



CAMPION COLLEGE

SENIOR SCHOOL COURSE BOOKLET 2016

NCEA LEVELS 1, 2, 3

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Campion College Graduates

We aim for our graduates to be:

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 and understanding of the teachings of the Catholic Church.
4. Recognise the gifts they have been given by God and the giftedness of others.

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. Continue to grow in leadership through service to 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 workers 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. Actively promote stewardship of the earth for the good of all.

IN CHRIST WE ARE ALIVE

COMPULSORY AND RECOMMENDED REQUIREMENTS

COMPULSORY: ALL STUDENTS IN YEARS 11, 12 AND 13 MUST :

1. Take a course in Religious Education.
2. Take an Impact Project.
3. Take courses that give you 100 NCEA credits for the year.
4. Ensure you have at least 10 NCEA Level 1 (or above) credits in literacy.
5. Ensure you have at least 10 NCEA Level 1 (or above) credits in numeracy.

RECOMMENDED: FOR STUDENTS IN YEARS 11, 12 AND 13:

6. If you are thinking of going to university you must have at least 3 university approved subjects and achieve 14 credits in each of them.
7. If you are thinking of going to university you must have 10 Level 2 credits in literacy (5 credits in writing and 5 credits in reading).

ALL STUDENTS ARE ENCOURAGED TO TAKE:

8. Leadership of one hour per week.
9. A sport or arts extra-curricular activity.



CAMPION COLLEGE

SECTION A

PLANNING YOUR COURSE OF STUDY

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SECTION A: PLANNING YOUR COURSE OF STUDY

PART 1: CAREER DIRECTIONS

- Do you have a career in mind?
- What career directions are you interested in?

Students focus their learning around courses that:

✓ are compulsory

and/or ✓ are of interest to them

and/or ✓ they are good at

and/or ✓ they enjoy

and/or ✓ are a requirement for learning in future years

VOCATIONAL PATHWAYS



Vocational Pathways provide a framework improving the links between education, careers and employment options. The Vocational Pathways were developed in collaboration with industry and education to ensure students 16-19 years have a

better understanding of the workplace, and the qualifications and skills required by industry. Students can get NCEA Level 2 with Vocational Pathways, which shows they have a broad knowledge and skills that are relevant to the industries.

There are six industries in the Vocational Pathways. These pathways help students see the direction their courses are taking them in. They also show other courses that they could take to reinforce their learning in a particular pathway.

The six pathways are:

SOCIAL & COMMUNITY SERVICES

The Social & Community Services sector is a big employer in New Zealand and is essential for maintaining the well-being and safety of New Zealanders. There are growing demands for more educated and skilled young people to enter the industries.

This sector is all about caring for people and keeping them safe. It can be exciting, personally rewarding, physically and emotionally demanding. The range of jobs is huge, from monitoring and protecting people and property (corrections, defence, or fire fighting), to caring for people in need (healthcare, community and social work, medicine or therapy). You'll be dealing with people of all ages and from all walks of life, and there will be times where you'll find yourself in fast-changing, challenging situations, where you may have to make quick decisions under pressure. It's a highly social sector; even if you work alone you've generally got a strong team behind you that supports and depends on you. Your skills can be highly transferable in New Zealand and overseas

SERVICE INDUSTRIES

Service Industries account for around two thirds of New Zealand's GDP with sectors such as transport, tourism, communications, screen, trade and hospitality to name a few. There are growing demands for more educated and skilled young people who can enter and remain in the industries. If you enjoy working with people you'll get a kick out of it. Good communication and presentation skills are important. Working in teams and dealing with people means you'll need to speak and listen well to others, and relate to people from all walks of life. You'll also be able to pay attention to detail. Knowledge of New Zealand and local culture and heritage is a real asset. With skills from this sector you can work and travel the world. It can be truly inspirational – from travel to tourism, hairdressing to hospitality, physical fitness to financial services. In these jobs you're the brand, dealing directly with people.

PRIMARY INDUSTRIES

New Zealand aims to double the value of Primary Industry exports by 2025. This puts growing pressure and demand for more educated and skilled workers at all levels across the industries. There's a huge range and diversity of jobs from hands-on, to science or business roles and a lot of opportunities to learn new skills. You can work outdoors or indoors, alone or with mates. You could be in a processing plant, turning primary produce into value-added goods for export. You might work far from the farm in a big city office, organising shipping, or developing new markets. If you're into science and technology, you may be contributing to the next leading agricultural breakthrough or new consumer product. You'll be contributing to an important and sustainable sector that's one of New Zealand's biggest employers and exporters.

