



# **CAMPION COLLEGE**

## **Year 9 and 10**

### **MODULE AND PROJECT BOOKLET 2019**

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# Campion College Graduates

*We aim, by modelling, for our graduates to be:*

2016 - 2020

## ***Disciples of Christ who...***

1. Are centred on the Gospel values of commitment, compassion and community.
2. Have a personal relationship with Jesus Christ.
3. Have a knowledge, understanding and a lived reality of the teachings of the Catholic Church.



## ***Compassionate individuals who..***

1. Respect the dignity of all human life.
2. Promote social justice for all, especially the most poor and vulnerable in society.
3. Recognise the gifts they have been given by a loving God and the giftedness of others.

## ***Committed learners who...***

1. Constantly strive for academic excellence.
2. Have the ability to set goals and work towards achieving them.
3. Are resilient and independent with a 'can-do' attitude.
4. Actively seek, use and create knowledge using faith and reason.

## ***Community focussed individuals who...***

1. Use their God given talents in promoting the good of society.
2. Are active participants in social, sporting, Christian spiritual and cultural activities.
3. Continue to grow in leadership through service to others.
4. Actively promote stewardship of the earth for the good of all.

**IN CHRIST WE ARE ALIVE**

# COMPULSORY REQUIREMENTS

## COMPULSORY: ALL STUDENTS IN YEARS 9 and 10 MUST:

1. Take a module containing Religious Education each trimester.
2. Take the numeracy module each trimester.
3. Take six (6) other modules from the list in Section B
4. Take two (2) projects from the list in Section C.
5. Ensure that over the year you have taken two modules containing English and at least one module of each of the following learning areas: Health & Physical Education, Mathematics, Science, Social Science, Technology, The Arts.

## ALL STUDENTS ARE ENCOURAGED TO TAKE:

6. Leadership of one hour per week.
7. A sports or arts extra-curricular activity.

# SECTION A: CURRICULUM OVERVIEW

## TIMETABLE STRUCTURE

The Year 9 and 10 programme operates on a trimester basis. This means that the timetable changes three times in the year. The generalised timetable will look like:

<b>TRIMESTER 1</b>					
<b>4 February – 24 May</b>					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.30am-8.40am	Form Time	Form Time	Form Time	Form Time	Form Time
8.40am – 10.20am	Religious Education	Religious Education	Numeracy	Religious Education	Module 2
10.20am – 10.40am	Morning Tea	Morning Tea	Morning Tea	Morning Tea	Morning Tea
10.40am – 12.20pm	Module 1	Module 2	Module 1	Module 2	Impact Project & Leadership
12.20pm – 1.10pm	Lunch	Lunch	Lunch	Lunch	Lunch
1.10pm – 2.50pm	Module 2	Module 1	Impact Project	Module 1	Impact Project
2.50pm – 3.10pm	WRO	WRO	WRO	WRO	WRO

<b>TRIMESTER 2</b>					
<b>27 May – 13 September</b>					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.30am-8.40am	Form Time	Form Time	Form Time	Form Time	Form Time
8.40am – 10.20am	Religious Education	Religious Education	Numeracy	Religious Education	Module 4
10.20am – 10.40am	Morning Tea	Morning Tea	Morning Tea	Morning Tea	Morning Tea
10.40am – 12.20pm	Module 3	Module 4	Module 3	Module 4	Impact Project & Leadership
12.20pm – 1.10pm	Lunch	Lunch	Lunch	Lunch	Lunch
1.10pm – 2.50pm	Module 4	Module 3	Impact Project	Module 3	Impact Project
2.50pm – 3.10pm	WRO	WRO	WRO	WRO	WRO

<b>TRIMESTER 3</b>					
<b>16 September – 5 December</b>					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.30am-8.40am	Form Time	Form Time	Form Time	Form Time	Form Time
8.40am – 10.20am	Religious Education	Religious Education	Numeracy	Religious Education	Religious Education
10.20am – 10.40am	Morning Tea	Morning Tea	Morning Tea	Morning Tea	Morning Tea
10.40am – 12.20pm	Module 5	Module 6	Module 5	Module 6	Module 5
12.20pm – 1.10pm	Lunch	Lunch	Lunch	Lunch	Lunch
1.10pm – 2.50pm	Module 6	Module 5	Module 6	Module 5	Module 6
2.50pm – 3.10pm	WRO	WRO	WRO	WRO	WRO

## PERSONALISED PROGRAMMES

The guidelines in this booklet are designed to provide a general framework for all students and staff to work within. Sometimes a module or project is not listed that forms an important part of a student's interest area. We are able to design programmes to meet specific requests and every effort is made to cater for the individual needs of each student. If there is a module or activity you would like to take as part of your programme which is not listed, please see your learning mentor.

## MULTI LEVEL STUDY

Students may study at any level as long as they meet the prerequisites for the course. Please see your learning mentor for further details.

## VIABILITY OF MODULES

Where the number of students choosing a particular module is low we may not be able to run the module. In these instances students will be guided into other options.

