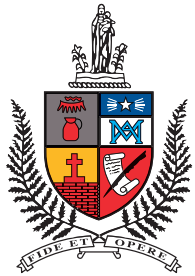


YEAR 11 PATHWAYS 2024



ST BEDE'S
COLLEGE

Haere Mai

In Year 11 tamariki, in collaboration with kaiako and whānau, will select learning packages that allow them to explore areas of interest in more depth as they look to specialise and deepen their understanding. This handbook outlines the learning packages on offer in each curriculum area.

Students will select six learning packages, with one of them being in Religious Education and the remaining five from any of the other faculty areas.

The new literacy and numeracy co-requisites, which were completed in Year 10 for most students, reduce the need for ākonga to take compulsory English and Mathematics courses in Year 11. We do, however, still **strongly recommend** a numeracy, literacy and science course. (If a student has yet to pass one of the co-requisites they will have to choose a pathway that allows them to do so).

Some courses in Year 12 and 13 require prior learning and, alongside the learning packages for each curriculum area, there are pathway infographics to help with course selection in Year 11 and ensure ākonga are not excluded from courses they hope to study in future years.

In the senior school we encourage and support students 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.

At the back of the handbook is an appendix showing course requirements for tertiary studies and employment pathways that have historically been popular for St Bede's ākonga.

Please note that while we will endeavour to meet the learning package selection of each ākonga, timetabling clashes and uptake of courses may result in them not getting their full course selection.

Ngā Mihi

Dr James Burnside
Deputy Rector – Teaching and Learning

KEY

Industry: These subjects allow students to choose a pathway based on their interests, providing them with the grounding and knowledge to pursue their chosen career, be that at a tertiary education provider or in the workplace.

Vocational: These subjects are suited to those choosing a vocational pathway and allow students to gain valuable skills that will set them up for life.

University Entrance: University Entrance (UE) is the minimum requirement to go to a New Zealand university. These subjects are all UE-approved.



Faculty of ARTS

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



Music (MUS1)

Develop your skills as a musician through performing, creating, and understanding music. The performance of music in this course requires rehearsing and presenting a piece of music to a small group of fellow music students in the classroom. The creation of your own music can involve the use of instruments and/or MIDI recordings using audio production software. You need to be receiving or willing to start instrument or vocal lessons, either through the college or privately.

Drama (DRA1)

Explore your acting skills through new creative experiences. Watch and experience drama performance both in the classroom and on class trips to theatre and external workshops. You will use your own ideas and life experiences to create characters and context for performance. Develop your confidence and build on skills previously learnt in the classroom. Further your understanding and knowledge of backstage technologies like sound, lighting, set design and costume.

Art (ART1)

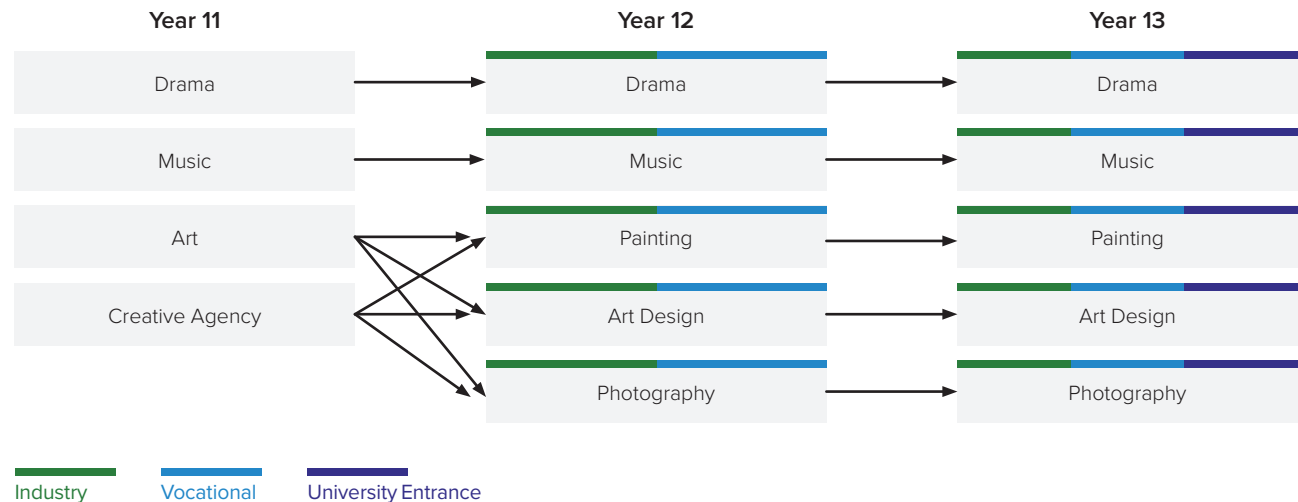
You will use any combination of observational drawing, painting, printmaking, photography, or sculpture to explore positive form and negative space. You will develop your own plan for the year and can explore your own whakapapa and taonga, as well as focusing on developing your skills in portraits, figure, landscape, cityscape, still-life, or abstraction.

Creative Agency (ART1CA)

Create a digital portfolio of mixed media work for the advertising and marketing of a creative business, event, or non-profit. Personal choice of media and promotional material can include moving image (film, gifs/reels), logo design, website graphics, digital illustration, tattoo, character development and graffiti murals. Individual creative problem solving in a commercial or non-profit context. Apply your skills to local/national projects, a family business, or to help resolve environmental issues. You can also incorporate work from other subjects, for example adding original music or cultural heritage.



Arts Faculty Pathway



Faculty of LANGUAGES

English is the study, use, and enjoyment of the English language, communicated orally, visually, and in writing. It is a subject that promotes creative and critical thinking.

By understanding how language works, students are equipped to make appropriate language choices and apply them in a range of contexts, recognising that words have the power to enrich and shape their own and others' lives. The study of literature enables students to deconstruct texts and their ideas, building on a student's capacity to feel empathy for others as they come to appreciate the complexities and beauty of the lives and experiences captured within the stories. Through the production of their own texts, students will be empowered to express themselves with confidence, recognising how their identity, heritage, and place within the world shapes their unique viewpoint.

When selecting their course, students should be guided by the advice of their Y10 English teacher but, as a general rule, students operating at 5B or just below would be best suited to take the Black course. The Red course has been designed to suit students operating at 5P and above, with a good command of written accuracy as the Red course has a more intensive writing focus. Please note both courses offer a mix of internal and external standards.

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

Power Plays (ENG1PR / ENG1PB)

In this course you will step into the exciting world of competition, strategy, and ambition where the stakes are high and the players are ruthless. Through the exploration of a range of films and literature, you will delve into the minds and explore the actions of fierce competitors, savvy leaders, and passionate people as they engage in a game of power and influence, all determined to fight for their dreams, desires, and what they believe is right.

Against All Odds (ENG1AR / ENG1AB)

In this course you will read, view, and listen to a range of texts to discover the interesting and varied stories of individuals who have overcome incredible obstacles to achieve the unachievable. From overcoming physical challenges to breaking through social barriers, these inspiring stories of perseverance and determination will leave you feeling motivated and empowered.