CONSTRUCTION & INFRASTRUCTURE

New Zealand's growth is set to outpace most of its developed markets' peers with construction and infrastructure including broadband rollouts, national road building, energy, water/wastewater and house building set to increase by around 40%.

You'll be part of a well-run team that's committed to getting the job done safely and well, to meet the client's specifications. You'll work indoors and outdoors. Often it'll be dusty, noisy and the hours may vary. You'll move around from site to site, working with lots of different tradespeople, contractors and clients. You'll have a variety of different tasks, and you'll use a lot of different tools and types of machinery. The work is physical and active and you will learn by doing.

MANUFACTURING & TECHNOLOGY

To be globally competitive, New Zealand needs to grow its skilled workforce. The industry has said that skills shortages need to be addressed and having skilled staff is one of the most important factors for growth. From hands-on production and assembly to cutting edge research, from massive machines and busy production lines, to individual crafts or computer design. You might be working with huge lumps of metal or delicately assembling tiny component parts – so small you can't even see them. You'll be working with tools, machinery and equipment, or maybe a computer. You could be producing things in their millions, or making or designing individual one-offs. You might be fabricating or maintaining systems, or doing a job involving lots of thinking and planning. Some roles are really creative; many are methodical, detailed and precise. Generally in this pathway, there's a very clear end point to the job you're doing and you'll know exactly what part you played in it.

CREATIVE INDUSTRIES

In this pathway, you will apply your creative skills and imagination to help people see the world differently.

You'll come up with new ideas or variations on existing ones. Sometimes, you will need to analyse problems and come up with solutions, or develop fresh ways to express existing concepts or ideas. Working in the sector can often call for big picture thinking and attention to detail. Be ready to apply your talents across different fields. You will need to be flexible, adaptable, resilient and make sure there is always a market or audience for your creations or skills. You may work independently or in a team to resolve technical, artistic and challenging problems. You can be part of making a real contribution to your community.

JOB PROFILES

There are a huge number of roles and occupations available in each of the vocational pathway sections, ranging from entry level through to high level.

Even for entry level jobs or apprenticeships, NCEA Level 2 is the minimum you need nowadays, because it means you will have a good foundation in the skills and competencies you will need to go further. For other roles, you'll definitely need to further your education after school, by understanding tertiary study, or training on the job.

To find out what jobs are available in each of these sectors go to www.youthguarantee.net.nz or refer to the booklet available from your Learning Mentor.

PART 2: CHOOSING YOUR CREDITS

You should choose a course of study that provides you with 100 credits achievement in NCEA for the year.

You can choose credits from your specialised subjects and from your impact projects. Remember that NCEA Level 1 is based on 80 credits and NCEA Level 2 and 3 is based on 60 credits.

Focusing on 100 credits:

- allows for a slip up if you do not achieve a particular standard.
- allows you to spend more time, and focus more deeply on what you learn. This increases the chances of you achieving at the Merit and Excellence levels.
- allows you to better connect your learning with your interests through impact projects.
- allows you to develop fully as a person through participation and leadership roles and participation in extra-curricular activities.

NCEA

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 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 subject.

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.

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.

NCEA VOCATIONAL PATHWAYS AWARD

Vocational Pathways help students, parents and prospective employers see where your strengths are and guide the standards that you could consider taking.

To have an NCEA Level 2 awarded with a Vocational Pathway you must complete 20 Level 2 credits from the sector related standards and 40 Level 2 credits from other recommended standards. (NB: In 2016, the national emphasis is on NCEA Level 2).



THINKING OF UNIVERSITY?

UNIVERSITY ENTRANCE REQUIREMENTS

University Entrance (UE) is the minimum requirement to go to a New Zealand university. Not ALL STUDENTS plan to go to university; however we encourage all students to be aware of the university entry requirements to keep their options open.