## COURSE OVERVIEW

### CURRICULUM LEVELS

Courses are taught at one of six levels:

YEAR LEVELS	CURRICULUM LEVELS
Year 7 & 8	The modules are designed at Level 4 of the New Zealand Curriculum and then adapted to meet individual needs.
Year 9 & 10	The modules are designed at Level 5 of the New Zealand Curriculum and then adapted to meet individual needs. Some modules contain an NCEA Level 1 assessment.
NCEA Level 1	The courses are designed at Level 6 of the New Zealand Curriculum.
NCEA Level 2	The courses are designed at Level 7 of the New Zealand Curriculum.
NCEA Level 3	The courses are designed at Level 8 of the New Zealand Curriculum.
Scholarship	The programme is set up individually for students with interest and ability and is designed at Level 8 of the New Zealand Curriculum.

## HOMEWORK REQUIREMENTS

There is an expectation that each module will have a homework requirement. This varies with the level of course. The following guideline is provided:

- Year 7 to 10 modules and impact projects have a homework component of 30 minutes per week.
- Level 1 courses have a homework component of 80 minutes per week.
- Level 2 courses have a homework component of 100 minutes per week.
- Level 3 courses have a homework component of 120 minutes per week.

Some students will take longer to complete this requirement; others will achieve it in a shorter time.

# MODULES and PROJECTS – YEARS 9 & 10

Choose one module for each trimester from this table.								
Trimester 1			Trimester 2			Trimester 3		
<b>Mirror, Mirror on the Wall</b>	Religious Education	English	<b>We're all in this Together</b>	Religious Education	Social Science	<b>Lifetime of Change</b>	Religious Education	English
<b>Lens on Life</b>	Religious Education	Arts - Photography	<b>Flourishing Friendships</b>	Religious Education	Health	<b>Express Yourself</b>	Religious Education	Arts - Drama

<b>Section B Modules - Choose six (6) modules</b>	<b>Learning Area 1</b>	<b>Learning Area 2</b>	<b>Page</b>	<b>Section C Projects – Choose 2 projects</b>	<b>Page</b>
Ahuatanga Puoro	Te Reo	Social Science	9	Art Design for Good (D)	18
Amazing Spaces	Mathematics	Technology	9	Build My Own Project (F)	18
Back to the Future	Social Studies	Physical Education	9	Campion Drama Production (D)	18
Cast Off	Physical Education	Arts	9	Care for Others (D)	19
Culture Shock	Social Science	Science	10	Community Garden (D)	19
Forensic Investigations	Mathematics Science	Science	10	Construction Zone	19
"Impossible is nothing"	Physical Education	Technology	10	Enviro Schools (F)	20
Incredible Journeys	English	Science	10	Film Making (F)	20
Mathletics	Mathematics	Physical Education	10	Game Froot (F)	20
Maths in Nature	Mathematics	Arts	10	Love Your Coast (D)	20
Patriots, Protest and Poetry	English	Religious Education	10	Magazine Production	21
Rosetta Stone	Languages	Social Science	11	Making Music (F)	21
Shake it up with Shakespeare	English	Arts	11	Master Chef (D)	21
Te Reo An Introduction	Te Reo	Social Science	11	Murals for Our Community (D)	21
Te Reo – The Next Level	Te Reo	Social Science	11	Rising Sports Stars (D)	22
The Great Bake Off	Science	Technology	11	Robots & Drones (D)	22
The Island	Social Science	Technology	11	Rock Quest (F)	22
True Stories	English	Social Science	11	Science Experiments (D)	22
				Stitched Up (D)	22
				Surf life Saving	23
				Te Ha 2019 (D)	23
				Waka Hourua (D)	23
				Wearable Arts (F)	23
				<b>NB: D = Teacher Directed Project</b>	
				<b>F = Teacher Facilitated Project</b>	

## Year 9 and 10

### RELIGIOUS EDUCATION MODULES

Students choose one module for each trimester.

Title	Content	Learning Areas	Strands
Mirror, Mirror on the Wall	<p><b>TRIMESTER 1</b>                      The focus for this module will be around themes of Identity. Students will gain an understanding of how we each have a unique identity and how this can be discovered through relationship with God, oneself, others and the created world. Students may examine their own identities and the identities of others through speech, static images, written literature and film.</p>	<p>Religious Education</p> <p>English</p>	<p>Founders – Edmund Campion</p> <p>Discovering our Identity (Human Experience)</p> <p>Listening, Reading and Viewing</p> <p>Speaking, Writing and Presenting.</p>
Lens on Life	<p><b>TRIMESTER 1</b>                      Students will focus on St Edmund Campion and how he relates to our identity as members of the Campion College community. They will be introduced to techniques of photography which will enable them to explore how our unique identity is discovered through relationship with God, oneself, others and the created world. Students will learn photography techniques and use them to create representations of their own identities.</p>	<p>Religious Education</p> <p>Arts</p>	<p>Founders – Edmund Campion College</p> <p>Discovering our Identity (Human Experience)</p> <p>Photography</p>
We're all in this Together	<p><b>TRIMESTER 2</b>                      What messages was Jesus trying to convey through his parables? How can we use these messages to understand how the Treaty of Waitangi is responded to differently by people in different times and places? Students will explore the importance of healing brokenness in our lives and how we can apply the teachings of Jesus to historical and contemporary situations.</p>	<p>Religious Education</p> <p>Social Science</p>	<p>Teaching of Jesus (Scripture and Tradition) Sinfulness and Reconciliation (Sacrament and Worship)</p> <p>Identity, Culture and Organisation</p>
Flourishing Friendships	<p><b>TRIMESTER 2</b>                      Students will explore the ways in which Jesus conveyed messages of faith, hope and love; whakapono, tumanako and aroha. Students will identify how we can develop and sustain healthy and flourishing relationships with ourselves and others according to the teachings of Jesus by demonstrating a range of interpersonal skills and processes that help themselves and others in a variety of settings.</p>	<p>Religious Education</p> <p>Health</p>	<p>Teaching of Jesus (Scripture and Tradition)</p> <p>Relationships with Other People.</p>