Coming of Age (ENG1CR / ENG1CB)

In this course you will explore the universal journey of growing up and finding your place in the world. Through the exploration of a range of YA films and literature you will be empowered to analyse the experiences and actions of characters who have already walked the corridors of high school, navigated the highs and lows of adolescence, and ultimately traversed the bridge into adulthood.



SPANISH



My World and I (SPA1)

Would you like to increase your ability to communicate in Spanish? Would you like to be able to read simple texts and express opinions about what you think is important?

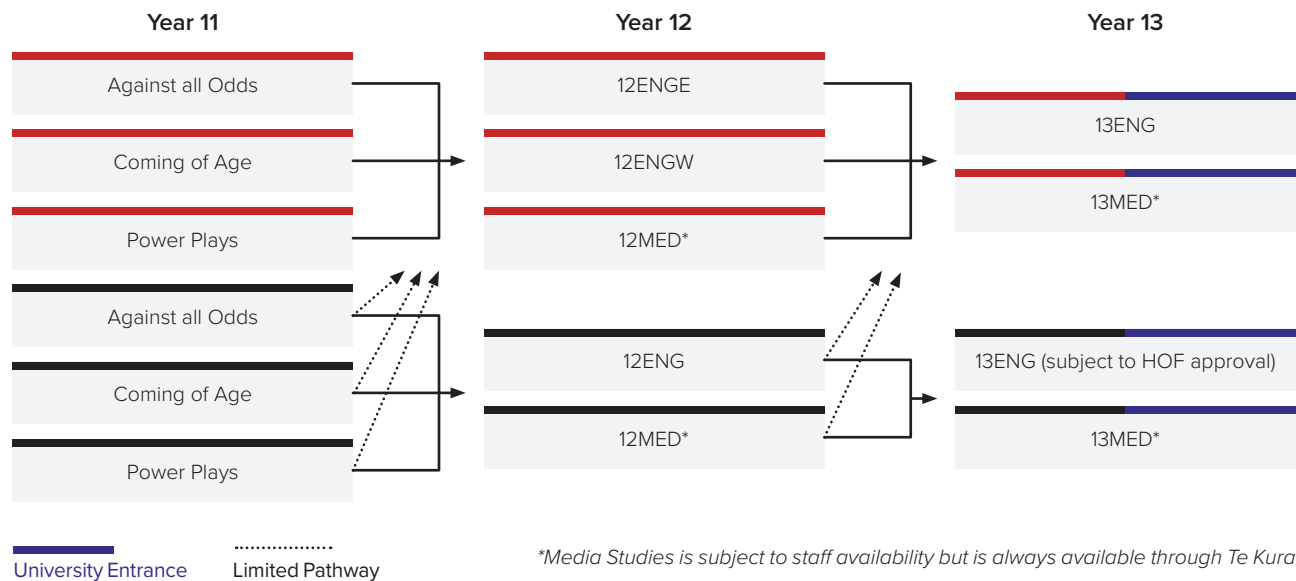
Vamos a aprender más español! In this course students will be challenged to use Spanish in written and oral forms to communicate ideas about travel, a healthy lifestyle, hobbies, their plans for the future, and after-school jobs.

Year 11 SPA1

Year 12 SPA2

Year 13 SPA3

English Faculty Pathway



*Media Studies is subject to staff availability but is always available through Te Kura

Faculty of MATHEMATICS

Studying mathematics offers numerous benefits that extend beyond the classroom. Here are some reasons why studying mathematics is important for your education:

Foundation for Future Learning

Mathematics provides a solid foundation for various academic and professional disciplines. Many fields, such as science, engineering, technology, economics, and even social sciences, rely heavily on mathematical concepts and reasoning.

Critical Thinking and Problem-Solving Skills: Mathematics develops critical thinking and problem-solving abilities. It teaches students to analyse problems, break them down into manageable steps, and find logical solutions. These skills are valuable in both academic and real-life situations.

Quantitative Literacy: In today's data-driven world, quantitative literacy is essential. Understanding mathematics enables individuals to make informed decisions based on data, interpret statistics, and comprehend numerical information presented in various contexts.

Enhanced Cognitive Skills: Learning mathematics can enhance cognitive skills, such as memory, attention, and logical reasoning. It exercises the brain and contributes to overall mental agility.

Improved Abstract Reasoning: Mathematics involves working with abstract concepts and symbols. This nurtures abstract reasoning skills, which are valuable in various academic and professional pursuits.

Career Opportunities: Many careers, including those in science, technology, engineering, and mathematics (STEM) fields, require a strong mathematical background. Even careers outside of STEM benefit from employees with analytical and problem-solving abilities developed through studying maths.

Technological Proficiency: In an increasingly technology-driven world, understanding mathematics is crucial for comprehending how technology works and using it effectively.

Cultural and Historical Significance: Mathematics has a rich history and is intertwined with various cultures throughout time. Studying mathematics can deepen students' understanding of historical developments, achievements, and contributions made by mathematicians.

Life Skills: Mathematics is practical and applicable in everyday life. Understanding concepts like budgeting, taxation, interest rates, and measurements can improve financial literacy and general problem-solving skills.

Overall, studying mathematics in secondary school is not just about acquiring theoretical knowledge; it is about developing essential skills and habits of mind that serve students well throughout their lives.



Maths GP (MAT1GP)

In this course you will explore abstract thinking, pattern analysis, algebra, and geometry, with some data analysis. This course is for those students who wish to study mathematics to higher levels. It will provide the foundation for those students wanting to take Calculus and would be highly beneficial for those wanting to take Statistics.

Investigating your World (MAT1IW)

In this course you will explore data analysis with some mathematical methods. The course is primarily aimed at students wishing to pursue a more statistical and data analysis pathway while still doing some abstract mathematics.

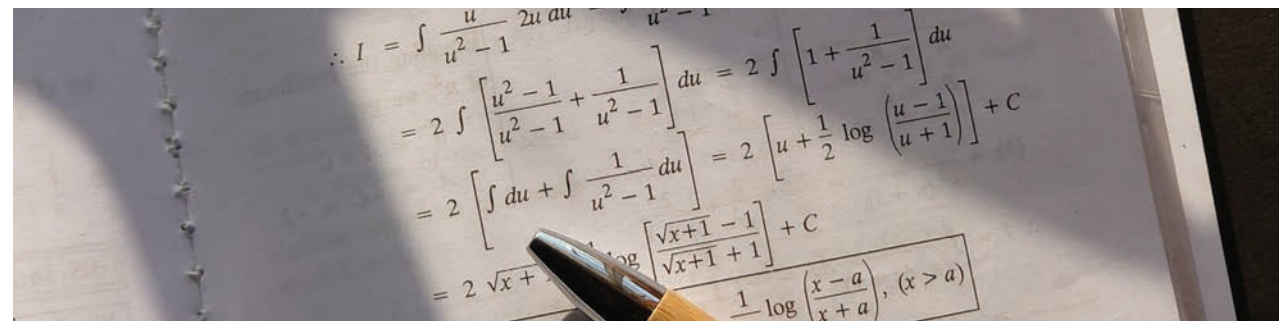
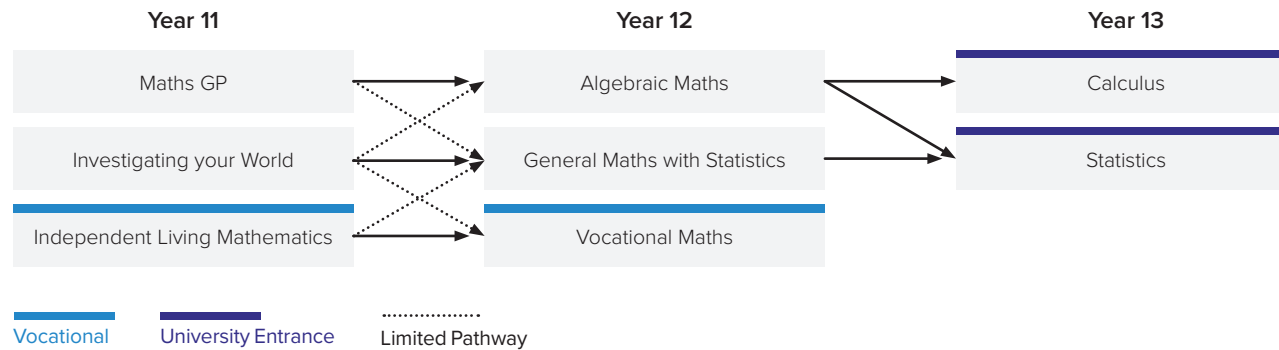
Independent Living Mathematics (Vocational and Life Skills) (MAT1VL)