To qualify for UE you will need:

- NCEA Level 3
- Three subjects - at **Level 3 or above**, made up of:
 - ✓ 14 credits each, in three approved subjects
- Literacy - 10 credits at **Level 2 or above**, made up of:
 - ✓ 5 credits in reading
 - ✓ 5 credits in writing
- Numeracy - 10 credits at **Level 1 or above**, made up of:
 - ✓ Achievement Standards – specified achievement standards available through a range of subjects, or

- ✓ Unit Standards - package of three numeracy unit standards (26623, 26626, 26627- **all** three required).

Once you have met the requirements for University Entrance, it will appear on your Record of Achievement.

APPROVED SUBJECTS and STANDARDS for UNIVERSITY

To gain entry into university you must achieve 14 credits for each of 3 approved subject areas using any of the Achievement Standards listed for that subject area (NB: some standards are listed in more than one area but you can only count them once):

APPROVED SUBJECT	ACHIEVEMENT STANDARDS
Accounting	91404, 91405, 91406, 91407, 91408, 91409
Agriculture & Horticulture	91528, 91529, 91530, 91531, 91532
Biology	91601, 91602, 91603, 91604, 91605, 91606, 91607
Business Studies	91379, 91380, 91381, 91382, 91383, 91384, 91385
Calculus	91573, 91574, 91575, 91576, 91577, 91578, 91579, 91587
Chemistry	91387, 91388, 91389, 91390, 91391, 91392, 91393
Chinese	91533, 91534, 91535, 91536, 91537
Classical Studies	91394, 91395, 91396, 91397, 91398
Computing - Expired end 2013	N/A
Construction and Mechanical Technologies	91620, 91621, 91622, 91623, 91624, 91625, 91626 and 91627, 91628, 91629, 91630, 91631 and 91632, 91633, 91634, 91635, 91636, 91637, 91638, 91639, 91640, 91641, 91642 and 91643, 91644 and 91608, 91609, 91610, 91611, 91612, 91613, 91614, 91615, 91616, 91617, 91618, 91619
Cook Islands Maori	91538, 91539, 91540, 91541, 91542
Dance	91588, 91589, 91590, 91591, 91592, 91593, 91594, 91595
Design (Practical Art)	91440, 91445, 91450, 91455 and 91460
Design and Visual	91627, 91628, 91629, 91630, 91631 and 91620, 91621, 91622, 91623, 91624,

Communication	91625, 91626 and 91632, 91633, 91634, 91635, 91636, 91637, 91638, 91639, 91640, 91641, 91642 and 91643, 91644 and 91608, 91609, 91610, 91611, 91612, 91613, 91614, 91615, 91616, 91617, 91618, 91619
Digital Technologies	91632, 91633, 91634, 91635, 91636, 91637, 91638, 91639, 91640, 91641, 91642 and 91627, 91628, 91629, 91630, 91631 and 91620, 91621, 91622, 91623, 91624, 91625, 91626 and 91643, 91644 and 91608, 91609, 91610, 91611, 91612, 91613, 91614, 91615, 91616, 91617, 91618, 91619
Drama	91512, 91513, 91514, 91515, 91516, 91517, 91518, 91519, 91520
Earth and Space Science	91410, 91411, 91412, 91413, 91414, 91415
Economics	91399, 91400, 91401, 91402, 91403
Education for Sustainability	90828, 90829 (expiring 31/12/2015), 90831, 90832, 91735, 91736
English	91472, 91473, 91474, 91475, 91476, 91477, 91478, 91479, 91480
French	91543, 91544, 91545, 91546, 91547
Geography	91426, 91427, 91428, 91429, 91430, 91431, 91432, 91433
German	91548, 91549, 91550, 91551, 91552
Graphics - Expired end 2013	N/A
Health Education	91461, 91462, 91463, 91464, 91465
History	91434, 91435, 91436, 91437, 91438, 91439
History of Art	91482, 91483, 91484, 91485, 91486, 91487, 91488, 91489
Home Economics	91466, 91467, 91468, 91469, 91470, 91471
Indonesian	91645, 91646, 91647, 91648, 91649
Japanese	91553, 91554, 91555, 91556, 91557
Korean	91558, 91559, 91560, 91561, 91562
Latin	91506, 91507, 91508, 91509, 91510, 91511
Mathematics with Calculus - Expired end of 2013	N/A
Statistics and Modelling - Expired end of 2013	N/A