Lifetime of Change	<p><b>TRIMESTER 3</b> This module will explore aspects of Catholicism, and how Catholicism shows itself in people's lives. Students will gain an understanding of what it means to be Catholic in today's world and how we can be more Christ-like. Caritas will be used as a focus of concrete expression of Catholicism. Themes may include refugees and immigration, climate change and other areas of Social Justice. Students may explore these through themes, speech, static images, written literature and film.</p>	<p>Religious Education</p> <p>English</p>	<p>Expressions of Catholic Life (Theology)</p> <p>Prayer and Liturgy</p> <p>Listening, Reading and Viewing</p> <p>Speaking, Writing and Presenting</p>
Express Yourself	<p><b>TRIMESTER 3</b> Students will explore aspects of Catholicism, and how Catholicism shows itself in peoples' lives. Students will gain an understanding of what it means to be Catholic in today's world and how we can be more Christ-like. A focus around Scripture (including the parables), prayer and liturgy will provide the vehicle for dramatic conventions and performances. Students may work towards devising their own performance around how Catholicism can be expressed in our daily lives.</p>	<p>Religious Education</p> <p>Arts</p>	<p>Expressions of Catholic Life (Theology)</p> <p>Prayer and Liturgy</p> <p>Drama</p>

Students choose six (6) modules from this section.			
Title	Content	Learning Areas	Strands (from 2 year plan)
<b>Āhuatanga Pūoro</b>	<p>Growing your Te Reo through writing and Performing your musical ideas. Getting ready for Rockquest, Kapa Haka and Songwriting competitions.</p> <p><i>There will be a \$5.00 cost.</i></p>	<p>Te Reo</p> <p>Arts (music)</p>	<p>Te Reo</p> <p>Music</p>
<b>Amazing Spaces</b>	<p>Learn about amazing spaces and design your own amazing space. Make a mock-up or model of your design.</p> <p><i>There will be a \$15.00 cost</i></p>	<p>Mathematics</p> <p>Technology</p>	<p>Geometry and Measurement</p> <p>Nature of Technology</p> <p>Technology Practice</p>
<b>Back to the Future.</b>	<p>Investigate the history of sport and how this has evolved over time. Look at the impact that technology has had on performance and the fitness industry. Develop and modify sport for the future.</p>	<p>Social Studies</p> <p>Health &amp; Physical Education</p>	<p>Continuity and Change</p> <p>Personal Health and Physical Development</p>
<b>Cast Off</b>	<p>Learn about yourself and others. Use your understanding of human anatomy to create a sculpture using casting and moulds.</p> <p><i>The cost will be \$10.00.</i></p>	<p>Health &amp; Physical Education</p> <p>Arts</p>	<p>Relationships</p> <p>Sculpture</p>

<b>Culture shock</b>	Explore how the world has gone from the Stone age to the Industrial age. How and why has mankind used different tools and materials through the ages? What impact has this had on the planet? Where do we go from here?	Social Science  Science	Economic World  Material World Planet earth and Beyond
<b>Forensic Investigations</b>	Investigate and solve crimes using Maths and Science together.	Mathematics  Science	Geometry and Measurement Material World Nature of Science
<b>Impossible is nothing</b>	Design athletic clothing you could use in a physical activity context, and look into marketing slogans that promote brands. Interpret these slogans in a variety of practical settings. <i>The cost will be \$20.00.</i>	Health & Physical Education  Technology	Relationships Nature of Technology Technology Practice (Soft material)
<b>Incredible Journeys</b>	Read, write and watch stories about amazing journeys through the air, sea and space. Learn about the incredible science behind the stories and decide for yourself if it is fact or fiction.	English  Science	Reading, Writing, Visual Material World Planet Earth and Beyond
<b>Mathletics</b>	Learn about how you can use measurement and geometry to improve your athletic performance. Design your own game that incorporates the Geometry and Measurement skills you have learnt.	Mathematics  Health & Physical Education	Geometry and Measurement  Personal Health and Physical Development
<b>Maths in Nature</b>	Investigate the geometric patterns found in nature through the process of Art (Painting). <i>There may be a cost associated with this course.</i>	Mathematics  Arts	Geometry and Measurement Drawing/Painting
<b>Patriots, Protest and Poetry</b>	We all have powerful feelings and opinions we want to discuss. We all can do this through poetry.	English Religious Education	Reading, Writing, Visual.