In this course you will learn and practice mathematical processes which are useful to real world problem solving and vocational careers. You will also learn how to process information and use data analysis to understand the world and make decisions related to this data.

Students that choose this pathway will then be required to take General or Statistics courses at Levels 2 and 3.



Mathematics Faculty Pathway



Faculty of PHYSICAL EDUCATION AND HEALTH



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.

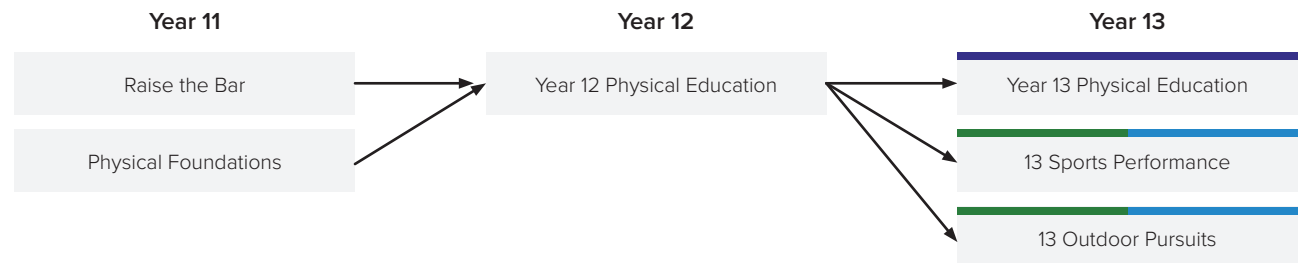
Raise the bar (PED1RB)

Are you keen to raise the bar? Explore ways to unlock your athletic potential. Learn how the human body adapts and grows when pushed to the limit. Explore how to craft your skill through analysis and work with team mates to get the competitive edge over the opposition. This course is for everyone from keen athletes to people looking to set themselves up to be a physiotherapist, sports analyst, coach or sports scientist.

Physical Foundations (PED1PF)

Immerse yourself in the world of movement in Physical Foundations, a course designed to offer an in-depth understanding of movement, kotahitanga (teamwork), sports science and societal factors. This course will provide a fun and challenging experience, while encouraging a strong understanding of important physical education concepts as you learn in, through, and about movement. For future coaches, referees, trainers, defence force personnel, or anyone who is keen on sport and physical activity.

Health and Physical Education Faculty Pathway



▬ Industry
 ▬ Vocational
 ▬ University Entrance





Faculty of RELIGIOUS EDUCATION

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.

In Year 11 all students will study the same topics, as set out in the refreshed Religious Education Curriculum: Tō Tātou Whakapono: Our Faith. There will be an opportunity to select from three separate pathways depending on the student's abilities and learning preferences.

Take up your cross and follow me (RED1TC)

Students who select this pathway can expect a balanced approach of interactive activities along with a more traditional style of learning.

The topics studied throughout the year include:

- **Te Rongopai (The Gospels) How do we know about Jesus?** Students will overview the four gospels and uncover their unique perspective on Jesus' life, death and resurrection.
- **Beliefs and Believing (ō tātou whakapono) What do people believe about God?** This topic explores key characteristics of Catholicism in connection with at least one other major world religion.
- **Being Human (Kia Noha Hahi) How can I have a good life?** Students are presented with a variety of ethical scenarios and will be challenged to develop moral decision-making skills.
- **Our Story (Ā Tātou Whakapapa) What is the Catholic Marist story in Aotearoa?** Investigates the origins of the Marist Fathers and their role as a missionary church, establishing Catholic communities throughout our country.

The pathway will include two internal assessments and one external assessment. The internal assessments will be structured as 'learning portfolios' and will take place over an extended period. Students will have the opportunity to present their findings in a variety of ways, drawing upon their different skills.



Go and make disciples of all nations (RED1DN)

Students who select this pathway will be in varying places with their faith, but will all be seeking to understand where, or how, Christ is working in their life.

Specific time will be made in classroom activities and discussion to explore the big existential questions and students should be willing to discuss where they are in their faith journey.

As students become more comfortable in this environment, they will be supported to be a witness of faith and engage in peer-to-peer ministry. They will also be provided with practical opportunities to put their faith into action in our wider community.

Students will study the four core topics of:

- **Te Rongopai (The Gospels) How do we know about Jesus?** Students will overview the four gospels and pay particular attention to themes of compassion, mercy and discipleship and how it can be modelled as a Catholic today.
- **Beliefs and Believing (ō tātou whakapono) What do people believe about God?** This topic explores key characteristics of Catholicism along with at least one other major world religion. Students will be provided with opportunities to engage in peer ministry while also engaging with members of other faiths within our wider community.
- **Being Human (Kia Noha Hahi) How can I have a good life?** Students will be presented with a variety of ethical scenarios and will be challenged to develop moral decision-making skills. There will be a practical component to this topic where learners will reflect on how they live out our Catholic values through acts of service.
- **Our Story (Ā Tātou Whakapapa) What is the Catholic Marist story in Aotearoa?** 'Our Story' looks at the origins of the Marist Fathers and their role as a missionary church, establishing Catholic communities throughout our country. The Young Marists team will help connect the story of our school to our wider Marist network schools. The team will also outline the various programmes they offer around the practicalities of leadership and social justice initiatives they are responsible for.

The pathway will include two internal assessments and one external assessment. There will be a strong emphasis on connecting students' learning to acts of service and ministry which they will have taken part in throughout the year. What better way to live out the motto 'Fide Et Opere', by faith and by work.