Mathematics	91573, 91574, 91575, 91576, 91577, 91578, 91579, 91587 and 91580, 91581, 91582, 91583, 91584, 91585, 91586
Media Studies	91490, 91491, 91492, 91493, 91494, 91495, 91496, 91497
Music Studies	91416, 91417, 91418, 91419, 91420, 91421, 91422, 91423, 91424, 91425
Painting (Practical Art)	91441, 91446, 91451, 91456 and 91460
Photography (Practical Art)	91442, 91447, 91452, 91457 and 91460
Physical Education	91498, 91499, 91500, 91501, 91502, 91503, 91504, 91505, 91789
Physics	91521, 91522, 91523, 91524, 91525, 91526, 91527
Printmaking (Practical Art)	91443, 91448, 91453, 91458 and 91460
Processing Technologies	91643, 91644 and 91632, 91633, 91634, 91635, 91636, 91637, 91638, 91639, 91640, 91641, 91642 and 91627, 91628, 91629, 91630, 91631 and 91620, 91621, 91622, 91623, 91624, 91625, 91626 and 91608, 91609, 91610, 91611, 91612, 91613, 91614, 91615, 91616, 91617, 91618, 91619
Religious Studies	90824 (expiring 31/12/2015), 90825, 90826, 90827, 91725
Samoan	91563, 91564, 91565, 91566, 91567
Science	91601, 91602, 91603, 91604, 91605, 91606, 91607 and 91387, 91388, 91389, 91390, 91391, 91392, 91393 and 91410, 91411, 91412, 91413, 91414, 91415 and 91521, 91522, 91523, 91524, 91525, 91526, 91527
Sculpture (Practical Art)	91444, 91449, 91454, 91459 and 91460
Spanish	91568, 91569, 91570, 91571, 91572
Social Studies	91596, 91597, 91598, 91599, 91600
Statistics	91580, 91581, 91582, 91583, 91584, 91585, 91586
Technology	91608, 91609, 91610, 91611, 91612, 91613, 91614, 91615, 91616, 91617, 91618, 91619 and 91643, 91644 and 91632, 91633, 91634, 91635, 91636, 91637, 91638, 91639, 91640, 91641, 91642 and 91627, 91628, 91629, 91630, 91631 and 91620, 91621, 91622, 91623, 91624, 91625, 91626
Te Reo Māori	91650, 91651, 91652, 91653, 91654
Te Reo Rangatira	90536, 90785, 90786, 90787, 90788, 90789, 90790, 90791
Tongan (new)	91679, 91680, 91681, 91682, 91683

GUARANTEED ENTRY TO UNIVERSITY COURSES

For some university courses, more students apply than can be taken into the course. Universities have therefore adopted a ranking system based on NCEA results to determine the entry of students into these courses. Universities also use this ranking system to give a guaranteed entry into courses.

RANK SCORE: The ranking system is calculated from an overall rank score. This is based on your best 80 credits at Level 3 NCEA or higher over a maximum of five university approved subjects, weighted by the level of achievement attained in each set of credits. The rank score is calculated by awarding the following points for up to 24 credits in each approved subject. (The maximum rank is 320 points).

Excellence = 4 points, Merit = 3 points, Achievement = 2 points.

Guaranteed entry rank scores begin at 120 points and go up to 320 points depending on the courses being undertaken.

For some courses there are also requirements around the standards that are needed to be undertaken. Check with your Learning Mentor, the Careers Team or the university website for further detail.

HOW TO CALCULATE YOUR RANK SCORE

Approved Subjects (best 24 credits per subject)	Excellence Credits	Merit Credits	Achieved Credits
English	8	3	6
Religious Education	6	6	6
Mathematics with Statistics	4	4	16
Geography	-	9	11
French	-	-	24
SUB-TOTAL	18	22	63
Best 80 Credits	18	22	40
Calculate Points	72 points (18 x 4)	66 points (22 x 3)	80 points (40 x 3)
SCORE			218 POINTS

Count up all your Excellence and Merit credits first, then count as many Achieved credits as you need up to a maximum of 80 credits. In this example, the student can only count 40 of their Achieved credits.

GUARANTEED ENTRY SCORES FOR SOME OF THE UNIVERSITIES

The following is a simplified guide only. Please refer to your Learning Mentor, the Transition Department or the University website for confirmation of criteria. With the current economic climate, it is possible that the rank score will become more widely used as universities have a greater emphasis placed on them for students to pass

their courses in Year 1. We encourage students to aim for the highest rank score they can attain as a means of offering choice with university and polytechnic study options and possible scholarship applications.

