & W)

(All of the above contribute to Level 1 Literacy)

Note:

This course is designed to enable senior student's 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 Cooper

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 program 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.

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

US 24730	4 Credits	Demonstrate knowledge of the business of tourism.
US 24728	3 Credits	Demonstrate knowledge of work roles in tourism.

Section 2: Tourist characteristics and tourism destinations

US 24732	3 Credits	Demonstrate knowledge of tourist characteristics and needs.
US 24729	4 Credits	Demonstrate knowledge of world tourist destinations.
US 24731	4 Credits	Demonstrate knowledge of destination New Zealand.

Section 3: Literacy and numeracy skills in tourism

US 23761	3 Credits	Read and comprehend work-related documents in English for a tourism workplace.
US 18237	3 Credits	Perform calculations for a tourism workplace.
US 23767	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 program 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, and
- 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.

Section 1: Impacts of tourism (Level 2 credits)

US 24726	2 Credits	Describe and compare social and cultural impacts of tourism.
US 24727	3 Credits	Describe and compare impacts of tourism on the physical environment.

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

US 3727	5 Credits	Demonstrate knowledge of Pacific Island countries as tourist destinations.
US 18211	5 Credits	Demonstrate knowledge of Australia as a tourist destination.
US 18228	8 Credits	Demonstrate knowledge of specific New Zealand regions as a tourist destination.

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

US 26461	8 Credits	Demonstrate knowledge of Asian countries as tourist destinations.
US 26262	8 Credits	Demonstrate knowledge of Central American or South American countries as tourist destinations.
US 26463	8 Credits	Demonstrate knowledge of European countries as tourist destinations.
US 26464	8 Credits	Demonstrate knowledge of Middle Eastern or African countries as tourist destinations.

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

US 24725	4 Credits	Describe and analyse the economic significance of tourism.
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Section 4: Customer service skills in tourism

US 378	3 Credits	Provide customer service for international visitors.
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Section 5: Identify and self-evaluate the demands of a specific role in a tourism workplace (Level 3 credits)

US 23755	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.)
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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 realizing 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 in turn impacts on the cultural, ethical, environmental, political, and economics 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.

How is the learning area structured?

The learning area comprises three components: Technological Practice, Technological Knowledge, and Nature of Technology. Teaching and learning programmes will integrate all three, though a particular unit of work may focus on just one or two.

Knowledge and skills are learnt in context. By offering a variety of contexts, teachers help their students to recognize 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

SENIOR MATERIALS TECHNOLOGY

Contact: Mr Gamblin

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 and/or Building Industry Training Organisation (BCITO) Unit Standards.

Level 1

Students in this course will focus on developing technological outcomes that address a given brief or issue. They will initially work in the designing room as they work with a client and stakeholders to identify a storage need and develop a suitable outcome to that need. They will then construct the outcome in the workshop, before evaluating its success against the brief.

A selection of the following Achievement Standards will be used to assess this course.

Internally Assessed Achievement Standards

AS91044	4 Credits	Undertake brief development to address a need or opportunity (<i>L1 Literacy Standard</i>)
AS91046	6 Credits	Use design ideas to produce a conceptual design for an outcome to address a brief
AS91047	6 Credits	Undertake development to make a prototype to address a brief
AS91057	6 credits	Implement basic procedures using resistant materials to make a specified product

There will be material costs associated with this course.

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 Unit Standards

BCITO	US 12932	8 Credits	Construct timber garden furniture and items of basic construction equipment as a BCATS project.
BCITO	US 24351	6 Credits	Demonstrate knowledge of and use specified fixed machinery in the construction of BCATS projects.

Internally Assessed Achievement Standards

AS91344	6 Credits	Implement advanced procedures using resistant materials to make a specified product with special features
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There will be material costs associated with this course.

Level 3

This course is about using the skills learnt in Materials Technology and related subjects over the last four plus years to build projects of a Level 3 complexity. Students may choose to either make their own project or work as part of a team making a project such as a Play House.

From this independent learning will come evidence that meets the requirements of a selection of the BCITO Unit Standards listed below.