<b>Rosetta Stone</b>	Learn the language of your choice – Mandarin, French, Spanish, Arabic, Russian, Japanese, Greek, Irish, Italian, Farsi, Korean, Filipino (Tagalog) and more. <i>There will be a cost of \$50.00 for this module.</i>	Languages  Social Science	Communication  Cultural Knowledge  Identity Culture and Organisation
<b>Shake It Up With Shakespeare</b>	Forbidden love, fate, chance, life and death. Shakespeare shifts our understanding of these universal ideas. How would you survive? Act out a scene. Choose a character. Act out a scene. Choose a character.	English  Arts	Reading, Writing, Production  Drama
<b>Te Reo Maori - Introduction</b>	Learn the basics of this rich and vibrant language. Become competent in the first language of our country. Understand the events that have helped shape our country.	Te Reo  Social Science	Communication  Cultural Knowledge  Identity Culture and Organisation
<b>Te Reo Maori – The next level</b>	Build on your previous knowledge of Te Reo Maori. Develop your fluency and language skills alongside and appreciation of the history of our own community.	Te Reo  Social Science	Communication  Cultural Knowledge  Identity Culture and Organisation
<b>The Great Bake Off</b>	Investigate the ingredients, react the elements and test the products. <i>There will be a \$20.00 cost.</i>	Science  Technology	Material World  Nature of Technology  Technology Practice
<b>The Island</b>	Create your own Utopia or even a dystopia....you choose. Learn how to set up a functioning society. Use digital technology tools to plan, design and present your world. <i>There will be a \$15.00 cost.</i>	Social Science  Technology	Economic World  Nature of Technology  Technology Practice
<b>True stories</b>	Learn about NZ's own civil war. Find out the true story behind one of the most important events in our country's history. Look at how this is still impacting on us today.	English  Social Science	Reading, Writing, Visual  Continuity and Change

## SECTION C – IMPACT PROJECTS

### IMPACT PROJECTS 2019: UMBRELLA PROJECTS

The Impact Projects for 2019 are grouped under 7 umbrella themes. This allows students to choose an area of learning that they have interest in. The 3 key focus umbrella projects for the College are: Care for others, Stewardship of our planet and Build my own project.

These three umbrella themes most closely align with the goals of our graduate profile.

**Some of the projects are Teacher Directed (D) projects and others are Teacher Facilitated (F) projects. Teacher Directed projects involve the teacher setting the direction and tasks of the project. Teacher facilitated projects involve the student setting the direction and tasks of the project under the educational guidance and critical inquiry of the teacher. It is the goal for all students to advance their learning to the teacher facilitated level. Most projects will last for one trimester.**

#### UMBRELLA PROJECTS



1. Care for others



2. Stewardship of the Earth



3. Build My Own Project



4. Performing Arts



5. Sports.



6. S.T.E.M.



7. Design & Arts

## DECIDE ON AN IMPACT PROJECT

- All students are involved in doing an impact project.
- Students will do two projects during the year; one in trimester 1 and the other in Trimester 2.
- An impact project is important because:
  - a) It allows you to take control of your learning.
  - b) It focuses on the skills required for 21<sup>st</sup> century learning.
  - c) It helps develop resilient and independent workers who actively seek, use and create knowledge using faith and reason.
  - d) It promotes the ability to set goals and work towards achieving them.
  - e) It can establish links with possible career paths.
  - f) It can make your learning more meaningful.
  - g) It allows you to take your learning to a deep level.
  - h) It can help promote stewardship of the earth for the good of all.
  - i) It can help promote social justice for all, especially the most poor and vulnerable in society.
  - j) It can help develop leadership skills through service to others.
  - k) It can make a contribution to the community.

You can choose to develop your own impact project by following the four key stages listed below or you can choose one of the project topics provided in the College.

## HOW DOES AN IMPACT PROJECT WORK?

There are four key stages in you Impact Project:



At every stage of your project you will be reflecting on your learning and using this to feed into your next steps. Your learning will also be shared with your parents, teachers and community mentor so they can offer support and feedback. This will help you to think about how you can continually improve the quality of your product.

## **1. Proposal**

### **Weeks 1-3**

Before your project can go ahead, you must put forward a proposal that outlines what you intend to do. Your proposal needs to show that:

1. The aim is worthwhile and requires you to take your learning beyond yourself by participating in and contributing to the community.
2. You have identified how you will measure the quality of your project using success criteria developed with teachers and experts.
3. There is substantial learning involved for you and each member of your group.
4. Your initial timeline shows the project will maintain momentum and engagement over an extended period of time, (around 12 weeks).

You will initially discuss the proposal with your Learning Mentor and your parents as part of your course selections for 2019.

## **2. Progressing the Plan**

### **Weeks 4-12**

You will be appointed a Project Teacher. The Project Teacher will have some specialist subject knowledge in the general learning areas that you are undertaking your project in. You will work closely with your Project Teacher to link your plan with the success criteria and learning goals that you have agreed on in your proposal.

## **3. Presentation**

### **Weeks 13-14**

Presentation is a key part of your project. Your presentation should engage your audience, clearly deliver your message through what you have made, created or carried out. You may invite community representatives and parents to this presentation. The presentation may be a display, a video, a poster, a brochure, a speech etc. It may be a presentation to a community group.

As a part of your project, you may approach a community mentor to provide additional support for the project. The community mentor offers guidance on the project from their organisation's perspective.

## **4. Evaluation**

### **Week 14**

You will evaluate and report on your project.

