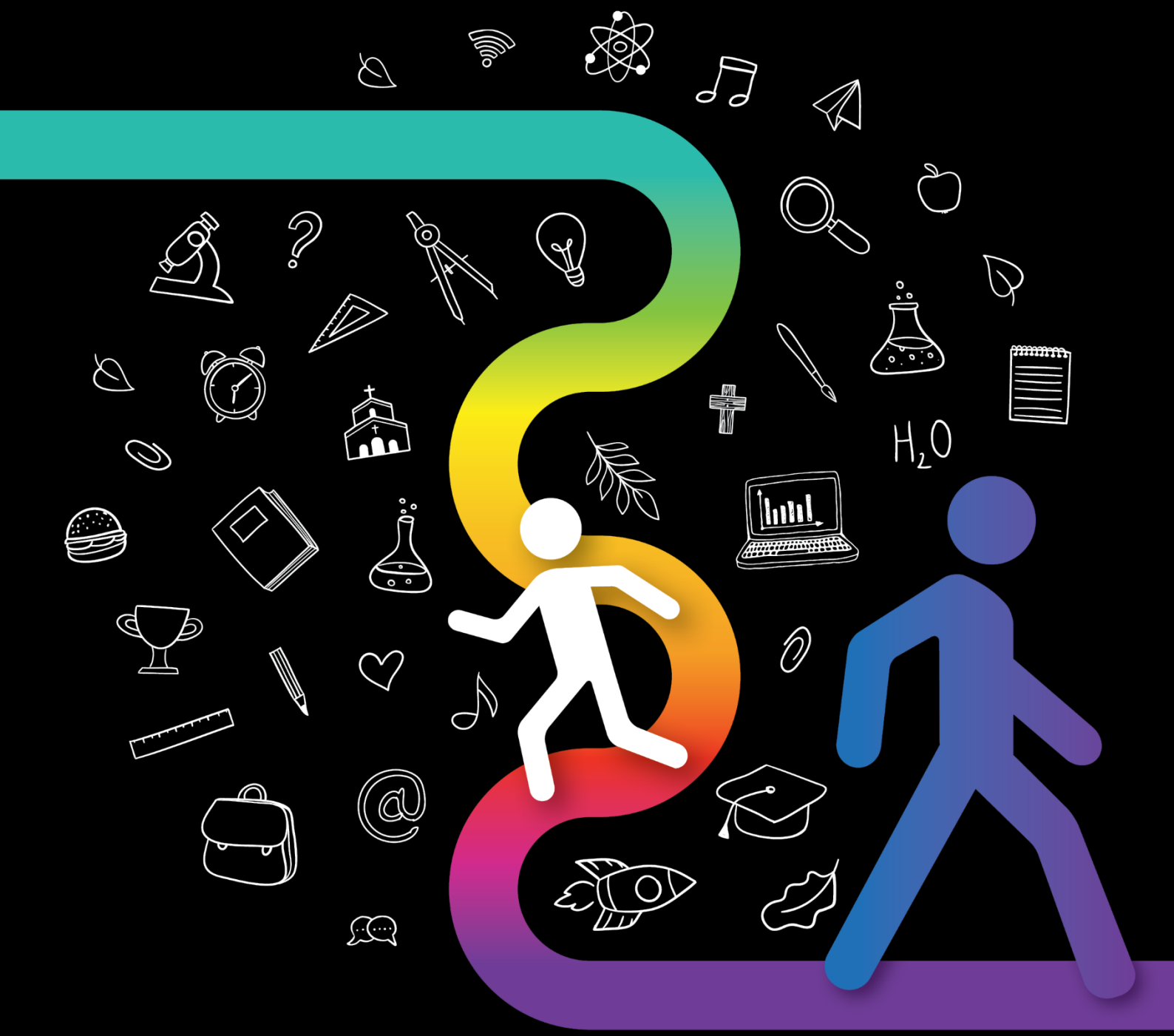
SENIOR PATHWAYS 2026



ST BEDE'S COLLEGE

FIDE ET OPERE

Haere Mai	2
Year 12 and 13 Overview	3
New Zealand Qualifications Framework *NCEA, Endorsements, Record of Achievement, University Entrance, Scholarship, Vocational Pathways*	4-6
Subject Matrix *Subject Recommendations into Year 12 and Year 13 Courses, Te Kura: The Correspondence School*	7-9
Faculty of Arts *Drama, Music, Visual Arts*	10-17
Faculty of Centre of Enhancement *Careers Education and Guidance, Learning Support, Gateway, Transition to Work Ready, Gifted and Talented*	18-20
Faculty of Languages *English, Media Studies, Spanish, Te Reo Māori, Other Languages, English as a Second Language*	21-24
Faculty of Mathematics *Mathematics, Calculus, Statistics*	25-27
Faculty of Physical Education and Health *Physical Education, Health, Outdoor Pursuits, Sports Performance, Sports Pathways*	28-32
Faculty of Religious Education *Religious Education*	33-34
Faculty of Science *Agriculture/Horticulture, Agribusiness, Biology, Chemistry, Earth and Space Science, General Science, Physics*	35-42
Faculty of Social Sciences *Accounting, Business Studies, Business Enterprise, Classical Studies, Economics, Geography, History*	43-52
Faculty of Technology *Design and Visual Communication, Digital Technologies, Food Technology, Materials and Processing Technology*	53-58
Preparing for University *How Do I Qualify? Approved Subjects*	59
Further Information and Useful Links	60
Staff Contact Details	61-62

Haere Mai

At St Bede's, we understand how boys learn best and we shape our teaching to match. Research shows that boys thrive in learning environments tailored specifically to their strengths, interests, and ways of thinking. Our Learning Pathways Programmes, unique to St Bede's, are built with this in mind, offering dynamic, hands-on, and challenge-based learning that keep boys engaged and motivated.

The learning pathway is broken down into three phases:

- **Learning that Fits You** (Years 9 and 10) – These years are all about choice, curiosity and relevance. Boys learn best when they are engaged in what matters to them, so we let them build a course that matches their interests while gaining the foundation for senior school.
- **Take Your Learning Further** (Year 11) – Students take subjects they love and go deeper, discovering new possibilities while developing their strengths. This is the time to test out new ideas, refine their interests and prepare for the future
- **Owning Your Future** (Years 12-13) - Whether preparing for university, industry or a future career, students take greater ownership of their learning, gaining the independence, critical thinking and real-world skill needed to thrive beyond school.

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

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

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

Students will be given course selection forms by their Mana Tāne kaiako (teacher) in week 7 and must get these signed by their subject teacher (or Head of Faculty/TiC) and caregivers to show they have considered their choices.

There is a final opportunity for a kōrero (conversation) with school kaiako and industry specialists at the annual subject choice and careers evening to be held on Wednesday, 3 September. Subject selections for seniors are due by Monday, 8 September.

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

Ngā mihi

Dr James Burnside
Deputy Rector - Teaching and Learning

Year 12 and 13 Overview

Year 12

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

Year 13

- A Religious Education course is compulsory.
- No other subject is compulsory. Note, there is a Level 2 Literacy requirement as well as a Level 1 Numeracy requirement for University Entrance, which is outlined below.
- Additional to Religious Education, students can choose four or five subjects. Students can have a maximum of one Study line.
- Entry into a Level 3 course ideally requires the subject recommendations to be met (see pages 7-9).
- Students are strongly advised to check the University Entrance requirements on pages 5 and 54.

Points to Note

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

University Entrance (UE)

A student must gain:

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

New Zealand Qualifications Framework

NCEA – National Certificate in Educational Achievement

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

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

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

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

How do students gain their NCEA?

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

Endorsements

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

Course Endorsement Requirements

- Gain at least 14 credits with Achieved, Merit, or Excellence in one year.
- Gain at least 3 internally assessed credits.
- Gain at least 3 externally assessed credits, (exceptions are Level 2 and 3 Physical Education, Religious Education, and Level 3 Visual Arts).

Record of Achievement

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

University Entrance

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

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

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

Scholarship

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

Scholarship is a monetary award to recognise top students. It does not attract credits nor contribute towards a qualification, but the fact that a student has gained a Scholarship will appear on the Record of Achievement.

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

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

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

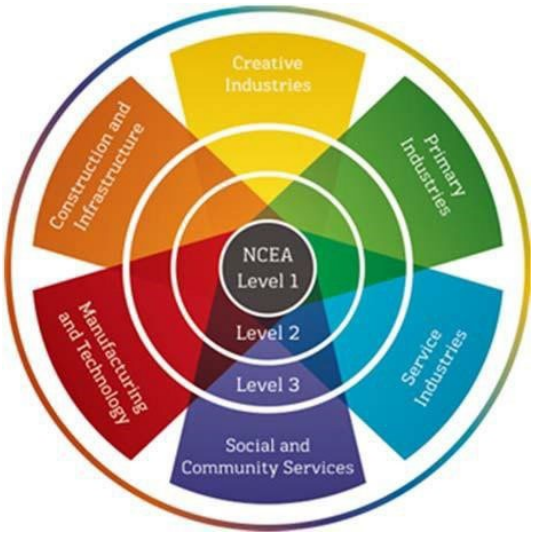
- either a New Zealand citizen; **or**
- a permanent resident; **and**
- enrolled in tertiary study in New Zealand in the years they receive monetary awards, $500 per scholarship, $2000 for scholarship in 3 subjects for 3 years, $2000 top subject scholar for 3 years, $10,000 for scholarship at Outstanding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

Vocational Pathways

What are the Vocational Pathways?