Generally, any Year 13 student who has not completed the Level Two course will be required to do the Level Two 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.

BCITO Carpentry Unit Standards (These do not contribute to University Entrance)

Internally Assessed Unit Standards

Domain: Building, Construction and Allied Trades Skills

US 29677	2 Credits	Follow safe workplace practices, and contribute to a health and safety culture, in a BCATS environment
US 29678	4 Credits	Demonstrate knowledge of, select, and use materials for a Stage 3 BCATS project
US 29681	3 Credits	Measure and calculate for a Stage 3 BCATS project
US 29682	4 Credits	Select, use, and maintain tools, equipment, and machinery for a Stage 3 BCATS project
US 29684	12 Credits	Undertake a Stage 3 BCATS project

There will be material costs associated with this course.

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 from two areas of study 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 1

This course builds on the learning established in the Design and Visual Communication courses at Years 9 and 10 and is part of the Technology Curriculum. Year 11 focuses on developing a student's ability to design and think within a design context. By the end of the year each student will have a detailed knowledge of the design process and will have refined their freehand drawing, computer and modelling skills. Computers are used extensively to assist in developing and communicating ideas and thinking.

The total number of credits for the Level 1 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 2 Design and Visual Communication will be 14 credits from this course. Preference will be given to students who have achieved with Merit or Excellence, should spaces in the one class be oversubscribed.

Internally Assessed Achievement Standards

AS91067	3 Credits	Use the work of an influential designer to inform design ideas
AS91068	6 Credits	Undertake development of design ideas through graphics practice
AS91069	4 Credits	Promote an organised body of design work to an audience using visual communication techniques (<i>L1 Literacy Standard</i>)

Externally Assessed Achievement Standards

AS91063	3 Credits	Produce freehand sketches that communicate design ideas
AS91065	3 Credits	Produce instrumental praline drawings to communicate design ideas (<i>L1 Numeracy Standard</i>)

Level 2

This course builds on the learning of the Level 1 course and prepares students for Level 3. 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. They will learn to explore and refine their designs to a deeper level and explore techniques to generate unique and innovative outcomes.

Preference will be given to students who have obtained 14 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 14 credits from this course. Preference will be given to students who have achieved with Merit or Excellence, should spaces in the one class be oversubscribed.

Internally Assessed Achievement Standards

AS91340	3 Credits	Use characteristics of a design movement or era to inform design ideas (<i>contributes towards L1 Literacy</i>)
AS91341	6 Credits	Develop a spatial design using graphics practice (<i>contributes towards L1 Literacy</i>)
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 and are expected to be more analytical in their approach to the development of a personalised design project. They can undertake a product design 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.

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 (contributes towards L1 Literacy)
AS91610	6 Credits	Develop a conceptual design considering fitness for purpose in the broadest sense (contributes towards L1 Literacy)
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 Hubble

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 1

This course aims to develop a student's skills in relation to a range of digital technologies.

Digital Information focuses on the knowledge, skills and competencies that people need to locate, evaluate and present digital information efficiently, effectively and ethically. Students learn to use current and emerging technologies to become confident users of digital systems and tools.

Digital Media involves developing knowledge and skills about the mechanisms for communicating content. This uses the skills from multiple applications to produce a digital media outcome. This will be in the form of a simple HTML/CSS web site

Programming is about creating new computer software to address peoples' needs. The standard tools and techniques used in all programming languages are introduced and developed through a specific language which can then be applied to multiple programming environments. Students are introduced to Python, a text-based programming language which incorporates the principles of object orientated programming.

Computer Science is about the concepts and tools that are needed to write programs that run quickly, are easy to use, and produce effective outcomes. This includes analysis of different algorithmic solutions to solve specific problems, an analysis of standard human computer interfaces and an introduction to high- and low-level programming languages. Computer Science also explores the limits of what can be done on computers.