# IMPACT PROJECTS: SOLO RUBRIC

	<b>Student Ownership and Agency</b> <i>Committed learners who...</i> - Have the ability to set goals and work towards achieving them. - Are resilient and independent workers with a 'can do' attitude.	<b>Substantial Learning Beyond of Classroom</b> <i>Committed learners who...</i> - Actively seek, use and create knowledge using faith and reason	<b>A Quality Product</b> <i>Committed learners who...</i> - Constantly strive for academic excellence	<b>Impact in the Community</b> <i>Committed learners who...</i> - Use their God given talents in promoting the good of society. - Recognise the gifts they have been given by a loving God and the giftedness of others. - Continue to grow in leadership through service to others.
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**STAGE 1:**  
The beginning!



**STAGE 2:**  
Making progress:

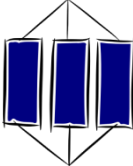
Not Yet Achieved

	I can state one-two reasons why I have chosen this project.	I can identify one skill and one learning area my project is helping me to develop,	I am developing a quality product/outcome using advice from Impact Project teachers and home.	I have had limited discussion about my project with my Impact Project teacher and identified what impact it could have in the community. I have identified at least one expert and am deciding how I will contact them.
	I can identify my interests and state why I have chosen this project.	I can identify at least two skills and one learning area my project is helping me to develop.  I have identified one expert to assist me with my identified skills and/or area of learning.	I have developed a basic product/outcome.  I can identify the different parts of my product/outcome that help to make it fit for purpose.  I received some feedback from others about the quality of my product.	I have discussed my project with an Impact Project teacher and made contact with at least one expert/community mentor about how my project has had an impact (or potential impact) in the community.



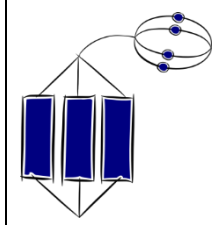
**STAGE 3:**  
**Achieved**

	I can <b>describe</b> how my project fits with my interests and learning. I am excited about my project and motivated to complete it.	I can <b>describe</b> how my project is helping me to develop at least two skills and at least one area of learning. I can <b>provide evidence of this learning</b> e.g. journal entries, photos, feedback, emails. I have consulted at least one expert to assist me with my identified skills and/or area of learning.	I have developed a <b>high quality</b> product/outcome and can <b>describe</b> how some of the parts of the product/outcome make it high quality.  I have used some feedback from others to improve the quality of my product/outcome.	I have been in contact with an expert and/or community mentor <b>about</b> my project.  I have <b>acted on feedback</b> to ensure the potential for an impact on the community (self, peers, family, school, local)  <b>*This is recorded in some form.</b>
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**STAGE 4:**  
**Merit**

	I have been self-motivated and excited about my project throughout.  I can explain how I had to persevere in times of challenge.  I am very proud of what I have achieved and can explain why.	I can <b>explain</b> , in detail, how my project has helped me to develop a range of skills and an area of knowledge to a deep level. I can <b>explain</b> how I am <b>applying</b> this new learning to different areas of my school life. <b>There is clear evidence of this learning in my reflections and other forms of recording.</b>	I have developed a <b>very high quality</b> product/outcome using feedback from experts in the field. I can <b>explain</b> how I <b>applied</b> the feedback to my product/outcome to improve its quality. I have received <b>pleasing feedback</b> from a number of stakeholders on my final product. <b>*There is evidence of this feedback and how I applied it.</b>	I have attempted <b>ongoing communication</b> with experts and/or community mentors throughout my project and utilised their skills and knowledge to develop a project that has some impact in the community. (school or local)  I have received feedback from experts and/or other stakeholders that state my project has had an impact. <b>This feedback is evident in my reflections and other forms of recording.</b>
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**STAGE 5:**

**Excellence**

**DIAMOND**

<p>I have been extremely passionate about my project throughout.</p> <p>I have used a considerable amount of time outside of project time to complete my project.</p> <p>I am extremely proud of the time and effort I have put into my project.</p> <p>I have thought a lot about how I could further develop my project idea/outcome in the future.</p>	<p>I have critically evaluated the skills and knowledge I have developed and linked several new skills or areas of knowledge to complete my project, in consultation with experts.</p> <p>I can explain what I have learnt, in detail, to a high standard.</p> <p>I am transferring this new learning and/or new skills to other areas of my school life.</p> <p>I can also explain areas I can develop further in the future.</p> <p>There is ongoing, detailed and accurate evidence of my learning in my reflections.</p>	<p>I have used ongoing feedback from experts and other stakeholders (e.g. consumers) to develop an extremely high quality product.</p> <p>I have critically evaluated the quality of my product/outcome at various stages throughout my project and can clearly explain how I have used feedback to improve my product/outcome.</p> <p>I have critically reflected on the process of creating my product/outcome and can link the skills and knowledge I have gained to the overall success of my product/outcome.</p> <p>I can discuss how my product/outcome, or the process I have used to create this product/outcome, could be applied to other areas and/or developed further in the future.</p> <p>*There is detailed and accurate evidence of my reflections and evaluations.</p>	<p>I have been in ongoing communication with experts and other stakeholders throughout my project.</p> <p>I have worked closely with all stakeholders to develop a project that has had a significant impact in the community. (school or local)</p> <p>The impact has been documented and recorded and is clearly evident in my reflections.</p> <p>I have evaluated all aspects of my project and have identified a possible future project that could follow the current one.</p>
<p>As for Excellence</p>	<p>As for Excellence</p>	<p>As for Excellence</p>	<p>I have been in ongoing communication with experts and other stakeholders throughout my project.</p> <p>I have worked closely with all stakeholders to develop a project that has had a significant impact in the community. (national or local)</p> <p>The impact has been documented and recorded and is clearly evident in my reflections.</p> <p>The impact has been recognised by the wider community. (newspaper, Stuff, news outlets, national websites)</p> <p>I have evaluated all aspects of my project and have identified the potential to be ongoing.</p>