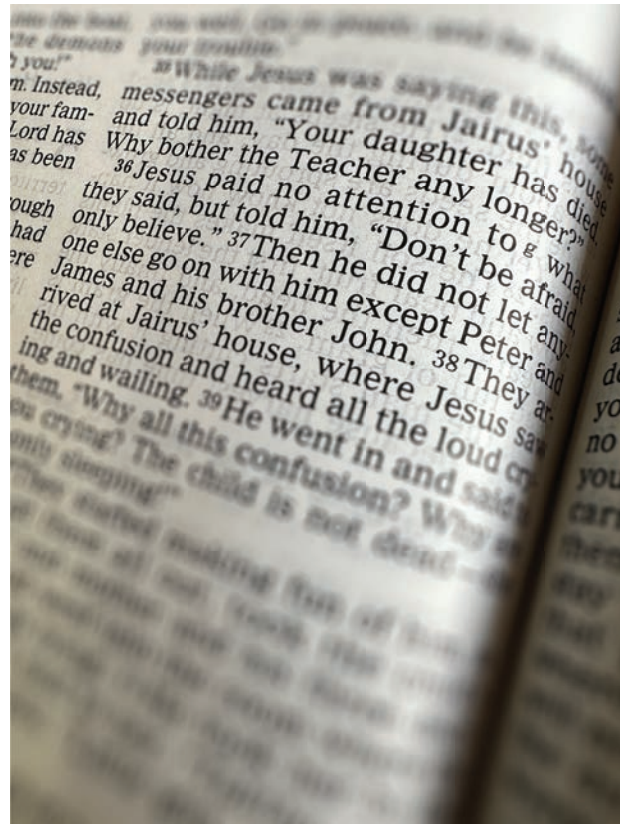
Don't be afraid, only believe (RED10B)

This pathway aims to provide an accessible and inclusive learning experience for students, while seeking to promote a growth in understanding and appreciation of the Catholic Church and its rich history. It will include two internal assessments, with external assessments being offered based on class capabilities. Unit Standards may also be provided for students to connect their learning to a wider context.

The three major topics students will cover in this pathway include:

- **Te Rongopai (The Gospels) How do we know about Jesus?**
- **Being Human (Kia Noha Hahi) How can I have a good life?**
- **Our Story (Ā Tātou Whakapapa) What is the Catholic Marist story in Aotearoa? '**

This pathway is designed as a more accessible RE course for students that may have found RE a difficult subject to access in the junior school.



Religious Education Pathway



Faculty of SCIENCE

Living Planet (SCI1LP)

The earth is a dynamic, constantly changing planet. All living things are reliant on other living things and the environment around them for survival. Understanding the environment around us is vital for fostering a sustainable and resilient planet, ensuring the well-being of both human societies and the natural world. This course will equip ākonga with the knowledge and tools needed to make informed decisions and take meaningful action towards a more sustainable future.

Nuts and Bolts (SCI1NB)

Human civilisation only exists because humans are builders. Building and construction knowledge has been honed over time using scientific discoveries. In this course students will explore how different materials can be used to ensure buildings are safer and more energy efficient. Through investigation the students will get hands on opportunities to understand that science is all around us.

The way we work (SCI1WW)

A large part of our wellbeing depends on how we look after our bodies. Eating well, being physically active, and staying healthy is an essential part of that. In this course, students will study the science of the human body. Understanding how our body systems work is an essential life skill and can lead to many career opportunities, such as health and sports sciences. Students will explore how our body systems work, what happens when things go wrong, and the scientific principles of body structure and movement.

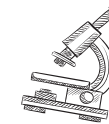


Matter in Motion (SCI1MM)

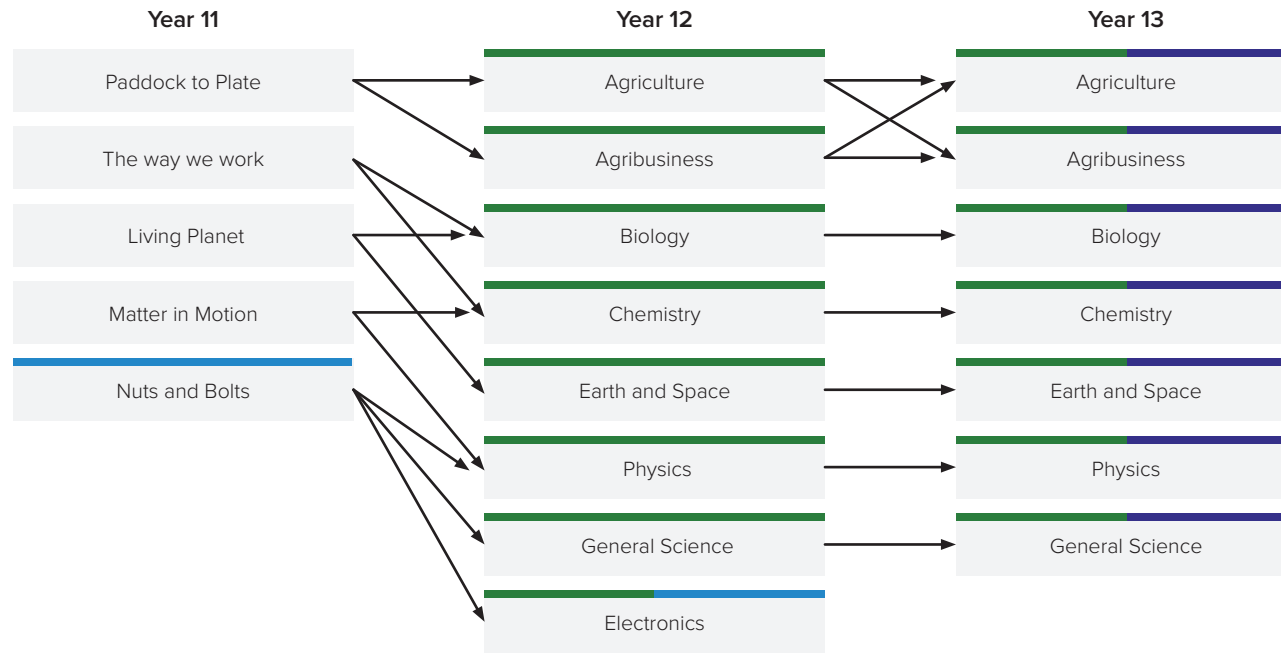
What do a car, a building, and a rocky cliff have in common? They are all made of matter. The movement of all matter can be predicted using scientific concepts and, in this course, the students will study practical applications of matter in motion in various fields, including engineering, transportation, sports, and space exploration. Students will explore the relationship between matter and energy and how it creates the world we experience.

Paddock to Plate (SCI1PP)

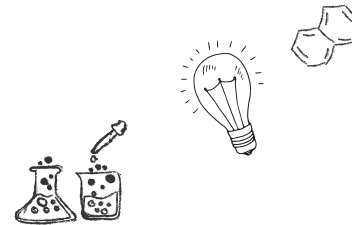
Food production is the largest industry in Aotearoa New Zealand, and we are recognised globally as producers of high-quality food. With the world's growing population and the need for sustainable food production, agricultural studies play a critical role in ensuring we all have food to eat while looking after the environment. In this course students will explore the science behind the journey their food takes from being produced in a paddock to being served on their plate.



Science Faculty Pathway



█ Industry
 █ Vocational
 █ University Entrance



Faculty of **SOCIAL SCIENCES**

The social sciences focus on the study of how people interact with each other and their world. It enables students to participate in a changing society as informed, confident, and responsible citizens.

It differs from social studies taught in Years 9 and 10. It splits into the more specific areas of commerce, geography, and history. Though social studies incorporates elements of these areas, a student should not be put off from continuing with a social science if they did not wholeheartedly enjoy social studies. Each area is highly relevant to understanding the world we exist in, and offers high interest, thought-provoking material.