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

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



Primary Industries
Services Industries
Social and Community Services
Manufacturing and Technology
Construction and Infrastructure
Creative Industries

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

What is a Vocational Pathways Award?

The award enables employers to assess whether potential employees' skills align with their industry requirements more easily. To receive a Vocational Pathways Award, students must first gain NCEA Level 2, which is 60 credits from Level 2 or higher. Ten Literacy and 10 Numeracy credits are also required.

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 entry recommendations.

SUBJECT	CODE	LEVEL 1	LEVEL 2	LEVEL 3
Accounting	ACC	S	C/S	C
Agribusiness	AGB	N	S	C/S
Agriculture	AGR	S	S	C/S
Art Design	ARD	N	C/S	C/S
Art Painting	ARP	N	C/S	C/S
Art Printmaking	APR	N	C/S	C/S
Biology	BIO	N	S	C/S
Business Enterprise	BSE	N	S	N
Business Studies	BUS	N	N	C/S
Calculus	CAL	N	N	C
Chemistry	CHE	N	S	C
Classical Studies	CLS	N	N	S
Drama	DRA	C/S	C/S	C/S
Economics	ECO	S	C/S	C/S
English	ENG	C	C	C
ESOL	ESL	S	S	S
Earth and Space Science	ESS	N	C/S	C/S
Gateway including Industry Based Learning	GTW	N	S	S
Geography	GEO	S	S	C/S
History	HIS	S	S	C/S
Mathematics	MAT	C	C	N
Mathematics Vocational	MATV	S	N	N
Mathematics General	MATG	C	C	N
Māori (Te Reo Māori)	MAO	S	C	C
Media Studies	MED	N	S	C/S
Music	MUS	C/S	C/S	C/S
Outdoor Pursuits	OPU	N	N	S
Photography	PHO	N	C/S	C/S
Physical Education (Core and Option)	PED	S	C/S	C/S
Physics	PHY	N	S	C
Religious Education	RED	S	S	S
Science	SCI	S	S	S
Spanish	SPA	C	C	C
Sports Performance	SPF	N	N	S
Statistics	STA	N	N	C
Technology				
Design and Visual Communication	DVC	S	C/S	C
Digital Technologies	DTC	S	C/S	C
Food Technology	FTC	S	S	S
Materials Technology	MTC	S	C	C
Transition to Work Ready	TWR	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.
C/S Subjects can be started for the first time, if approved by HOF. Previous experience is preferred. NB: Year 12 Chemistry, Physics and Biology require at least Year 11 Science.

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

Subject entry recommendations into Years 12 and 13 by Faculty/Subject

FACULTY	SUBJECT	PRE-REQUISITE FOR YR 12	PRE-REQUISITE FOR YR 13
ARTS	**Art**	10 credits L1 Art **or** approval of TIC	14 credits L2 Art **or** approval of TIC
	Art Design	10 credits L1 Art **or** approval of TIC	14 credits L2 Art **or** approval of TIC
	Drama	10 credits L1 Drama **or** approval of TIC	14 credits L2 Drama **or** approval of TIC
	Music	10 credits L1 Music **or** approval of TIC	14 credits L2 Music **or** approval of TIC
	Photography	Open Entry	14 credits L2 Photography
FURTHER TRAINING AND EDUCATION	**Careers**	Open Entry	Open Entry
	Tourism and Travel	NCEA L1 All require approval of HOF and subject teacher	NCEA L1 All require approval of HOF and subject teacher
PHYSICAL EDUCATION AND HEALTH	**Physical Education**	10 credits L1 PE **or** HOF approval	14 credits at L2 PE incl AS91328 and AS91329 OR HOF approval
	Sports Performance		HOF approval
	Outdoor Pursuits		HOF approval
	Sports Pathways	On application to Director of Sport	On application to Director of Sport
	Health	14 credits L1 English	14 credits L2 Health or 14 credits at L2 English
LANGUAGES	**English Writing**	10+ credits L1 English incl AS1.2 – Develop ideas in writing using stylistic and written conventions	14+ credits L2 English including the internal AS 2.4 *Crafted and Controlled Writing* and two external standards
	Extension English	15 credits at Merit/Exc level, incl AS1.2 – Develop ideas in writing using stylistic and written conventions	
	English	10 credits from the L1 English course	HOF approval required
	Media Studies (subject to staff availability)	15 credits L1 English. Minimum SPEC computer to run Adobe Cloud	14 credits L2 Media Studies incl 91249, 91252 and 91253 or TIC approval. Minimum SPEC computer to run Adobe Cloud
	ESOL	See TiC Mrs Karen Staples	See TiC Mrs Karen Staples
	Spanish	15 Level 1 credits	14+ credits at L2
	Te Reo Māori	10 credits at L1 Te Reo Māori or approval of TiC	
MATHEMATICS	**Maths**	L1 Numeracy plus 10 additional credits including AS 1.4 Mathematical Reasoning	
	General Maths (MATG)	L1 Numeracy plus 10 additional credits L1 Mathematics	
	Calculus		14 credits L2 Maths incl 91262 Calculus and 91261 Algebra (preferably one at Merit level)
	Statistics		14 credits L2 Maths incl 91267 Probability

RELIGIOUS EDUCATION	**Religious Education**	Open Entry	Open Entry
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 – ideally from SCI1WW course	14 credits L2 Biology
	Chemistry	14 credits L1 Science from either SCI1WW or SCI1MM	14 credits L2 Chemistry
	Physics	14 L1 Science from either SCI1NB or SCI1MM	14 credits L2 Physics and L2 Maths
	General Science	Open entry	10 credits in a Level 2 science course or HOF approval
	Earth and Space Science	14 L1 Science credits	14 L2 Science Earth and Space science credits
SOCIAL SCIENCES	**Accounting**	10 credits L1 Commerce: Economic World or TIC Commerce / HOF approval	12 credits L2 Accounting or TIC Commerce / HOF approval
	Business Enterprise	NCEA L1 or TIC Commerce / HOF approval	
	Business Studies		NCEA L2 from Achievement Standard-based courses and TIC Commerce / HOF approval
	Classical Studies		12 credits in L2 English or History and HOF approval
	Economics	10 credits L1 Commerce: Economic World or TIC Commerce / HOF approval	12 credits L2 Economics or TIC Commerce / HOF approval
	Geography	14 credits L1 Geography or HOF approval	12 credits L2 Geography or HOF approval
	History	12 credits L1 History/L1 English or HOF approval	12 credits L2 History/L2 English) or HOF approval
TECHNOLOGY	**Materials and Processing Technology**	Achievement of AS92012 and AS92013 or HOF/TIC approval	Achievement of AS91354 and AS91344 or MTC/HOF approval
	Design and Visual Communication	10 credits L1 DVC or approval of HOF/TIC	12 credits L2 DVC or approval of HOF/TIC
	Digital Technologies	10 credits L1 or approval of HOF/TIC	16 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 has a wide range of subjects and courses available to dual students. You can search Te Kura's website for specific course information http://www.tekura.school.nz/subjects-and- courses/what-you-can-study/

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

FACULTY OF ARTS

Head of Faculty: Mrs Abi King

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

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

Professional Musician, Artist, Teacher, Art/Music/Drama, Therapist, Sound Engineer, Music Producer, Broadcast Presenter, Reviewer/Writer, Stunt-Person, Interior Designer, Stage Designer, Event Planner, Software Developer, Architect, Designer, Illustrator, Photographer, Special Effects Technician, Theatre Director/Stage Manager

DRAMA

Contact: Ms Days

Level 2

Achievement Objectives

Students will:

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

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

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

Internally Assessed Achievement Standards (selected in consultation with the teacher)		
AS91213	4 Credits	Apply drama techniques in a scripted context *(UE-R).*
AS91214	5 Credits	Devise and perform a drama to realise an intention.
AS91216	4 Credits	Use complex performance skills associated with a drama or theatre form or period *(UE-R).*
AS91217	4 Credits	Examine the works of a playwright *(UE-R).*
AS91218	5 Credits	Perform a substantial acting role in a scripted production.
AS91220	5 Credits	Script a scene suitable for a drama performance *(UE-W).*
AS91221	4 Credits	Direct a scene for a drama performance *(UE-R).*
Externally Assessed Achievement Standards		
AS91215	4 Credits	Discuss a drama/theatre form or period with reference to text *(UE-R).*
AS91219	4 Credits	Discuss drama elements, techniques, conventions and technologies with a live performance.

Recommendation for entry to Level 2 Drama: 10 Credits at Level 1 or proven ability as approved by Ms Days.

Level 3
Achievement Objectives

Students will:

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

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

Students are expected to keep a drama journal which provides essential supplementary evidence. Students are also expected to attend several live theatre performances during the year. These visits provide opportunities for students to watch and evaluate live performance and to reflect on the power or 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 (selected in consultation with the teacher)		
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).*

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

MUSIC
Contact: Mrs King
Level 2
This course builds on the knowledge and skills of Level 1 Music. There are eight achievement standards offered at this level and there is the opportunity for students to select areas they want to specialise in. There continues to be an emphasis on practical music skills, and it is expected that students are currently receiving instrumental or vocal tuition, either through the college or privately. Students are also given the option of completing some unit standards in Live Sound and/or Music Technology off-site in their own time.

For entry into Level 2 Music, students should achieve 10 or more credits at Level 1 or proven ability as approved by Mrs King.

Achievement Objectives
Students will:

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

Internally Assessed Achievement Standards (selected in consultation with the teacher)		
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.
AS91278	4 Credits	Investigate an aspect of New Zealand music
Externally Assessed Achievement Standards (optional)		
AS91276	4 Credits	Demonstrate knowledge of conventions in a range of music scores.