# NCEA STANDARDS FOR EACH PROJECT

Students in Years 9 & 10 have the opportunity to some complete NCEA Standards as part of their projects. Students can undertake between 5 and 15 credits over the year. The following NCEA Standards are available for most projects. A standard specialist will oversee the implementation and assessment of each standard. Students attend tutorials relating to the Standard(s) as part of their project commitment.

	Subject Name	Levels	Credits	Standard Number	Description of standard	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Onsite or Offsite Provider
Plan and progress your Project	Technology	1,2,3	4	AS91044 AS91354 AS91608	Write a proposal (brief)	Internal	None	No	No	Onsite
	Technology	1,2,3	4	AS91045 AS91355 AS91609	Plan your project	Internal	None	No	No	Onsite
	Technology	1,2,3	6	AS91046 AS91356 AS91610	Develop a concept design	Internal	None	No	No	Onsite
	Technology	1,2,3	6	AS91047 AS91357 AS91611	Make a prototype	Internal	None	No	No	Onsite
	Mathematics	2	2	AS91263	Design a questionnaire	Internal	None	No	Yes	Onsite
Presentation of your Project	English	1,2,3	3	AS90857 AS91102 AS91476	Oral presentation	Internal	None	No	No	Onsite
	English	1,2,3	3	AS90855 AS91103 AS91477	Visual & verbal presentation	Internal	None	No	No	Onsite
	English	1,2	4	AS90854 AS91106	Read widely	Internal	None	No	No	Onsite
	English	4	5	US22750	Write a report	Internal	None	Yes	No	Onsite
	Media Studies	1,2,3	6	AS90954 AS91253 AS91495	Produce a website, film or magazine page	Internal	None	No	No	Onsite
Leadership	Physical Education	2	4	AS91332	Evaluate leadership in a group	Internal	None	No	No	Onsite
	Social Studies Health Or Education for Sustainability	1,2,3	4	AS91282 AS91599 AS91237 AS91464 AS90810	Demonstrate personal involvement in a social action, toward a sustainable future or to enhance the wellbeing of others	Internal	None	No	No	

## ART DESIGN for GOOD

**Umbrella:** Design & Art

**Content:** Students will consider an issue that is of importance to them ie: the ocean. Using the lens of Catholic Social teaching they will then work with local organisations to develop graphic material that addresses an aspect of this issue. They will gather their own photographic resources and use drawing media and Photoshop to generate and develop ideas.

**Cost:** Art Pack \$30.00 (Purchased from the College Art Department) – Workbook, Clear files and pens.  
Art fee \$20.00 – A1 boards, tape and other consumables.

**Stationery:** BYOD

## BUILD MY OWN PROJECT

**Umbrella:** Build my own project

**Content:** Teacher Facilitated Project (F). Build my Own Project is a key focus area within the College.  
  
Do you have an idea that you would like to develop? Then this project is for you. Design something unique! Turn your design ideas into reality.

**Cost:** The cost of any project depends on the scope of the individual topic. This will be discussed with students and families during the design phase of the project.

**Stationery:** BYOD

## CAMPION DRAMA PRODUCTION

**PERF 32**

**Umbrella:** Performing Arts

**Content:** Teacher Directed Project (D). The performing arts are an important expression of our humanity. We can make a significant impact on others through music, drama and dance. This umbrella project encourages your artistic talent to shine by putting on a performance for others.

**Cost:** The cost of any project depends on the scope of the individual topic. This will be discussed with students and families during the design phase of the project.

**Stationery:** BYOD

**Umbrella:** Care for Others

**Content:** Teacher Directed Project (D). Care for others is a key focus area within the College. It emphasises the preferential option that we should give to the poor and vulnerable in the world.

In this project you may join an organisation that supports people who are poor and vulnerable such as Caritas or Vinnies and help support them in their efforts.

Caritas is the Catholic aid agency focussed on international support. Your challenge is to promote the work of the agency, raise community awareness of international needs and help fund their relief efforts.

Vinnies is the youth arm of the St Vincent de Paul Society. This is the Catholic aid agency focussed on providing support within our local community. Your challenge is to promote the work of the agency, raise community awareness of local needs and help fund efforts within the community. Part of the project involves working with the local St Vincent de Paul group.

**Cost:** The cost of any project depends on the scope of the individual topic. This will be discussed with students and families during the design phase of the project.

**Stationery:** BYOD

## **COMMUNITY GARDEN**

**Umbrella:** Stewardship of the Earth

**Content:** Teacher Directed Project (D). Do you like gardening? Is there a viable way to develop a community garden – remember the community may be your school?

Do you like the idea of feeding people healthy food and developing recipes around what you are growing? Investigate horticulture with the experts and provide for your community.