To find out more information on the multiple courses the social sciences offer at St Bede's Collège, please visit our faculty website: www.sbcsocialsciences.com

Skills learned and practised in the social sciences are highly transferrable and 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, Planning, Resource Management, Business Enterprise . . .

Man vs Earth (GEO1)

Living on Earth is tough. There are many challenges that we have faced in the past and continue to navigate today. Yet humans have survived and flourished. This course takes a journey through some challenges that we face, where we have settled and thrived, and how this has come about. We will also explore specific parts of our natural world and how they shape our existence. Geography also develops many transferrable skills that set students up to connect and transfer between multiple disciplines. Learning experiences in this course will include education outside the classroom – in nature and the local community – alongside some exciting, gamified activities inside the classroom. This course will develop students' literacy, research, empathy, and critical thinking skills.

My Economic World / My World of Business (COM1EW)

An introduction to the study of Commerce incorporating insights into economics, business, and finance. This course provides real-life and relevant learning opportunities for our students which will allow them to become more informed and active participants in their community in relation to the ever-changing world of commerce and how it impacts on their lives. There will be several opportunities for students to interact with business owners in the community and study critical economic concepts in the local economy.



Money Matters – My Financial Capability (COM1MM)

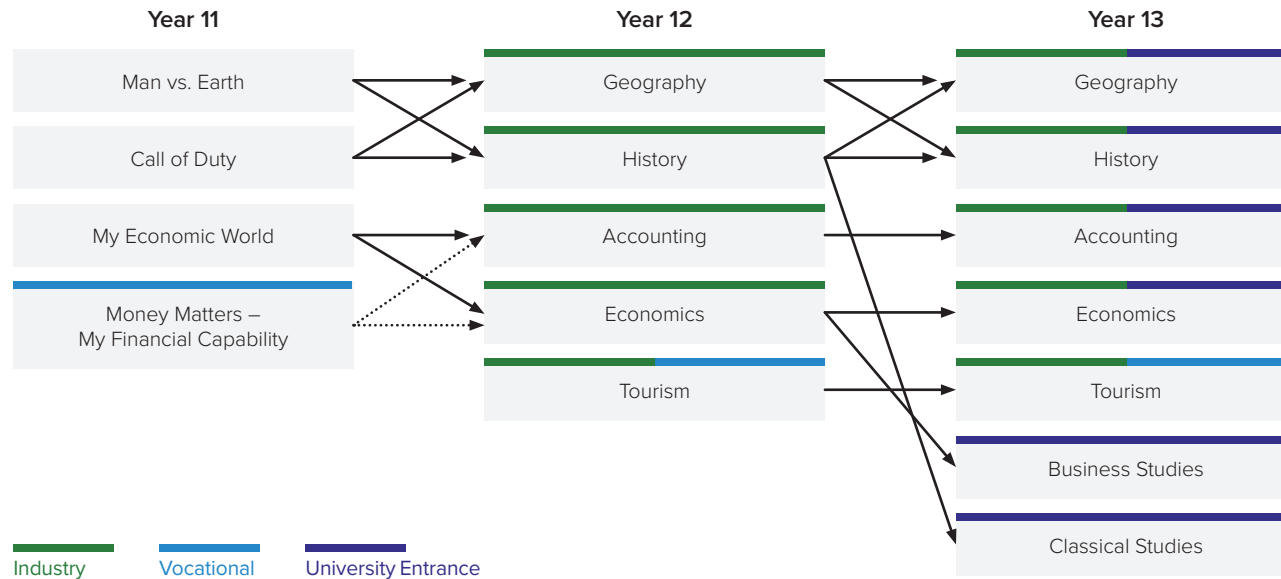
Students will develop their capability with money by gaining both the knowledge and confidence to make informed decisions associated with setting and meeting their personal financial goals and commitments. Having a sound foundation in financial capability provides a toolkit for greater economic wellbeing – in turn strengthening students' personal and social wellbeing throughout their various life stages. This course is set up to cover financial literacy essentials for life.

Call of Duty (HIS1)

Throughout history humans have been called to action, either willingly or otherwise, to participate in war. This course will explore conflict across time. Starting with the ancient world, and moving right up to modern warfare, students will marvel at the similarities in the reasons, methods, and outcomes of conflicts. Students might compare the technology and tactics used by Napoleon in 1812 with Alexander the Great in 333BC. Or they might evaluate the importance of terrain in the D-Day landings during World War Two with the Battle of Thermopylae in the Greco Persian War. There will be choice for students in the battles and wars studied. This course will develop literacy, research, empathy, and critical thinking skills. These critical developments will be achieved using high interest learning experiences such as film, board games, reenactments, video games, and community engagement. There will be a local one-day field trip built into this course.



Social Sciences Faculty Pathway



Faculty of TECHNOLOGY

Technology is comprised of four subject areas:

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

The teaching within each subject area allows students to design and create products and systems that address real world clients and situations. In each subject, students learn to plan out their projects, generate ideas, develop and test solutions, and evaluate them. Creativity and innovation are encouraged in all learning, with the aim of expanding human possibilities and experiences. Students learn practical skills as they test and trial models, prototypes, products, and systems. As students advance through our courses, they cultivate universally essential skills of creative and critical thinking. 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.

Materials Technology - Experiencing Design and Thinking Creatively (MTC1)

During the first half of the year, students will design and then build a string instrument to meet specific client requirements, after which we test it and evaluate the process we followed. What did we miss, what could we improve? From Term 3, we look at students' interests and pathway ideas, aiming to give them experiences with machinery and materials that they may wish to pursue in more specific specialisms – which could inspire future project ideas going into Year 12 and beyond. This course is an achievement standard-based course and is designed to work to students strengths, while also developing their abilities to research, question and critically analyse design concepts and ideas.

Digital Technology - Code Your Creativity (DTC1)

You will learn how to make a website using different tools and methods. First, you'll figure out what the website is for, who might use it, and what it needs to do. You will then make choices about how to build it based on testing. Finally, you'll try it out with other people to see how well it works. You will also learn how to use computational thinking and basic programming skills. You'll find and fix mistakes in your code, make predictions, and test your program to make sure it works the way you want it to. You'll also learn how to write good documentation so other programmers can understand and improve your work.