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

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

Achievement objectives

Students will:

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

Internally Assessed Achievement Standards (selected in consultation with the teacher)		
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.
AS91425	6 Credits	Research a music topic *(UE-R).*
AS91849	8 credits	Compose three original songs that express imaginative thinking.
Externally Assessed Achievement Standards (optional)		
AS91421	4 Credits	Demonstrate understanding of harmonic and tonal conventions in a range of music scores.

VISUAL ARTS

Contact: Ms Wheeler

Level 2

Achievement Objectives

Students will:

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

Painting (Printmaking and Sculpture)

Level 2

In Level 2 Painting we will develop your skills in a wide range of paint and drawing media. Your work will be built around an individual theme and we will teach you how to develop your ideas innovatively and creatively. As part of the course, you will look at established artists and learn how to analyse and critically respond to artworks. You will build a body of work towards a Painting folio board for the external standard.

The recommendation for Level 2 Painting/Printmaking/Sculpture is 10 credits at Level 1 Art, or proven ability as approved by Ms Wheeler.

Internally Assessed Achievement Standards		
AS91311	4 Credits	Use drawing methods to apply knowledge of conventions appropriate to painting.
AS91316	4 Credits	Develop ideas 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.

Art Design and Illustration

Level 2

In Level 2 Design, we will teach you the design process to help you investigate ideas, critically analyse, and expand your visual problem-solving skills. We will help prepare you for an increasingly visual commercial world by teaching you skills in marketing, promotion and brand identity. Your digital literacy skills will progress with the use of the Adobe Creative Suite software and awareness of historical and contemporary design practice. You will explore your work initially through drawings, combining typography and images together to create different design outcomes. You will then build upon this to write your own theme/brief and complete a body of work for your external design folio board.

The recommendation for Level 2 Art Design is 10 credits at Level 1 Art or proven ability as approved by Ms Wheeler.

Internally Assessed Achievement Standards		
AS91310	4 Credits	Use drawing methods to apply knowledge of conventions appropriate to design.
AS91315	4 Credits	Develop ideas in a related series of drawings appropriate to established design practice.
Externally Assessed Achievement Standards		
AS91320	12 Credits	Produce a systematic body of work that shows understanding of art making conventions and ideas within design.

Photography

Level 2

You will learn the fundamentals of digital photography through an in-depth photographic investigation. Your assessments will include in-depth artist research, idea development and photographic processes. For your folio you will have a range of pathways for your photographic investigation, allowing for a great degree of creativity and flexibility. You will take inspiration from established artist models' ideas and techniques and develop an understanding of photography conventions and how to use and develop them to create meaning.

You will learn how to use a digital SLR camera manually and how to use studio lights to create professional photographic images. You will also learn how to use industry-standard Adobe Suite programmes, including Photoshop. Photography can utilise a range of approaches including sketching, collage, digital processes, found materials, and installation work. The year will culminate in the creation of a body of photographic work around your chosen theme demonstrating your development of ideas and techniques.

Preference for Year 12 Photography will be given to students gaining 10 credits in Level 1 Art.

Internally Assessed Achievement Standards		
AS91312	4 Credits	Use drawing methods to apply knowledge of conventions appropriate to photography.
AS91317	4 Credits	Develop ideas in a related series of drawings appropriate to established photography practice.
Externally Assessed Achievement Standards		
AS91322	12 Credits	Produce a systematic body of work that shows understanding of art making conventions and ideas within photography. **Note: This course is dependent on sufficient student numbers**

Visual Arts

Level 3

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

Achievement Objectives

Students will:

- Use research and analysis to investigate contexts, meanings, intentions, and technological influences related to the making and valuing of art works.
- Research and analyse contexts relevant to their intentions and to the expression of meanings in their own work.
- Apply understanding from broad and deep research into the characteristics and constraints of materials, techniques, technologies, and established conventions in a selected field.
- Extend and refine skills in a selected field, using appropriate processes and procedures.
- Generate, analyse, clarify, and regenerate options in response to selected questions or a proposal in a chosen field.
- Use a systematic approach, selectively informed by recent and established practice, to develop ideas in a body of work.
- Research and analyse selected approaches and theories related to visual arts practice.
- Critically reflect on, respond to, and evaluate art works.

Painting (Printmaking and Sculpture)

Level 3

This is a practical course which aims to build and extend on the skills developed in Level 2 Painting. You will learn different painting and drawing techniques as the central means to generate, analyse, clarify and regenerate ideas towards the production of your own original work. We will teach you how to develop your skills, learning how to use appropriate and established painting and drawing materials and techniques to clarify your ideas. Your work will be developed in a systematic approach towards an external Painting folio board and evaluate ideas and methods, both yours and established practice.

We will prepare you with skills necessary to be successful studying at tertiary level in a range of courses such as Fine Arts and Architecture.

Internally Assessed Achievement Standards		
AS91446	4 Credits	Use drawing to demonstrate understanding of conventions appropriate to painting.
AS91451	4 Credits	Systematically clarify ideas using drawing informed by established painting practice (optional).
AS91448	4 Credits	Use drawing to demonstrate understanding of conventions appropriate to printmaking.
AS91453	4 Credits	Systematically clarify ideas using drawing informed by established printmaking practice.
Externally Assessed Achievement Standards		
AS91456	14 Credits	Produce a systematic body of work that integrates conventions and regenerates ideas within painting.
AS91458	14 Credits	Produce a systematic body of work that integrates conventions and regenerates ideas within printmaking.

Art Design and Illustration

Level 3

In Art Design we will help you to extend the skills and knowledge gained in the Level 2 Design course and heighten your ability to analyse and interpret the visual world you are immersed in. You will increase your digital design expertise through individual practical exploration and continued application of the Adobe Creative Suite processes.

We will extend your ability to critically investigate a personal theme and apply processes, materials, techniques and design conventions to produce an innovative and original body of work for the external folio submission. We will prepare you with skills necessary to be successful studying at Tertiary level in a range of courses such as Design, Fine Arts, Communications, Architecture, and ICT based courses.

Internally Assessed Achievement Standards		
AS91445	4 Credits	Use drawing to demonstrate understanding of conventions appropriate to design.
AS91450	4 Credits	Systematically clarify ideas using drawing informed by established design practice.
Externally Assessed Achievement Standards		
AS91455	14 Credits	Produce a systematic body of work that integrates conventions and regenerates ideas within design.

Photography

Level 3

Level 3 Photography is a practical course. You will expand on knowledge gained in Level 2 Photography to generate, analyse, clarify and regenerate ideas towards the production of an NCEA Portfolio board for the external standard. This folio is larger than at Level 2 and requires a higher ability level.

You will extend your skills, learning how to use appropriate and established photography techniques to clarify your ideas. You will be provided the opportunity to work much more independently using photography to respond to a theme which you will propose at the beginning of the year.

Photography, and knowing how to create visual messages, will help prepare you for all creative industries as well as Fine Art. The range of pathways is vast, from journalism, fashion, property sales and interior design, to 3D animation, cinematography, film and advertising. As well as new career opportunities created via social media.

The recommendation for Level 3 Photography is 14 Credits at Level 2 or proven ability as approved by Ms Wheeler.

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.

FACULTY OF CENTRE OF ENHANCEMENT

Head of Faculty: Ms Emma-Louise Cooper

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

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

INDUSTRY BASED LEARNING

Contact: Mrs Lankshear

Star Courses (Year 12 and 13)

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

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

Courses available include:

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

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

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

GATEWAY

Contact: Mrs Lankshear

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. It is not a timetabled class, but instead sits alongside a student's academic programme. The number of participants for 2026 has yet to be confirmed.

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

The feature that distinguishes Gateway from other transition programmes is the opportunity for students 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 and construction, hospitality, aviation-commercial pilot, green keeper, farming, mechanical engineering, retail, light and sound, broadcasting, agricultural contracting, agricultural pest control, and flooring. Students can experience different employers and alternative industries over the year.

Some students on the programme leave school during the year to take up offers of employment, usually apprenticeships.

TRANSITION TO WORK READY

Contact: Ms Kershaw

This is an internally assessed Unit Standard-based course where students can explore career options and life skills to prepare them for the world of work and beyond. Standards are to be confirmed. Students selecting Transition to Work Ready may also participate in the Gateway programme.

DUAL PATHWAYS

Contact: Mrs Lankshear

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

Courses offered in 2026:

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

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

GATE (Gifted and Talented Education)

Contact: Mr Jones

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

Tier One

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

Tier Two

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

Tier Three

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

LEARNING SUPPORT

Contact: Ms Whelan – Director of Specialised Pathways

Tier One - In Class (Level One - Three)

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

Tier Three - Individual Support (Level One - Three)

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

FACULTY OF LANGUAGES

Head of Faculty: Ms Morgan Lynn

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

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

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

Why study English?

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

How is the learning area structured?

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

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

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

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

Level 2

Students will progress into one of three English courses at Level 2: Extension English, English Writing and English. Placement of students on these courses will be based on their English results at Level 1. Students ranked in the top 25 for this subject and achieving at Merit and Excellence level across both internal and external standards will be invited to join the Extension class. For entry into the English W course at Level 2, students should achieve **at least 10 credits at Level 1 including AS1.2 Develop ideas in writing using stylistic and writing conventions**. For students to progress into English at Level 2 they should have **a minimum of 10 credits from their English course.**

Students in the Extension English class will complete extension activities that will prepare them for the challenges of Level 3 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 3. The English course is predominantly internally assessed and designed to enable students to develop their written communication skills and focus on UE literacy.