**Stationery:** BYOD

**Cost:** Students may need to supply some materials for their project.

## **CONSTRUCTION ZONE**

**Umbrella:** Build My Own Project

**Content:** Teacher Facilitated Project (F). Do you have something that you would like to build using wood, plastic, cloth, leather or metal? Then this project may be for you. Create your own design or get help from your teachers on an idea that you have. Create a 3-D model of your design. Think about other people who may benefit from your creation?

**Stationery:** BYOD

**Cost:** Students may need to supply some materials for their project.

## ENVIRO SCHOOLS

**Umbrella:** Stewardship of the Earth

**Content:** Teacher Facilitated Project (F). Develop a project that protects our native bush. Develop the wet land area between the College and the river. What should we plant? How can we protect our native birds and other animal species? Investigate the corridors developed for native birds. Consider the Motu Kiwi project and add your enthusiasm and ability to learn to the mix.

**Stationery:** BYOD

**Cost:** Students may need to supply some materials for their project.

## FILM MAKING

**Umbrella:** Performing Arts

**Content:** Teacher Facilitated Project (F). Make the best film for Fair Go. Enter the 48 hour film making festival. Share your environmental message using film.

Possible topics to develop could also include: freedom of speech in different countries, social justice, SADD, the use of 1080 poison, aliens, fluoride in water sugary foods, renewable energies, stress, smoking, the use of alcohol in society. The possibilities are only limited by your imagination.

This is an opportunity to learn from experts the techniques necessary to make a high quality film and allows you to use equipment you may not have at home. Perhaps your career thoughts lean towards animation or special effects – this may help.

**Stationery:** BYOD

**Cost:** Students may need to supply some materials for their project.

## GAME FROOT

**Umbrella:** Design & Art

**Content:** Teacher Facilitated Project (F). Create your own computer game. Use coding in the Gamefroot platform. Test your programme against others. You can also enter the national Gamefroot competition.

**Stationery:** BYOD

**Cost:** Students may need to supply some materials for their project.

## LOVE YOUR COAST

**Umbrella:** Stewardship of the Earth

**Content:** Teacher Directed Project (D). Our coastlines are suffering from litter created by our lifestyles. In this project we will create changes to prevent litter getting to our coastlines. In other words we are looking to put the fence at the top of the cliff, not just the ambulance at the bottom. Join with others around our region, our nation and across our planet who are taking action to address this mayor environmental issue.

**Stationery:** BYOD

**Cost:** Students may need to supply some materials for their project.

## MAGAZINE PRODUCTION

**Umbrella:** Design & Arts

**Content:** Teacher Facilitated Project (F). This project could include: writing articles for newspapers, developing the College magazine, publishing a College newspaper (online) or maybe you wish to produce a children's book.

You may wish to develop your English skills or share your ideas. Introduce your fellow students to the big issues facing the world today and produce well researched interesting articles. It may be that journalism is your career path or you may just like writing.

You may want to consider raising awareness about issues happening in the world such as human trafficking, vegan lifestyles, HPV vaccinations, astronomy, mental health, drinking age, driving age, minimum wage, recycling, the use of poisons on animal control or wind farms as a future energy source.

**Stationery:** BYOD

**Cost:** Students may need to supply some materials for their project.

## MAKING MUSIC

**Umbrella:** Performing Arts

**Content:** Teacher Facilitated Project (F). Do you enjoy performing music, writing music or would you like to learn a musical instrument? This may be the project for you. Take your music to the world. Write your own song and perform it. Enter the music competitions and bring your message to the world.

**Stationery:** BYOD

**Cost:** Students may need to supply some materials for their project.

## MASTER CHEF

**Umbrella:** S.T.E.M.

**Content:** Teacher Directed Project (D). Do you enjoy cooking and eating food? Do you want to develop your cooking skills? Design healthy meals and test your skills against others. Cook for others and run a fund raising cooking event.

**Stationery:** BYOD

**Cost:** Students may need to supply some materials for their project.

## MURALS FOR OUR COMMUNITY

**Umbrella:** Design & Art

**Content:** Teacher Directed Project (D). We have rebuilt a large part of our College and now we need to think about beautifying it. Create murals for around the College. Or you may want to take your artistic ability into the wider community. The bus shelter in Gladstone Road would look good with a mural on the side. Leave your mark on the College or wider community with a well-designed and high quality mural.

**Stationery:** BYOD

**Cost:** Students may need to supply some materials for their project.

## **RIISING SPORTS STARS**

**Umbrella:** Sports

**Content:** Teacher Directed Project (D). Are you passionate about a sport! Develop your potential to the fullest. In this project you may develop your skill level in your chosen sport, learn about the mental skills required for elite sports (the top 2%), understand nutritional needs of athletes and use your passion to run a sports programme for others.

**Cost:** The cost of any project depends on the scope of the individual topic. This will be discussed with students and families during the design phase of the project.

**Stationery:** BYOD

## **ROBOTS AND DRONES**

**Content:** Someone has to code the driverless vehicles. Coding has become a common part of most people's lives whether they want to know that or not. Gaming is also here to stay – it is even on SKY television. Learn to code, develop the app you've always wanted, make the perfect game or develop a model for the spread of the zombie apocalypse (or bird flu). Be prepared to learn in depth and realise all those skills you've learnt in class do matter.