Food Technology - Fundamentals in Culinary Art (FTC1)

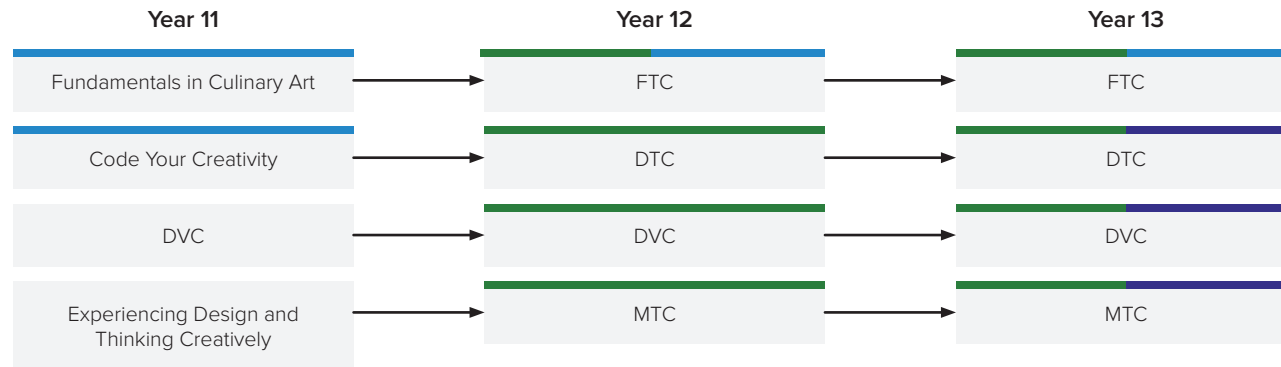
Culinary art covers everything from the preparation, cooking, plating, presentation and serving of food. This course will give you the skills to be competent when working with food. You will be encouraged to take a 'step outside the box' by trialling and testing new techniques or ideas of your own, or ones that have been inspired by past or current culinary legends.

Design and Visual Communication – Designing the Future: Exploring Techniques, Cultures and Creativity in Product Design and Architecture (DVC1)

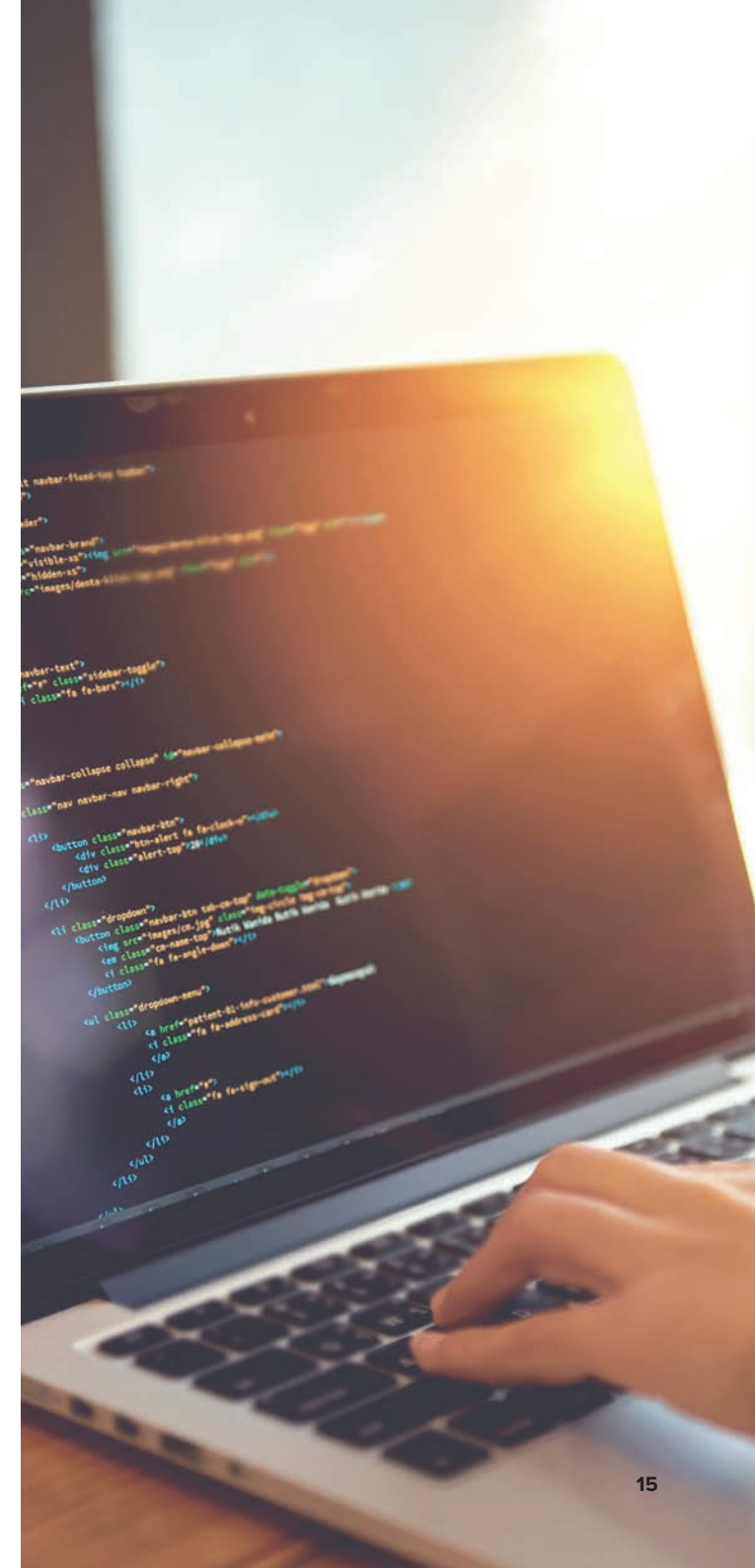
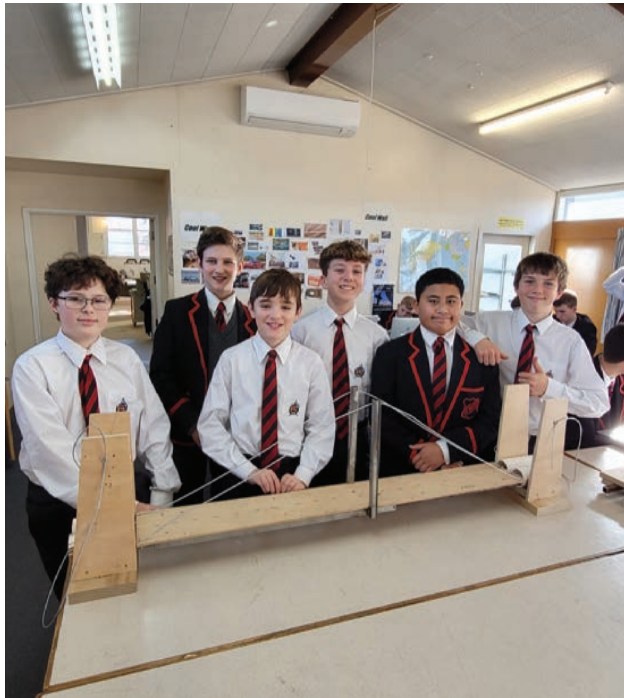
Get ready to embark on an exciting journey into the world of architecture and product design. In this course, you'll be introduced to the art of crafting innovative and eye-catching ideas. You'll discover fresh techniques that will inspire your creativity and learn how to visually communicate your design thoughts with flair. The most exciting aspect of this course is that it offers you the opportunity to dive into the world of design through sketching, hands-on physical modelling, and computer-based modelling. It's a chance to unleash your creativity and push the boundaries of your imagination. By the end of this adventure, you'll have not only unleashed your inner designer but also developed an impressive set of skills that will set you apart in the world of architecture and product design. So, let your creativity soar, and let's get started on this thrilling design journey together.



Technology Faculty Pathway



■ Industry
 ■ Vocational
 ■ University Entrance



CENTRE OF ENHANCEMENT

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*



A Road to Success (COE1RS)

In this course you will develop language skills for the workplace and beyond. From creating a CV and writing professional emails to acing that interview, you will explore the ways literacy is key to success. You will also be supported in gaining experiences beyond the classroom to develop transferable skills valued by employers. And because employment leads to income, this course will help you on your way to becoming a financially responsible citizen.