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

Extension English/English W (Total credits: 20)

Internally Assessed Achievement and Unit Standards		
AS91101	6 Credits	Produce a selection of crafted and controlled writing *(UE-W).*
AS91102	3 Credits	Construct and deliver a crafted and controlled oral text.
AS91107	3 Credits	Analyse aspects of visual and/or oral text(s) through close viewing and/or listening.
Externally Assessed Achievement Standards		
AS91099	4 Credits	Analyse specified aspect(s) of studied written text(s), with supporting evidence *(UE-R/W).*
AS91098	4 Credits	Analyse aspects of studied visual or oral text(s), with supporting evidence *(UE-W).*

English (Total credits – 16)

Internally Assessed Achievement and Unit Standards		
AS91104	4 Credits	Analyse significant connections across texts, supported by evidence.
AS91105	4 Credits	Use information literacy skills to form developed conclusions *(UE-R).*
Externally Assessed Achievement Standards		
AS91099	4 Credits	Analyse specified aspect(s) of studied written text(s), with supporting evidence *(UE-R/W).*
AS91098	4 Credits	Analyse aspects of studied visual or oral text(s), with supporting evidence *(UE-W).*

Students wishing to progress into English at Level 3 should have AS*91101 Produce a selection of crafted and controlled writing* and two of the external standards. This will give a total of 14 credits.

Level 3

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

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

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

Topics Studied:

- Psychological Thriller
- Dystopian Texts
- Facilitation and Presentation Skills

English (Total credits – 18)

Internally Assessed Achievement and Unit Standards		
AS91476	3 Credits	Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas.
AS91478	4 Credits	Respond critically to significant connections across texts, supported by evidence.
AS91479	3 Credits	Respond critically to significant aspects of visual text through close viewing.
Externally Assessed Achievement Standards		
AS91472	4 Credits	Respond critically to specified aspect(s) of studied written text(s), supported by evidence *(UE-R/W).*
AS91473	4 Credits	Respond critically to specified aspect(s) of studied visual text(s), supported by evidence *(UE-W).*

MEDIA STUDIES

Contact: Mr James Burnside

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

SPANISH

Contact: Miss Francesca Festa

Level 2

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

Students will study the following topics:

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

(Total credits – 24*)

Internally Assessed Achievement and Unit Standards		
AS91150	4 Credits	Give a spoken presentation in Spanish that communicates information, ideas, and opinions.
AS91149	5 Credits	Interact using spoken Spanish to share information and justify ideas and opinions in different situations.
AS91152	4 Credits	Write a variety of text types in Spanish to convey information, ideas, and opinions in genuine contexts.
Externally Assessed Achievement Standards		
AS91148	5 Credits	Demonstrate understanding of a variety of spoken Spanish texts on familiar matters.
AS91151	5 Credits	Demonstrate understanding of a variety of written and/or visual Spanish language text(s) on familiar matters.

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

Level 3

In Year 13, students will continue perfecting their 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

(Total credits – 18*)

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

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

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

TE REO MĀORI
Contact: Matua Mark Abraham
Level 2

The teaching and learning programme will reflect the five main language skills necessary for effective communication, namely listening, speaking, reading, writing and cultural awareness. Greater use of te reo is encouraged in order to build toward a deeper immersion learning setting. More complex sentence structures and additional vocabulary will be used to further enhance the written and spoken language, leading to a richer expression of personal thoughts and ideas in a variety of contexts.

Internally Assessed Achievement and Unit Standards		
AS91284	4 Credits	Listen to understand the language in a wider context
AS91285	6 Credits	Speak to use the language in a wider context
Externally Assessed Achievement Standards		
AS91286	6 Credits	Read to understand the language in a wider context
AS91287	6 Credits	Write using language in a wider range of contexts

OTHER LANGUAGES
Contact: Mr James Burnside

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

ENGLISH AS A SECOND LANGUAGE
Contact: Mrs Karen Staples
Level 2 and 3 ESL

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

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

FACULTY OF MATHEMATICS

Head of Faculty: Mr Fred DeMarco

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

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

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

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

MATHEMATICS (MAT2)

Level 2

Entry recommendations into NCEA Level 2 in Year 12 are: Level 1 Numeracy plus an additional 10 credits at Level 1 which **should** include AS 1.4 Mathematical Reasoning.

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.
AS91259	3 Credits	Apply trigonometry methods in solving problems.
Externally Assessed Achievement Standards		
AS91261	4 Credits	Apply algebraic methods in solving problems.
AS91262	5 Credits	Apply calculus problems in solving problems.
AS91267	4 Credits	Apply probability methods in solving problems.

GENERAL MATHEMATICS (MAT2G)

Level 2

Entry recommendations into NCEA Level 2 MAT2G in Year 12 are: Level 1 Numeracy plus an additional 10 credits at Level 1.

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 should 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.
AS91258	2 Credits	Apply sequences and series in solving problems.
AS91259	3 Credits	Apply trigonometric relationships in solving problems.
AS91260	2 Credits	Apply Network methods in solving problems.
AS91264	4 Credits	Use statistical methods to make an inference.
AS91268	2 Credits	Investigate a situation involving elements of chance using a simulation.
Externally Assessed Achievement Standards		
AS91267	4 Credits	Apply probability methods in solving problems.

VOCATIONAL MATHEMATICS (MAT2V)

Level 2

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

Internally Assessed Achievement and Unit Standards		
US28092	3 Credits	Personal Income at Different Stages
US28097	3 Credits	Banking Products and Services
US24695	2 Credits	Income Tax and Other Deductions
US28094	2 Credits	Produce and Change a Household Budget
US24699	2 Credits	Personal Income

CALCULUS

Contact: Mr DeMarco

Level 3 (CAL3)

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

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

Internally Assessed Achievement Standards		
AS91576	4 Credits	Apply Trigonometric methods in solving problems.
Externally Assessed Achievement Standards		
AS91577	5 Credits	Apply the algebra of complex numbers in solving problems.
AS91578	6 Credits	Apply differentiation methods in solving problems.
AS91579	6 Credits	Apply integration methods in solving problems.

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, for example, biological and social sciences, medicine, commerce, and administration. This course qualifies as a University Entrance (UE) subject (either UE Level 3 Statistics or UE Level 3 Mathematics depending on standards passed).

The entry recommendation is a total of 14 Level 2 Mathematics credits which **should** include Achievement in Level 2 Probability (AS91267). There are five Achievement Standards offered, which earn 20 credits.

Internally Assessed Achievement Standards		
AS91574	3 Credits	Apply linear programming methods in solving problems. Note: This standard is a Level 3 Calculus standard.
AS91580	4 Credits	Investigate times series data.
AS91581	4 Credits	Investigate bivariate measurement data.
AS91582	4 Credits	Use statistical methods to make an inference.
Externally Assessed Achievement Standards		
AS91585	4 Credits	Apply probability concepts in solving problems.
AS91586	4 Credits	Apply probability distributions in solving problems.

FACULTY OF PHYSICAL EDUCATION AND HEALTH

Head of Faculty: Mr Daniel Winchester

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

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

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

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

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

All students complete the Core Physical Education programme and can then opt into any combination of senior courses. 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. 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. Students DO NOT need to have completed the previous year level course.

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

PHYSICAL EDUCATION

Contact: Mr Drye

Level 2

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

The recommendations for entry into NCEA Level 2 Physical Education are:

- 10 credits at NCEA Level 1 Physical Education, or
- Approval from the HOF Physical Education and Health if doing senior Physical Education for the first time.

Achievement Standards		
AS91328	5 Credits	Demonstrate and understand how and why biomechanical principles relate to the learning of physical skills.
AS91329	4 Credits	Demonstrate understanding of the application of biophysical principles to training for physical activity.
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.
AS91333	3 Credits	Analyse the application of risk management strategies to challenging outdoor activities.
AS91334	3 Credits	Consistently demonstrate social responsibility through applying a social responsibility model in physical activity.

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

PHYSICAL EDUCATION

Contact: Mr Winchester

Level 3

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

The recommendations 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 recommendations and would like a career in health science, (physiotherapy, occupational therapy) the outdoors (DOC worker, guide), fitness industry, or in teaching.

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

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

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

Vocational Physical Education

(NOT UE approved subjects)

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

- Outdoor Pursuits **or**
- Sports Performance

OUTDOOR PURSUITS

Contact: Mr Cameron

Level 3

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

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

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

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

The course will involve a selection of the following activities:

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

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

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

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

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

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

Students intending to take this course in 2026 should complete a course application form in Term 4 2025.

Assessment

Assessment is 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 decked paddle craft on flat water (Level 2).
US20121	2 credits	Demonstrate paddling skills on Class 2 water (Level 3).
US18132	2 credits	Demonstrate basic alpine skills on low-angled mountain terrain (Level 3).
US438	2 credits	Demonstrate basic movement skills and build a snow shelter on low-angled mountain terrain (Level 2).
US4591	3 credits	Demonstrate intermediate skiing skills on blue terrain at a snowsports area (Level 2).
US4597	3 credits	Demonstrate intermediate snowboard skills on blue terrain at a snowsports area (Level 2).
US20157	2 credits	Demonstrate top rope climbing and belaying skills on Ewbank Grade 12 and above (Level 2).

Students will also work towards attaining credit for the following Level 3 Physical Education Achievement Standards.

AS91501	3 credits	Demonstrate quality performance of a physical activity in an applied setting (white water kayaking on grade 2) (Level 3).
AS91504	3 credits	Analyse issues in safety management for outdoor activity to devise safety management strategies (Level 3).