**Stationery:** BYOD

**Cost:** Students may need to supply some materials for their project.

## **ROCKQUEST**

**Umbrella:** Performing Arts

**Content:** Teacher Facilitated Project (F). Let the musical talent in you shine. Form a band and enter the regional rockquest competition. Use the opportunity to develop your music skills.

**Stationery:** BYOD

**Cost:** Students may need to supply some materials for their project.

## **SCIENCE EXPERIMENTS**

**Umbrella:** S.T.E.M.

**Content:** Teacher Directed Project (D). Experiment in the laboratory to help understand why things happen and then use your skills to show and explain to primary school students a range of experiments. Take your learning to the next level and test out your own ideas and enter the regional science fair.

**Stationery:** BYOD

**Cost:** Students may need to supply some materials for their project.

## STITCHED UP

**Umbrella:** S.T.E.M.

**Content:** Teacher Directed Project (D). Learn to make fabric products to suit your own interests and style. Display your completed garments to highlight your passion for fashion.

**Cost:** The cost of any project depends on the scope of the individual topic. This will be discussed with students and families during the design phase of the project.

**Stationery:** BYOD

## SURF LIFESAVING

**Content:** Teacher Directed Project (D). Develop your surf lifesaving skills and help our community. In this project you will work towards gaining surf lifesaving qualifications and using these skills within our community. **Students must be 14 years and over to obtain their bronze award.**

**Cost:** The cost of any project depends on the scope of the individual topic. This will be discussed with students and families during the design phase of the project.

**Stationery:** BYOD

## TE HA 2019

**Umbrella:** Care for Others

**Content:** Teacher Directed Project (D). Te Ha means the 'Breath of life.' In 2019 the rest of New Zealand will focus on Tairāwhiti as we commemorate the 250th anniversary of the first landing of Lieutenant James Cook in New Zealand and the first formal meetings between Māori and Europeans on and off the coast of Tairāwhiti in October 1769 and celebrate the voyaging traditions of both cultures. This project offers the opportunity to add your contribution to this historic occasion.

**Cost:** The cost of any project depends on the scope of the individual topic. This will be discussed with students and families during the design phase of the project.

**Stationery:** BYOD

## WAKA HOURUA

**Umbrella:** S.T.E.M.

**Content:** Teacher Directed Project (D). Develop your sailing and navigational skills on the waka hourua. Learn about our local history. Take others into the bay to experience the same exhilaration.

**Cost:** The cost of any project depends on the scope of the individual topic. This will be discussed with students and families during the design phase of the project.

**Stationery:** BYOD

# WEARABLE ARTS

**Umbrella:** Design & Art

**Content:** Teacher Facilitated Project (F). Develop your artistic ideas and create the costume of your dreams. Enter it in a competition. Learn about textiles and the materials needed for a truly great creation.

**Stationery:** BYOD

**Cost:** Students may need to supply some materials for their project.

## NCEA OVERVIEW

The National Certificate in Educational Achievement (NCEA) is the main qualification studied in the senior school. There are three levels of NCEA Certificate. At each level students must attain a certain number of credits to gain an NCEA certificate. Credits can be gained over more than one year.

### NCEA LEVEL 1

To achieve a Level 1 certificate, students must attain at least 80 Level 1 (or higher) credits, with at least 10 credits in literacy and 10 credits in numeracy.

### NCEA LEVEL 2

To achieve a Level 2 certificate, students must attain at least 60 Level 2 (or higher) credits. (20 credits from Level 1 achievement will make up the 80 credits overall that are needed for NCEA Level 2) NB: The Level 1 literacy and numeracy requirements must also be met.

### NCEA LEVEL 3

To achieve a Level 3 certificate, students must attain at least 60 Level 3 (or higher) credits. (20 credits from Level 2 achievement will make up the 80 credits overall that are needed for NCEA Level 3) NB: The Level 1 literacy and numeracy requirements must also be met.

### NCEA CERTIFICATE ENDORSEMENT

If a student gains 50 credits at Excellence, their NCEA will be endorsed with Excellence. Likewise, if a student gains 50 credits at Merit (or Merit and Excellence), their NCEA will be endorsed with Merit. The Record of Achievement shows endorsement awards.

Credits earned can count towards an endorsement over more than one year and more than one level. However, they must be gained at the level of the certificate or above. For example, Level 2 credits will count towards endorsement of a Level 1 NCEA, but Level 1 credits will not count towards endorsement of a Level 2 NCEA. For further information contact your Learning Mentor or refer to the NZQA website.

### NCEA COURSE ENDORSEMENT

Course endorsement provides recognition for a student who has performed exceptionally well in an individual course.

Students will gain an endorsement for a course if, in a single school year, they achieve:

- 14 or more credits at Merit or Excellence, *and*
- at least three of these credits must come from externally assessed standards and at least three credits from internally assessed standards. Note, this does not apply to Physical Education, Religious Education, and Visual Arts. These courses are endorsed through internal standards only. (You can individually add external standards to a course if there are none allocated).

A course endorsement is not a qualification. A course endorsement can be gained independently of a qualification. For example, a student may achieve a Merit endorsement for their Level 2 Mathematics course regardless of whether they achieve NCEA Level 2. For further information, contact your Learning Mentor or refer to the NZQA website.

It is possible for students to decide what standards are used to make up a course. Students can also personalise the names of their courses (ie Engineering Course made up of Physics and Mathematics standards). See your Learning Mentor for further details.