Literacy – Unlocking NCEA and Beyond (COE1L)

In this course you will continue to build the solid foundation of literacy required to access further learning, and to engage in employment and with your community. This course will help you to achieve the level of literacy required to achieve the corequisite Literacy Standards (Reading and Writing) which assess at upper Level 4 and lower Level 5 of the curriculum. Achieving these standards is required to gain your NCEA qualifications.

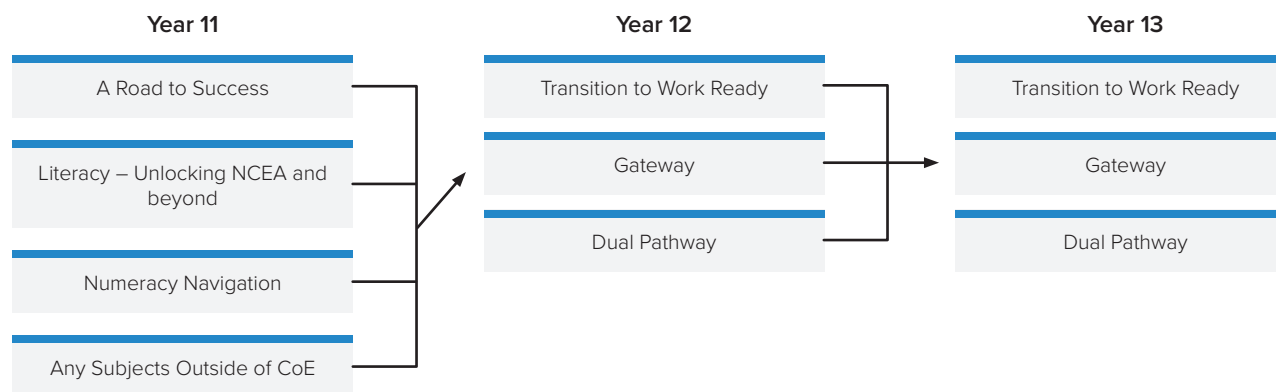
Note: This course may be a compulsory course for students who are not ready for/do not achieve the Reading and Writing Literacy Standards by the end of Year 10.

Numeracy Navigation (COE1N)

This course is focused on learning, understanding, and practicing the concepts required to gain the NZQA Level 1 Numeracy requirement. It is for students who have not met this requirement by the end of Year 10. You will also do some data analysis and problem solving.



Centre of Enhancement Faculty Pathway



Vocational

COMMON TERTIARY COURSE REQUIREMENTS



LINCOLN UNIVERSITY

Certificate and diploma courses

Diplomas in Agriculture and Horticulture

To qualify for either a Diploma in Agriculture or a Diploma in Horticulture, you must have required a minimum of 40 credits at NCEA level 2, in four of these subjects:

(Accounting, Horticulture, Agriculture, Biology, Business Studies, Chemistry, Economics, English, Geography, History, Maths, Media Studies, P.E, Technology, R.E and Māori)

UE literacy and numeracy

Diplomas in Applied Sciences, Commerce and Natural Resources

University Entrance

Degree Level Study

University Entrance

- Three subjects at Level 3, including 14 credits in each of three approved subjects
- Literacy – 10 credits at Level 2 or above
- Numeracy – 10 credits at Level 1 or above through Achievement Standards or Unit Standards (specifically, 26623, 26626, 26627)

Commerce

Accounting, Computing, Economics, Business Studies, English, Maths, Maori

Commerce - Agriculture

Agriculture / Horticulture, Biology, Chemistry, English, Maths / Statistics (highly recommended)

Commerce – Horticulture

Agriculture / Horticulture, Biology, Chemistry, Digital technologies, Economics, English, Māori Studies, Maths/Statistics, Technology

Commerce – Hotel Management

Accounting, Computing, Economics, English (highly recommended), Geography/Social Studies, Māori Studies, Maths/Statistics, Tourism

Property Valuation/Management

Accounting, Computing, Economics, English, Geography, Māori Studies, Maths / Statistics.

Landscape Architecture

Agriculture / Horticulture, Biology, Computing, English (highly recommended), Geography / Social Studies, Graphics / Design (highly recommended), History / Classics, Maths/Statistics

Science Degree – Brewing and Fermentation

Biology (highly recommended), Chemistry (highly recommended), Computing, English (highly recommended), Māori Studies, Maths / Statistics (highly recommended)

Science Degree – Food Science

Biology (highly recommended), Chemistry (highly recommended), Computing, English (highly recommended), Māori Studies, Maths / Statistics (highly recommended)

Tourism Management

Computing, English (highly recommended), Geography, Māori Studies, PE / Outdoor ed, Tourism (highly recommended)

Sport and Recreation Management

Commerce / Business, Computing, English (highly recommended), Geography, History/Classics, Māori Studies, PE / Outdoor Education, Tourism

Environmental Management

English (highly recommended), Geography (highly recommended), Biology, Chemistry, Computing, Economics, History / Classics, Māori Studies, Maths/Statistics, Tourism

Science – Conservation and Ecology

Biology (highly recommended), Chemistry, Computing, English (highly recommended), Geography, Māori Studies, Maths/Statistics (highly recommended), PE/Outdoor Education

Science – Agriculture

Agriculture/Horticulture, Biology (highly recommended), Chemistry (highly recommended), English (highly recommended), Statistics (highly recommended)

Degree

Law, Social Work, Theology, Music and Performing Arts

University Entrance

A background in language-rich subjects such as Drama, Debating, Social Science, Religious Education and Music.

Commerce (Accounting, Economics, Entrepreneurship, Finance, Human Resource Management, Information Science, International Business, Management, Marketing, Philosophy and Politics)

University Entrance

A background in Statistics. Other supporting subjects include Accounting, Business Studies, Economics, and Digital Technology. (Calculus recommended for a Finance Degree).

Health Science

University Entrance required for all Health Science

Oral Health

14 credits Biology

Dental Technology

14 credits in two NCEA level 3 subjects from Science, Maths, Physics or Technology

Radiation Therapy

16 NCEA Level 3 credits in Physics or Biology and Maths or Calculus or Statistics and English or Te Reo Māori or History or Art History or Classics or Geography or Te Reo Rangatira.