SPORTS PERFORMANCE

Contact: Mr Winchester

Level 3

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

Recommendations:

- Students are expected to be competing at a high level within their chosen area of sport performance.
- Students should 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 maximise the opportunities to train in their chosen discipline.
- It is anticipated that there will be one class only so students may be placed on a waiting list and confirmed early February.

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

The course will include material on:

- Sports nutrition
- Sports psychology
- Sports injuries and strapping

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

The course is internally assessed and will focus on (ITO) Industry Training Organisation Unit Standards. These are moderated externally by Southern Institute of Technology (SIT). In 2025, students completed a 15-credit course which developed their understanding of developing training programmes, participating and training other people. This will be reviewed in 2026 in consultation with Southern Institute of Technology.

With the current review of Level 3 standards, there will be changes to the following to meet the aims of the course and the needs of course participants.
NOTE: These unit standards DO NOT count towards University Entrance.

Internally Assessed Unit Standards

Additional assessment opportunities will be discussed with course participants.

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

SPORTS PATHWAYS

This two-year programme is designed for students who are already participating in or have a genuine interest in high-performance sports. Whether you're an aspiring athlete or interested in a career in sports performance, this course provides a comprehensive and holistic approach to athlete development. Our programme focuses on enhancing skills, physical conditioning, mental health, academic balance, and professional readiness.

Core components

Pathway to Professionalism: Understand the journey and key requirements from amateur to professional sports with expert guidance and support.
Character and Leadership: Develop the values and leadership skills essential for success both on and off the field.
Performance Analysis and Skill Development: Utilise advanced techniques and technologies to refine your technical and tactical understanding.
Holistic Wellbeing and Personal Development: Prioritise mental health and personal growth to ensure a balanced and fulfilling athletic career.
Unit standaards are on offer and provided in consultation with the student and whānau, reflecting their personal pathway.

Recommendations

Students need to be competing at a high level within their sport or have a genuine interest in working in high-performance sport. Students must apply via an application form and will be selected into this course. Positions are limited and no guarantee of entry.

If you have any questions about the course and/or want to pick up a nomination form, please see Mr Spicer.

FACULTY OF RELIGIOUS EDUCATION

Head of Faculty: Mr Grant Ven

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

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

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

Level 2

The Level Two Religious Education programme offers two pathways: **Biblical Studies** and **Social Justice**. Both pathways cover the same four core topics.
The key difference is that the Social Justice pathway provides a more hands-on learning experience. For example, while studying the Christ, Mary and Social Justice topic, students in this pathway will research Catholic organisations such as the Society of St. Vincent de Paul and Caritas, while aiming to support it with real action.

In 2025, Social Justice students helped prepare food parcels for St Vincent de Paul and also participated in the **'Kai for the Community'** programme, preparing meals to support people living on the margins.

The topics for study are:

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

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

Level 3

The topics for study are:

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

Internally Assessed Achievement Standards		
AS90826	6 Credits	Analyse the response of a religious tradition to a contemporary ethical issue *(contributes towards UE-R).*
AS91725	6 Credits	Analyse the meanings in a sacred text within a religious tradition *(contributes towards UE-R).*
AS90827	6 Credits	Analyse a religious tradition(s) in Aotearoa New Zealand.

FACULTY OF SCIENCE

Head of Faculty: Mr John McPhail

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

AGRICULTURE

Contact: Mr McPhail

Level 2

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

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

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

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.
AS91293	5 Credits	Demonstrate understanding of livestock reproductive technologies.
AS91298	4 Credits	Report on the environmental impact of the production of a locally produced primary product.
Externally Assessed Achievement Standards		
AS91290	4 Credits	Demonstrate understanding of techniques used to modify physical factors of the environment for plant production.
AS91294	4 Credits	Demonstrate understanding of management practices influencing livestock growth and development.

A field trip fee may apply.

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 may involve field trips to different farming operations in Canterbury. This gives the students a practical understanding of the challenges involved in the production of quality produce.

Achievement Objectives:

During this course, students will:

- Undertake an extended investigation into an aspect of New Zealand 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 New Zealand products.

Internally Assessed Achievement Standards		
AS91528	4 Credits	Carry out an investigation into an aspect of a New Zealand primary product or its production.
AS91529	6 Credits	Research and report on the impact of factors on the profitability of a New Zealand primary product (*UE-R/W)*.
Externally Assessed Achievement Standards		
AS91531	4 Credits	Demonstrate understanding of how the production process meets the market requirements for a New Zealand primary product (*UE- R/W).*
AS91532	5 Credits	Analyse a New Zealand primary production environmental issue (*UE-R/W).*

A field trip fee may apply.

AGRIBUSINESS

Level 2

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

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

Achievement Objectives

When studying Level 2 Agribusiness students will:

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

Internally Assessed Achievement Standards		
AS91865	4 Credits	Demonstrate understanding of future proofing influences that affect business viability.
AS91866	4 Credits	Conduct an inquiry into the use of organisms to meet future needs.
AS91868	4 Credits	Demonstrate understanding of cashflow forecasting for a business.
Externally Assessed Achievement Standards		
AS91297	4 Credits	Demonstrate understanding of land use for primary production in New Zealand.

A field trip fee may apply.

Level 3

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

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

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

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 (*UE-R)*
AS91870	4 Credits	Analyse the effect of a strategic capital expenditure decision to a business.
AS91871	4 Credits	Analyse how a product meets market need through innovation in the value chain (*UE-R).*
AS91383	3 Credits	Analyse a human resource issue affecting businesses (*UE-R)*.
Externally Assessed Achievement Standards		
AS91530	5 Credits	Demonstrate understanding of how market forces affect supply of and demand for New Zealand primary products (*UE R/W).*

A field trip fee may apply.

BIOLOGY

Contact: Mr McKenzie

Level 2

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

Achievement Objectives

Students can:

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

This course has a charge of $50 to go towards a field trip and class materials.

Internally Assessed Achievement Standards		
AS91153	4 Credits	Carry out a practical investigation in a biology context, with supervision.
AS91158	4 Credits	Investigate a pattern in an ecological community.
Externally Assessed Achievement Standards		
AS91156	4 Credits	Demonstrate understanding of life processes at the cellular level.
AS91157	4 Credits	Demonstrate understanding of genetic variation and change.
AS91159	4 Credits	Demonstrate understanding of gene expression.

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.
- Although entry is not restricted, 14 credits or more in Level 2 Biology is highly recommended for students wanting to be successful at Level 3.

This course has a charge of $50 to go towards a field trip and class materials.

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 (*UE-R)*.
Externally Assessed Achievement Standards		
AS91603	5 Credits	Demonstrate understanding of the responses of plants and animals to their external environment (*UE-R/W)*.
AS91605	4 Credits	Demonstrate understanding of evolutionary processes leading to speciation (*UE-R/W)*.
AS91606	4 Credits	Demonstrate understanding of trends in human evolution (*UE-R/W)*.

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.

Course costs $40 which includes two workbooks.

Internally Assessed Achievement Standards		
AS91910	4 Credits	Carry out a practical investigation into a substance present in a consumer product using quantitative analysis.
AS91967	3 Credits	Demonstrate understanding of oxidation-reduction.
Externally Assessed Achievement Standards		
AS91164	4 Credits	Demonstrate understanding of bonding, structure and energy changes.
AS91165	4 Credits	Demonstrate understanding of the properties of selected organic compounds.
AS91166	4 Credits	Demonstrate understanding of chemical reactivity.

Level 3
The relevance of chemistry in everyday life is further developed. 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.

Although entry is not restricted, 14 credits or more in Level 2 Chemistry is highly recommended for students wanting to be successful in Level 3.

Internally Assessed Achievement Standards		
AS91388	3 Credits	Demonstrate understanding of spectroscopic data in chemistry.
AS91393	3 Credits	Demonstrate understanding of oxidation-reduction processes.
Externally Assessed Achievement Standards		
AS91390	5 Credits	Demonstrate understanding of thermochemical principles and the properties of particles and substances.
AS91391	5 Credits	Demonstrate understanding of structure and reactivity of organic compounds.
AS91392	5 Credits	Demonstrate understanding of equilibrium principles in aqueous systems.

EARTH AND SPACE SCIENCE

Contact: Mr Borella

The Earth and Space science courses will develop students understanding that our planet and its environment is crucial to our survival and the wellbeing of all living things. By studying Earth's physical processes, such as weather patterns, ocean currents, and geological activity, students can learn how we develop strategies to protect ourselves and our communities from natural disasters. By studying Space science, students will explore and learn about other planets, stars, and galaxies, which will give them insight into the origins of our own planet and the possibility of life beyond Earth. These courses are recommended to students interested in the environmental and climate science or those keen on astronomy, geology and learning more out about our planet.

Level 2

Achievement Objectives

Students will:

- Develop an understanding of the causes of natural hazards and their interactions with human activity.
- 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.

Internally Assessed Achievement Standards		
AS91189	4 Credits	Investigate geological process in a New Zealand locality.
AS91190	4 Credits	Investigate how organisms survive in an extreme environment.
AS91187	4 Credits	Carry out a practical Earth and Space science investigation.
Externally Assessed Achievement Standards		
AS91191	4 Credits	Demonstrate understanding of the causes of extreme Earth events in New Zealand.
AS91192	4 Credits	Demonstrate understanding of stars and planetary systems.

This course has a charge of $50 to go towards a field trip and class materials.

Level 3

Achievement Objectives

Students will:

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

This course has a change of $50 to go towards a field trip and class materials.