Internally Assessed Achievement Standards

AS91879	4 Credits	Develop a digital outcome to manage data (L1 Literacy Standard)
AS91880	4 Credits	Develop a digital media outcome (L1 Literacy Standard)
AS91883	4 Credits	Develop a computer program
AS91885	3 Credits	Demonstrate understanding of searching and sorting algorithms

Externally Assessed Achievement Standards

AS91887	3 Credits	Demonstrate understanding of compression coding for a chosen media type (L1 Literacy Standard)
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Level 2

This course looks at two different areas of Digital Technologies

Digital Media encompasses a number of 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.

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.

Internally Assessed Achievement Standards

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

Externally Assessed Achievement Standards

AS91898	3 Credits	Demonstrate understanding of a computer science concept (L1 Literacy Standard)
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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 compliment the learning completed in Level 2.

Digital Media and Computer Science offers students the creativity to expand on the 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.

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.

Internally Assessed Achievement Standards

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

Externally Assessed Achievement Standards

AS91908	3 Credits	Analyse an area of computer science (contributes towards L1 Literacy and UE-W)
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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 1

At this level, the focus is on developing the student's skills in basic cookery by creating dishes that are everyday staples and then extending their knowledge by manipulating ingredients in different ways to produce a variety of end products. The course will be a mixture of unit and achievement standards. The unit standards will allow the students to develop their cookery skills and these skills are then showcased in catering opportunities. The achievement standards will focus on the nutritional aspect of food and demonstrate that students can follow basic procedures to create a quality end product.

Internally Assessed Unit Standards

US15892	5 Credits	Demonstrate knowledge of terminology used for food and recipes in commercial cookery
US15896	3 Credits	Demonstrate knowledge of frying and grilling as cookery methods in the commercial catering industry
US15919	2 Credits	Prepare and present hot finger food in the hospitality industry
US15921	3 Credits	Prepare and cook a cake, a sponge and a batch of scones in the hospitality industry
US19770	3 Credits	Prepare and present egg and cheese dishes in the hospitality industry
US21059	2 Credits	Demonstrate knowledge of knife care, use, storage and carrying for the hospitality industry

Internally Assessed Achievement Standards (these maybe included)

AS90956	5 Credits	Demonstrate knowledge of an individual's nutritional needs
AS91082	4 credits	Implement basic procedures to process a specified product

There will be material costs associated with this course.

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, maitre ds 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
US13344	3 Credits	Demonstrate knowledge of the characteristics of cookery methods and their applications in commercial catering
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
US14436	4 Credits	Provide table service for a commercial hospitality establishment

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.

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	Auckland – Art, Design and Visual Communication, English-rich Subjects (Portfolio required) Wellington – 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

www.stbedes.school.nz/pathways/careers/

www.careers.govt.nz

Understanding NCEA

www.nzqa.govt.nz/ncea/understanding-ncea/how-ncea-works/

www.nzqa.govt.nz/ncea/subjects/literacy-and-numeracy/level-1-requirements/

www.nzqa.govt.nz/

www.vocationalpathways.govt.nz

Preparing for University

www.nzqa.govt.nz/qualifications-standards/awards/university-entrance/literacy-requirements/

www.nzqa.govt.nz/qualifications-standards/awards/university-entrance/approved-subjects/

Tertiary Education Providers

www.canterbury.ac.nz (Canterbury University)

www.otago.ac.nz (Otago University)

www.auckland.ac.nz (Auckland University)

www.lincoln.ac.nz (Lincoln University)

www.massey.ac.nz (Massey University)

www.vuw.ac.nz (Victoria University)

www.ara.ac.nz (Polytechnic)

www.yoobee.ac.nz (ACG Yoobee School of Design)

www.sit.ac.nz (Southern Institute of Technology)

www.bcito.org.nz (Building and Construction)

www.dac.ac.nz (Design and Arts College)

www.piperpat.co.nz (Careers)

www.aut.ac.nz

www.unitec.ac.nz

www.nomajordrama.co.nz

Student Loans and Allowances

www.studylink.govt.nz

www.winz.govt.nz

General

Tax Refunds- if you have a part-time job visit www.whatstax.govt.nz

www.mzdf.mil.nz (NZ Defence)

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Mā te whakapono me te mahi
By faith and work



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