Health Science First Year

Chemistry, Physics, Calculus, (Biology also a good choice) language-rich subjects (Supporting subjects Statistics and PE)

Biomedical Science

Chemistry a must. Other subjects include Biology, Statistics, language-rich subjects (supporting subject PE)

Health Science Degree all majors

Biology, Statistics and language-rich subjects (supporting subjects Social Science, Chemistry, Health and PE)

Pharmaceutical Sciences

Chemistry, Physics, Calculus (Biology also recommended), language-rich subjects (PE can be a supporting subject)

Science Degree

University Entrance

Aquaculture and Fisheries

Biology and Statistics (Chemistry is also recommended)

Energy Management and Energy Science Technology

Physics and Calculus

Ecology

Biology and Statistics

Food Science

Chemistry, Biology, Statistics, or Calculus

Forensic Analytical Science

Chemistry, Biology, Statistics, Calculus (Physics supporting)

Genetics

Chemistry, Biology and Statistics

Geology

Statistics or Calculus, (Biology recommended) (Chemistry and Physics supporting)

Human Nutrition

Chemistry, Biology (Statistics recommended) (Food Technology and Home Economics supporting)

Marine Science

Biology, Statistics or Calculus (Chemistry, Physics supporting subjects)

Neuroscience

Chemistry, Biology (Physics and Statistics also recommended)

Psychology

Chemistry, Biology (Statistics recommended) (Physics supporting)

Sports Nutrition

Chemistry, Biology (Statistics recommended) (PE, Food Tech supporting)

Degree

Arts

University Entrance

All Arts subjects, including languages, can be started at first-year level without previous knowledge of the subject. A good standard of spoken and written English is important. Successful study to Year 13 is recommended for advanced Mathematics courses.

Commerce

University Entrance.

Anyone with UE can study a BCom from 100-level without previous study in the area. However, it is useful to have studied Accounting, Economics, Business Studies, and Mathematics (especially Statistics) at secondary school.

Criminal Justice

University Entrance

The BCJ does not require a background in any specific subject at secondary school and is open to anyone with entry to the University.

Engineering

You can specialise in:

- Chemical and Process Engineering
- Civil Engineering
- Forest Engineering
- Electrical and Electronic Engineering
- Mechanical Engineering
- Mechatronics Engineering
- Software Engineering
- Computer Engineering
- Diploma in Global Humanitarian Engineering

Minors can be

- Aerospace Engineering within Mechanical Engineering
- Biomedical Engineering within Mechanical Engineering
- Bioprocess Engineering within Chemical and Process Engineering
- Communications and Network Engineering within Computer Engineering
- Environmental Process Engineering within Chemical and Process Engineering
- Power Engineering within Electrical and Electronic Engineering

- Structural Engineering within Civil Engineering
- Sustainable Energy Engineering within Chemical and Process Engineering
- Water and Environmental Systems Engineering within Civil Engineering

University Entrance

You should aim to have at least:

14 credits in Level 3 Maths or Calculus including both differentiation and integration

14 credits in Level 3 Physics and 14 credits in Level 3 Chemistry.

Note: Achievement standards 91578 'Apply differentiation methods in solving problems' and 91579 'Apply integration methods in solving problems', must be included.

Chemistry is not required for Computer Engineering, Electrical and Electronic Engineering, Mechatronics Engineering, or Software Engineering. 18 credits are strongly recommended in all subjects.

Forestry

University Entrance

The BForSc is open to everyone who gains entry to the University. It is recommended that you take NCEA Level 3 Biology and Maths (including statistics and probability). If you have not studied Year 13 Statistics, you should consider enrolling in a Headstart preparatory course over summer.

Health Science

University Entrance. Entry to a BHSc degree is open to anyone who gains entrance to UC. For some majors, a background in Biology, Chemistry, and Statistics can be good. If you would like more background in these areas, Headstart preparatory and summer catch-up courses are available.

Biochemistry

University Entrance

Chemistry, Biology, Statistics, possibly Calculus. English-rich subject recommended

Microbiology

University Entrance

Chemistry, Biology, Statistics, possibly calculus. English-rich subject recommended

Law

University Entrance. Debating and English-rich subjects.

Social Work

University Entrance

Law studies do not require a background in any specific subject at secondary school, and entry to the first year of the LLB is open to everyone with University Entrance. You will need to have good reading, writing, and analytical skills. Subjects such as English, Drama, Economics, Te Reo Māori, languages, History, and Classical Studies are useful preparation.

Music

University Entrance

The Bachelor of Music is open to everyone (except for the Performance major — see below). Having some previous study or knowledge of music will be especially helpful.

Performance courses - Entry to some first-year Performance courses are limited based on an audition with an instrument or in singing. Applications should be made to Te Kura Puoro | School of Music

Product Design

University Entrance.

Recommended - 14 credits in NCEA Level 2 Science and Mathematics. With the Chemical Formulation Design major - 14 credits in NCEA Level 3 Chemistry.

Secondary subjects such as Digital Technology, or Design and Visual Communication an advantage.

Science

Entry is open to everyone with University Entrance.

No particular school subjects. A background in English, History, Geography, or Te Reo Māori is useful.

Speech and Language Pathology

University Entrance. A background in Science is recommended.

Sports Coaching/Sports Science/P.E

University Entrance.

Background in Physical Education, Biology and Sport is recommended. English-rich subjects, Sciences.

Degree – Entry requirements

University Entrance: NCEA Level 3 (60 credits at level 3) must include 14 credits at Level 3 in each of three approved* subjects and:

Literacy* - 10 credits at Level 2 or above, made up of 5 credits in reading, 5 credits in writing;

Numeracy* - 10 credits at Level 1 or above (specified achievement standards, or unit standards 26623, 26626, 26627).

ARA Certificate Level Courses - Entry Requirements

Generally, require NCEA 10 credits – Level 1

Nursing

Completed NCEA Level 3 with University Entrance, including at least 14 credits in an English language-rich subject, e.g. English, History, Classics, Geography, Economics; and 14 credits in a Science subject: e.g. Biology, Chemistry, Physical Education.

Dual Enrolments

Achieved Level 1 NCEA.

Need to be able to spend 1-2 days out of school at ARA Training

The providers are selective in who they take – students can apply, but selection is competitive and completed by the academic body, not school.

Trades (Mechanic, Builder and Plumber) Level 4

Driver's Licence (learners; restricted; defensive driving; full)-vital for most entry level jobs

Part-time job

Relevant Work Experience

Industry relevant training (based on your career pathway)

- First Aid
- Health and Safety
- Site Safe
- Elevated Work Platform
- Forklift
- ATV
- Tractor
- Chainsaw

ITO Gateway Programs (Industry Training Organisation)

- MITO (micro credentials) (Motor)
- Primary ITO
- Retail (Red/Blue Shirts; SEEDS; Noel Lemming; Farmers)
- Aviation
- BCITO (Building & Construction)
- Other

Dual Pathways (Level 2: 1-2 days/week off-site training)

- ARA (Engineering; Automotive; Electrical)
- NTA (Primary sector) (National Trade Association)
- Avon City Ford (Automotive)

NCEA Qualifications

- Level 1
- Level 1 literacy/numeracy
- Level 2 Most trades would expect a reasonable Level 2 NCEA outcome, preferably including some Maths and Science or Electronics
- Level 2 + reading and writing/numeracy (need for UE)
- Level 3
- Level 3 + UE
- Level 4 apprenticeship (3-4 years) “National Certificate in.....” result: “Tradie”
- Level 5 and 6 diploma (1-2 years) result: “Technician”.
- Level 7+ degree (3-4 years) result “professional”.

Defence Force

Depends on what they are going to do in the defence force

Some Trades – Level 1

B
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D
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S

**BE
COURAGEOUS**

**EVERYONE
MATTERS**

**DEVELOP
FAITH**

**EMBRACE
OPPORTUNITY**

**STRIVE
TO SUCCEED**

“

I want you to be the best possible version of the person God created you to be.

- Fr Cormac Hoban SM

”



MĀ TE WHAKAPONO ME TE MAHI
BY FAITH AND WORK



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