Internally Assessed Achievement Standards		
AS91410	4 Credits	Carry out an independent practical Earth and Space Science investigation *(UE-R).*
AS91412	4 Credits	Investigate the evidence related to dating geological event(s).
AS91415	4 Credits	Investigate an aspect of astronomy *(UE-R).*
Externally Assessed Achievement Standards		
AS91413	4 Credits	Demonstrate understanding of processes in the ocean system *(UE-R/W).*
AS91414	4 Credits	Demonstrate understanding of processes in the atmosphere system *(UE-R/W).*

GENERAL SCIENCE
Contact: Mr McPhail

General Science is a skills-based science course that will give the students experiences in a range of areas of science. This course will provide the students with the opportunity to use practical investigation and research techniques to gain knowledge of the world around us and think critically about how information that is presented to us. These courses will cover some Biology, Physics, Chemistry and Earth and Space science and are fully internally assessed using Achievement Standards. It is designed to suit a student who, while he wants to study some science, does not need or want to study a science course dedicated to one area of science.

Level 2

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

Internally Assessed Achievement Standards		
AS91168	4 Credits	Carry out a practical physics investigation that leads to a non-linear mathematical relationship.
AS91153	4 Credits	Investigate a practical investigation in a biology context with supervision; or
AS91190	4 Credits	Investigate how organisms survive in an extreme environment.
AS91911	3 Credits	Carry out an investigation into chemical species present in a sample using qualitative analysis.
AS91189	4 Credits	Investigate a geological process in a New Zealand locality.

A field trip fee may apply.

Level 3

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

Internally Assessed Achievement Standards		
AS91393	3 Credit	Demonstrate understanding of oxidation-reduction processes.
AS91604	3 Credit	Demonstrate understanding of how animals maintain a stable internal environment (*UE-R*).
AS91419	4 Credit	Carry out an independent practical Earth and Space Science investigation *(UE-R).*
AS91415	4 Credit	Investigate an aspect of astronomy *(UE-R).*
AS91602	3 Credit	Integrate biological knowledge to develop an informed response to a socio-scientific issue (U*E-R).*

PHYSICS
Contact: Mr Litten

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

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 highly recommended 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.
AS91172	3 Credits	Demonstrate understanding of atomic and nuclear physics.
Externally Assessed Achievement Standards		
AS91171	6 Credits	Demonstrate understanding of mechanics.
AS91173	6 Credits	Demonstrate understanding of electricity and electromagnetism.

Level 3

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.

Although entry is not restricted, 14 credits or more in Level 2 Physics is highly recommended for students wanting to be successful at Level 3. 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 (optional).
AS91525	3 Credits	Demonstrate understanding of Modern Physics.
Externally Assessed Achievement Standards		
AS91523	4 Credits	Demonstrate understanding of wave systems (optional).
AS91524	6 Credits	Demonstrate understanding of mechanical systems.
AS91526	6 Credits	Demonstrate understanding of electrical systems.

FACULTY OF SOCIAL SCIENCES

Head of Faculty: Mr Callum Wilson

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

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

Skills learned and practised in the Social Sciences can be applied across a wide range of occupations such as: *Management, Medicine, Journalism, Law, Publishing, Architecture, Public Relations, Foreign Affairs, Environmental Research, Coastal Research, Business Owner, Accountancy, Auditing, Education.*

ACCOUNTING

Contact: Mr Cooper

Level 2

Accounting involves the processing, reporting, and interpretation of financial and non-financial information for the purpose of presenting to various stakeholders of an organisation allowing them to make meaningful and informed decisions. Stakeholders include, but are not limited to, owners, shareholders, suppliers, employees, and the government.

Accounting at Level 2 builds on the core knowledge and skills introduced in Commerce: Economic World at Level 1 and introduces students to how small-to-medium sized businesses design and operate accurate accounting systems to assist in the effective management and leadership of these businesses.

Achievement Objectives

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

1. 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.
2. 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 contributes 17 credits towards NCEA Level 2. Please note there is a cost of approximately $12 for a workbook used in this course.

Internally Assessed Achievement Standards		
AS91175	4 Credits	Demonstrate understanding of accounting processing using accounting software.
AS91481	4 Credits	Demonstrate understanding of a contemporary accounting issue for decision-making.
AS91868	4 Credits	Demonstrate understanding of cash flow forecasting for a business.
Externally Assessed Achievement Standards		
AS91176	5 Credits	Prepare financial information for an entity that operates accounting subsystems.

The recommended requirement for Level 2 Accounting will be a minimum of 10 credits in Commerce: Economic World at Level 1. For a student wanting to study Accounting at Level 2 who has not taken Commerce: Economic World at Level 1, they should have gained NCEA at Level 1 from achievement standard-based courses and after discussion with the TIC of Commerce and/or Head of Faculty.

Level 3

Accounting at Level 3 builds on what has been introduced in both Commerce: Economic World at Level 1 and Accounting at Level 2. However, at Level 3 the context shifts to focus on larger business organisations such as partnerships and companies, often with multiple owners or shareholders, which therefore require more complex accounting systems to allow for the effective management and leadership of these bigger organisations.

Achievement Objectives

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

1. 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.
2. 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 this course and contributes 17 credits towards NCEA Level 3. Please note there is a cost of approximately $35 for a workbook used in this course.

Internally Assessed Achievement Standards		
AS91405	4 Credits	Demonstrate understanding of accounting for partnerships.
AS91409	4 Credits	Demonstrate understanding of a job cost subsystem for an entity.
Externally Assessed Achievement Standards		
AS91406	5 Credits	Demonstrate understanding of company financial statement preparation
AS91408	4 Credits	Demonstrate understanding of management accounting to inform decision-making.

The recommended entry requirement for Level 3 Accounting is 12 credits in Accounting at Level 2 after discussion with the TIC of Commerce and /or Head of Faculty.

BUSINESS ENTERPRISE

Contact: Mr Cooper

Level 2

This course is designed to be experiential and practical. It will involve students gaining critical business knowledge and skills through designing, developing, and bringing a service or product to market. This learning will occur both collaboratively and independently, as occurs in the real world.

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

- Understand the integral role of business in our community and the economy.
- Explore enterprise culture.
- Gain knowledge and hands on experience of good business practice and of business as a productive activity.
- Acquire greater financial capability in a business context.

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.

Achievement Objectives

In studying Business Enterprise at Level 2 students will gain knowledge, skills, and hands-on experience to:

1. Explore how and why large businesses in New Zealand make operational decisions in response to internal and external factors. This includes students being able to:
   - Undertake market research for a new product.
   - Debate the argument: "entrepreneurs are born not made".
   - Compare the benefits of purchasing technology versus leasing.
   - Explain philanthropy – individuals in business who make an active effort to promote wellbeing.
   - Explore the importance of sustaining tikanga in Māori business.

2. Plan, take to market, review, and then refine a business activity incorporating a community well-being focus, basing recommendations for the future on market feedback. This includes students being able to:
   - Manage self and act independently.
   - Collaborate with peers to brainstorm ideas of a service to take to market.
   - Co-ordinate roles and responsibilities in a business activity.
   - Consult with community groups to identify a range of community needs.
   - Brainstorm and create a definition of "well-being in their community".
   - Discuss possible ways to improve community well-being.
   - Reflect on and improve own practice.
   - Engage and negotiate with suppliers.

Three achievement standards and one unit standard, all internally assessed, will be offered in this course and contributes 19 credits towards NCEA Level 2. Please note there is no cost associated with this course.

Internally Assessed Achievement Standards		
AS90846	3 Credits	Conduct market research for a new or existing product.
AS90848	9 Credits	Carry out, review and refine a business activity within a community context with guidance.
AS91865	4 Credits	Demonstrate understanding of future proofing influences that affect business viability.
US9677	3 Credits	Communicate in a team or group which has an objective.

The recommended entry requirement for Level 2 Business Enterprise will be Level 1 NCEA gained and after discussion with the TIC of Commerce and/or Head of Faculty. Previous study of either Commerce: Money Matters or Commerce: Economic World is desirable but not compulsory.

BUSINESS STUDIES

Contact: Mr Cooper

Level 3

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

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

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

Achievement Objectives

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

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

Five achievement standards will be offered in this course and contribute 18 credits towards NCEA Level 3. Please note there is a cost of approximately $30 for two workbooks used in this course.

Internally Assessed Achievement Standards		
AS91383	3 Credits	Analyse a human resource issue affecting businesses *(UE-R).*
AS91385	3 Credits	Investigate the exporting potential of a New Zealand business in a market, with consultation *(UE-R)*.
AS91870	4 Credits	Analyse the effect of financing options of a strategic capital expenditure decision on a business.
Externally Assessed Achievement Standards		
AS91379	4 Credits	Demonstrate understanding of how internal factors interact within a business that operates in a global context *(UE-R/W).*
AS91380	4 Credits	Demonstrate understanding of strategic response to external factors by a business that operates in a global context *(UE-R/W).*

The recommended entry requirement for Level 3 Business Studies will be Level 2 NCEA gained from achievement standard-based courses and after discussion with the TIC of Commerce and/or Head of Faculty. Previous study of either Accounting or Economics is desirable but not compulsory.

CLASSICAL STUDIES

Contact: Mr Wilson

Level 3

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

Please visit the Classical Studies website for further detail on the potential topics for study.

Achievement Objectives

The course will:

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

Topics which may be selected for study include:

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

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

Internally Assessed Achievement Standards		
AS91397	6 Credits	Demonstrate understanding of significant ideology(ies) in the classical world *(UE -R).*
AS91398	6 Credits	Demonstrate understanding of the lasting influences of the classical world on other cultures across time *(UE-R).*
Externally Assessed Achievement Standards		
AS91394	4 Credits	Analyse ideas and values of the Classical World *(UE-R/W).*
AS91396	6 Credits	Analyse the impact of a significant historical figure on the classical world *(UE-R/W)*

The recommended entry requirement for Level 3 Classical Studies will be 14 credits in History at Level 2, or 14 English credits at Level 2.

ECONOMICS
Contact: Mr Cooper
Level 2
Economics at Level 2 builds on the core knowledge and skills introduced in Commerce at Level 1 and introduces students to 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:

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

Four achievement standards will be offered in this course and contributes 16 credits towards NCEA Level 2. Please note there is a cost of approximately $25 for online workbooks used in this course.

Internally Assessed Achievement Standards		
AS91225	4 Credits	Analyse unemployment using economic concepts and models *(UE-R).*
AS91226	4 Credits	Analyse statistical data relating to two contemporary economic issues.
Externally Assessed Achievement Standards		
AS91222	4 Credits	Analyse inflation using economic concepts and models.
AS91223	4 Credits	Analyse international trade using economic concepts and models.

The recommended entry requirement for Level 2 Economics will be a minimum of 10 credits in Commerce: Economic World at Level 1. For a student wanting to study Economics at Level 2 who has not taken Commerce: Economic World at Level 1, they should have gained NCEA at Level 1 from Achievement Standard-based courses and after discussion with the TIC of Commerce and/or Head of Faculty.

Level 3
Economics at Level 3 builds on what has been introduced in both Commerce at Level 1 and Economics at Level 2. This 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:

1. Understand that well-functioning markets are efficient but that governments may need to intervene where markets fail to deliver efficient or equitable outcomes.
2. 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 this course and contributes 20 credits towards NCEA Level 3. Please note there is a cost of approximately $25 for online workbooks used in this course.

Internally Assessed Achievement Standards		
AS91401	5 Credits	Demonstrate understanding of micro-economic concepts *(UE-R).*
AS91402	5 Credits	Demonstrate understanding of government interventions to correct market failures *(UE-R).*
Externally Assessed Achievement Standards		
AS91399	4 Credits	Demonstrate understanding of the efficiency of market equilibrium *(UE-R/W).*
AS91403	6 Credits	Demonstrate understanding of macro-economic influences on the New Zealand economy *(UE-R/W).*

The recommended 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 should have gained NCEA at Level 2 from Achievement Standard-based courses and after discussion with the TIC of Commerce and/or Head of Faculty.

GEOGRAPHY
Contact: Mr Wilson
Level 2

Geography is exploring the world we live in. It is the study of Earth's landscapes, peoples, places, and environments. Geographers are essential to understanding our world. We operate as a connection between the natural world (physical geography) and the cultural world (human geography). This course covers aspects of both physical and human geography.

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

- Global topic: Earthquakes. Involves a day trip exploring the Canterbury Earthquakes.
- Geographic issue: Coastal erosion, freedom camping, affluenza, or mining.
- Research: Coastal processes. Involves an overnight trip to either the West Coast or Kaikoura.
- Urban pattern: Slums and poverty.
- Skills and concepts: Continue to build geographic and critical thinking skills.

Achievement Objectives

Students will gain knowledge, skills, and experience to:

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

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

Internally Assessed Achievement Standards		
AS91244	5 Credits	Conduct geographic research with guidance.
AS91245	3 Credits	Explain aspects of a contemporary geographic issue.
AS91246	3 Credits	Explain aspects of a geographic topic at a global scale.
Externally Assessed Achievement Standards		
AS91243	4 Credits	Apply geographic concepts and skills to demonstrate understanding of a given environment.

The recommended entry requirement for Level 2 Geography is 14 credits in Geography at Level 1. For a student wanting to study Geography at Level 2 for the first time they should have gained NCEA at Level 1 from Achievement Standard-based courses.

Level 3

At Level 3, we continue to explore our world and how we live in it. This course becomes more independently driven, where you have more options to choose topics of interest to you. A wide range of themes are covered in terms of knowledge and skills in Geography at Level 3, which may include:

- Global topic: As a class, we will explore one topic, you will then have free choice to select the topic for your assessment task. Options include plastics in the ocean, coral reefs, sea level rise, volcanoes, piracy, mega cities.
- Geographic issue: As a class, we will explore one topic, you will then have free choice to select the topic for your assessment task. Options include Pollution in Rarotonga, Impacts of COVID-19 on tourism, Human trafficking.
- Research: Coastal processes. Involves an overnight trip to either the West Coast or Kaikoura.
- Skills and concepts: Continue to build geographic and critical thinking skills.

Achievement Objectives

Students will gain knowledge, skills, and experience to:

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

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

Internally Assessed Achievement Standards		
AS91431	3 Credits	Analyse aspects of a contemporary geographic issue *(UE–R).*
AS91432	3 Credits	Analyse aspects of a geographic topic at a global scale.
Externally Assessed Achievement Standards		
AS91429	4 Credits	Demonstrate understanding of a given environment(s) through selection and application of geographic concepts and skills *(UE-R/W).*
AS91426	4 Credits	Demonstrate understanding of how interacting natural processes shape a New Zealand geographic environment.

The recommended entry requirement for Level 3 Geography will be 12 credits in Geography at Level 2. For a student wanting to study Geography at Level 3 for the first time they should have gained NCEA at Level 2 from achievement standard-based courses.

HISTORY
Contact: Mr Wilson
Level 2
In this course, students will study history through the lens "public enemies" through time. In studying how society has defined and treated those it considers to be a threat, students will begin to uncover the dangers and the need to think critically.

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

In addition, there will be a two-day field trip to Kaikoura and the Marlborough Sounds. This trip will carry a cost of approximately $120.

Topics studied:
- Early Whaling in New Zealand
- Nazi Germany and the Rise of Hitler
- The Holocaust
- 911 and the War on Terror (Possible context)
- The Vietnam War (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 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).*

The recommended entry requirement for Level 2 History will be 12 credits in History at Level 1. For a student wanting to study History at Level 2 for the first time they should have gained NCEA at Level 2 from Achievement Standard-based courses.

Level 3
History takes its place as the gem of the Social Sciences in its ability to extend students into asking the big questions and forming the big answers. Students will develop skills in articulating and formally writing their arguments and findings that result from research and their own conclusions. Students will understand that to fully comprehend where we are, and where we are going, we must first comprehend where we have been. History does, in fact, repeat.

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

There will be a cost of approximately $200 for a three-day field trip to the West Coast goldfields.

Topics studied:

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

Achievement Objectives

Students will gain knowledge, skills, and experience to:

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

Five achievement standards will be offered 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).*

Note:
This course is designed to enable senior students to have 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 recommended entry requirement for Level 3 History will be 12 credits in History at Level 2. For a student wanting to study History at Level 3 for the first time they should have gained NCEA at Level 2 from Achievement Standard-based courses.

FACULTY OF TECHNOLOGY

Head of Faculty: Mr Chris Hubble

Why study Technology?

Technology courses—including **Digital Technologies, Food Technology, Design and Visual Communication (DVC), and Materials and Processing Technology**—help students explore how people use tools, systems, and design to shape the world around them. They'll learn how technology influences our lives and opens future career opportunities. Students will build real products, create systems, and design models to develop practical skills and creative thinking.

Learning is hands-on and connected to real-world situations. Teachers use examples from everyday life and global innovations to make the content relevant and engaging. Students are also encouraged to use what they've learned in other subjects to support their work in technology.

DESIGN AND VISUAL COMMUNICATION

Contact: Mr Hubble

Get ready for an exciting adventure in the Senior Design and Visual Communication course; a three-year journey into the world of creativity and innovation.

Level 1 DVC: Dive into the basics of visual communication with hands-on tools like sketching, CAD (computer-aided design), and modelling. Discover the rich heritage of design and Te ao Māori while learning the fundamental processes that bring ideas to life.

Level 2 DVC: Take your skills to the next level by mastering advanced graphic techniques and applying them in more complex projects.

Level 3 DVC: Unleash your creativity with an independent, personalised design project that showcases your unique talents and skills.

The DVC programme is packed with diverse and exciting topics that will keep you inspired and informed. Over the three years, you'll be prepared for further education at top design and engineering schools. Whether you're aiming for a career in the creative industries, the building sector, or any field that values critical and creative thinking, DVC is your launchpad to success.

External Achievement Standards Level 1, 2 and 3 Assessment

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

Computers

Students require a laptop for this course for use in class and when working at home.

Level 2

This is your chance to unleash your creativity and design skills on architecture and product design. Here's why you should be excited about this course:

- **Choose Your Adventure:** You get to pick the style of building and product you'll develop, making each project uniquely yours.
- **Complete the Design Process:** Learn how to take a design from a cool idea to a fully finished product.
- **Think Creatively**: Develop awesome new skills for generating ideas and thinking outside the box.
- **Hands-On Fun:** Dive into sketching, modelling, and using advanced computer applications to bring your creations to life.

Join us and start creating amazing designs!

The recommendation for advancement to Level 3 Design and Visual Communication will be 12 credits from this course.

Internally Assessed Achievement Standards		
AS91340	3 Credits	Use characteristics of a design movement or era to inform design ideas.
AS91343	4 Credits	Use visual communication techniques to compose a presentation of a design
AS91341	6 Credits	Develop a spatial design using graphics practice
		OR
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.

Level 3

This year-long course offers you the freedom to design something you're truly passionate about. Whether you're into product design, engineering, or architecture, this course lets you dive deep into what you love. Here's why you'll want to be part of it:

- **Pursue Your Passion:** Choose your own design project based on what interests you the most.
- **Express Your Skills:** Bring together everything you've learned over the last two years to showcase your advanced design thinking.
- **Achieve More:** Select from five targeted Achievement Standards to earn a minimum of 16 credits.
- **University Ready:** Level 3 DVC is approved for University Entrance, requiring just 14 credits to qualify.

This is your chance to take your creativity to new heights and create something truly extraordinary. Don't miss out on making your design dreams a reality!

It is recommended that students have Level 2 DVC or evidence of good graphic and computer skills to gain access to the Level 3 course.

Internally Assessed Achievement Standards		
AS91608	4 Credits	Undertake brief development to address an issue within a determined context.
AS91610	6 Credits	Develop a conceptual design considering fitness for purpose in the broadest sense.
AS91629	6 Credits	Resolve a spatial design through graphics practice.
		OR
AS91630	6 Credits	Resolve a product design through graphics practice.
Externally Assessed Achievement Standards		
AS91627	4 Credits	Initiate design ideas through exploration.

DIGITAL TECHNOLOGIES
Contact: Mr Cajita

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

Level 2

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

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

Through a hands-on approach to Game Development, students will learn the fundamental concepts and skills necessary to design and develop their own video games. The course covers topics such as game design principles, 2D and 3D graphics, game mechanics, user interfaces, and project management. They will have a solid understanding of the game development process and the ability to create interactive and engaging games of their own. However, students choosing this area need to have an independent approach to learning and a device that could handle the platform.

Entry is recommended to students who have completed Level 1 DTC, gaining at least 10 credits or after discussion with the Teacher in Charge, in consultation with the HOF Technology. Students will be enrolled in specific standards based on their area of choice.

Internally Assessed Achievement Standards		
AS91892	4 Credits	Use advanced techniques to develop a database.
AS91893	4 Credits	Use advanced techniques to develop a digital media outcome.
AS91896	6 Credits	Use advanced programming techniques to develop a computer program.
AS91897	6 Credits	Use advanced processes to develop a digital technologies outcome.
Externally Assessed Achievement Standards		
AS91898	3 Credits	Demonstrate understanding of a computer science concept.

Level 3

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

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

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

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

Entry is recommended to students who successfully gained at least 16 credits from the Level 2 course or after discussion with the teacher in charge and Head of Faculty. There is a high level of English and Mathematical skills required at Level 3 so that students who have not gained the recommended number of credits or who did not complete a DTC course at Level 1 or 2 may find the rigours of this course quite challenging. Students will be enrolled in specific standards based on their area of choice.

Internally Assessed Achievement Standards		
AS91902	3 Credits	Use complex techniques to develop a database.
AS91903	3 Credits	Use complex techniques to develop a digital media outcome.
AS91906	6 Credits	Use complex programming techniques to develop a computer program.
AS91907	6 Credits	Use complex processes to develop a digital technologies outcome.
Externally Assessed Achievement Standards		
AS91908	3 Credits	Analyse an area of computer science *(UE-W).*

FOOD TECHNOLOGY

Contact: Mrs Bickerstaff

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

Level 2

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

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

There will be material costs associated with this course.

Level 3

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

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

There will be material costs associated with this course.

MATERIALS AND PROCESSING TECHNOLOGY

Contact: Mr Capaldi

Students will work through a design process to encourage them to think independently and critically. At Level 1, there is a focus on materials, where students explore what materials are capable of through different applications. At Level 2, students research and work with a client to develop a design that will be fit for purpose in a chosen location. At Level 3, they choose a client and a context which is suited to their chosen pathway or interests and then design and develop this into a final product with a considerable level of complexity.

Students will be assessed using a selection of Technology Achievement Standards.

Please note that students should meet the subject recommendations for entry into Level 2 and Level 3 courses. Please view these at the beginning of this handbook and in the course descriptors below.

Level 2

MTC2

Level 2 students will be asked to find an adult client and to design a workstand to help them with a task. This task might be servicing, repair or general maintenance and some of the items we have in mind might be for a mountain bike or Motocross bike, a chainsaw, or a petrol or electric go kart. There is flexibility in what it can be for, but the stand will hold it safely and make the task easier or quicker to complete. Students 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 mitigate risk using fixed machinery safely and appropriately. Students should have gained AS92012 and AS92013 at Level 1 for entry into the Level 2 course.

Students should gain AS92012 and AS92013 for entry into the Level 2 course.

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

There will be material costs associated with this course. P

MTC2P (Industry Pathway)

This course introduces students to a possible trades pathway through practical projects, while also building transferable skills in product design and manufacturing with a range of hard materials. Students will work through projects that reflect real-world expectations and practices, while developing knowledge of workplace safety, technical drawing interpretation, and construction processes. The course is designed as a non-achievement standard option and is assessed through practical and theory-based standards suited to students pursuing industry training or apprenticeships after school.

Level 3

MTC3

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

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

Students should gain AS91354 and AS91344 for entry into the Level 3 course.

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

There will be material costs associated with this course.

MTC3P (Industry Pathway)

This course builds on the Level 2 Industry Pathway by extending students' capability in both workshop practice and applied theory. Learners will undertake more complex projects that mirror real-world industry expectations, requiring increased independence, precision, and problem-solving. The course deepens knowledge of workplace safety, technical drawing interpretation, and advanced construction processes. It is designed as a non-achievement standard option and is assessed through practical and theory-based standards, preparing students for direct entry into industry training or apprenticeships after school.

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://stbedes.careerwise.school/

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 - BA, BSc, BCom 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
Town 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

stbedes.careerwise.school

www.careers.govt.nz

Understanding NCEA

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

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

https://www.nzqa.govt.nz/

www.vocationalpathways.gov.nz

Preparing for University

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

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

Tertiary Education Providers

www.canterbury.ac.nz (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.aut.ac.nz
www.unitec.ac.nz

Staff Contact Details

Name	Email Address
Jon McDowall Rector	jmcdowall@stbedes.school.nz
James Burnside Deputy Rector – Teaching and Learning	jburnside@stbedes.school.nz
Diarmuid McMahon Deputy Rector – Pastoral and Hauora	dmcmahon@stbedes.school.nz
Emma Louise-Cooper Assistant Rector – Pathways and Enhancement Head of Faculty – Centre of Enhancement	ecooper@stbedes.school.nz
Kurt Paterson Assistant Rector – Boarding and Pastoral	kpaterson@stbedes.school.nz
Rachel Pitcaithly Head of Ministry	rpitcaithly@stbedes.school.nz
Abi King Head of Faculty – ARTS TiC Music	aking@stbedes.school.nz
Lou Days TiC Drama	ldays@stbedes.school.nz
Kimberly Wheeler TIC Visual Arts, Art Design, Photography, Painting	kwheeler@stbedes.school.nz
Margaret Whelan Director of Specialised Pathways	mwhelan@stbedes.school.nz
Jan Kershaw TiC Careers Education and Guidance	jkershaw@stbedes.school.nz
Andrew Jones TiC Gifted and Talented Education	ajones@stbedes.school.nz
Kirstyn Lankshear Gateway Co-ordinator	klankshear@stbedes.school.nz
Karen Staples TiC English as a Second Language	kstaples@stbedes.school.nz
John McPhail Head of Faculty - SCIENCE TiC Agriculture, Agribusiness, General Science	jmcphail@stbedes.school.nz
Josh Borella TiC Earth and Space Science	jborella@stbedes.school.nz
Grant McKenzie TiC Biology	gmckenzie@stbedes.school.nz
Robyn Warburton TiC Chemistry	rwarburton@stbedes.school.nz
David Litten TiC Physics	dlitten@stbedes.school.nz
Daniel Winchester Head of Faculty – PHYSICAL EDUCATION AND HEALTH TiC Sports Performance	dwinchester@stbedes.school.nz
Bruce Cameron TiC Outdoor Pursuits	bcameron@stbedes.school.nz
Morgan Lynn Head of Faculty – ENGLISH AND LANGUAGES	mlynn@stbedes.school.nz
Francesca Festa TiC Foreign Languages	ffesta@stbedes.school.nz
Matua Mark Abraham TiC Te Reo Māori	mabraham@stbedes.school.nz

Fred DeMarco Head of Faculty – MATHEMATICS	fdemarco@stbedes.school.nz
Grant Ven Head of Faculty – RELIGIOUS EDUCATION	gven@stbedes.school.nz
Callum Wilson Head of Faculty – SOCIAL SCIENCES TiC Classical Studies, History, Geography	cwilson@stbedes.school.nz
Simon Cooper TiC Accounting, Business Studies, Economics	scooper@stbedes.school.nz
Chris Hubble Head of Faculty – TECHNOLOGY TiC Design and Visual Communication	chubble@stbedes.school.nz
Rob Capaldi TiC Materials and Processing Technology	rcapaldi@stbedes.school.nz
JC Cajita TiC Digital Technology	jcajita@stbedes.school.nz
Brenda Bickerstaff TiC Food Technology	bbickerstaff@stbedes.school.nz
Jade McDowall Head of Centre of Wellbeing	psychologist@stbedes.school.nz
Lillian Lever Head of Year 9	llever@stbedes.school.nz
Holly Helm Head of Year 10	hhelm @stbedes.school.nz
Sam Tatupu Head of Year 11	statupu@stbedes.school.nz
David Bryce Head of Year 12	dbryce@stbedes.school.nz
Robyn Warburton Head of Year 13	rwarburton@stbedes.school.nz