TABLE A Credits must come from one subject		TABLE B Credits must come from one subject	
- Classical Studies	- History	- Accounting	- Economics
- English	- History of Art	- Biology	- Mathematics
- Geography	- Te Reo Maori	- Calculus	- Statistics
		- Chemistry	- Physics

AUCKLAND UNIVERSITY 'TABLE'

UNIVERSITY	COURSE	RANK SCORE	OTHER CRITERIA
Auckland	B. Engineering	205	- 17 External Credits Calculus - 16 External Credits Physics
	B. Health Sciences	250	- 18 Credits in 1 Subject from Table A - 18 Credits in 1 Subject from Table B
	B. Biomedical Science	280	
	B. Nursing	220	- 18 Credits in 1 Subject from Table A - 18 Credits in 1 of Biology, Chemistry, Physics
	B. Architecture	230	- 16 Credits in 1 Subject from Table B - 16 Credits in 1 Subject from Table B - Portfolio
	B. Arts	150	
	B. Urban Planning	230	- Written Statement
	B. Commerce	180	- With 16 Credits in each of 3 subjects from Table A and/or Table B
	B. Education (Teaching)	150	- Subject to interview, police check and referees' reports
	B. Laws		- Part (I) Students must be offered a place in another bachelors degree. Entry will be based on the guaranteed scores for the other bachelors degree.
	B. Medicine		- Applicants must complete Year 1 of either B. Health Sciences or B. Biomedical Science. - Biology, Chemistry and at least one English-rich subject are recommended. - Physics and Mathematics (Statistics or Calculus) are useful.
	B. Pharmacy		- Applicants must complete Year 1 of either B. Health Sciences or B. Biomedical Science.

UNIVERSITY	COURSE	RANK SCORE	OTHER CRITERIA
Victoria (Wellington)	Most Courses	150	
	B. Architecture	180	
Waikato (Hamilton)	Most Courses	UE	
	B. Engineering	UE	<ul style="list-style-type: none"> – 16 Credits in Calculus – 14 Credits in Physics – 14 Credits in Chemistry (optional)
Otago	Most Courses	140	
	B Health Sciences	140	<ul style="list-style-type: none"> – Level 3 Physics – Level 3 Chemistry – English Diagnostic Test
	B. Dentistry		– Applicants must complete Year 1 of B. Health Sciences
	B. Medicine		– Applicants must complete Year 1 of B. Health Sciences
	B. Pharmacy		– Applicants must complete Year 1 of B. Health Sciences
	B. Physiotherapy		– Applicants must complete Year 1 of B. Health Sciences
Canterbury	Most Courses	UE	
Massey	Most Courses	UE	
	B. Engineering	UE	<ul style="list-style-type: none"> – 16 Credits in Calculus – 14 Credits in Physics

SCHOLARSHIP

Scholarship papers are designed to extend the best secondary students in the country and enable top scholars to be acknowledged. Students will be able to enter one or more scholarship assessments as well as their Level 3 assessments. A student sitting three scholarship papers may be eligible for the Scholarship (Level 4) qualification.

PREREQUISITES TO STANDARDS

Many standards have prerequisites that must be undertaken before progression into the course. This reduces the risk of a student not being able to cope with the expectations of a standard.

The prerequisite for each standard is listed in the details for each course that follows.

LEVEL 1 COURSES

In general, a satisfactory effort at Foundation Level is the prerequisite for students undertaking Level 1 courses. Standards requiring a specific prerequisite will have this detailed in the description for that course.

LEVEL 2 COURSES

In general, a satisfactory effort at Level 1 is the prerequisite for students undertaking Level 2 courses. Standards requiring a specific prerequisite will have this detailed in the description for that course.

LEVEL 3 COURSES

In general, a satisfactory effort at Level 2 is the prerequisite for students undertaking Level 3 courses. Standards requiring a specific prerequisite will have this detailed in the description for that course.

When a student does not meet the prerequisite for a course or standard they wish to take, they should, in the first instance, discuss this with the relevant Head of Curriculum (HOC). The student can further discuss their proposed programme with their Learning Mentor, who will liaise with the Senior Leadership Team if necessary.

CODE KEY

In this booklet all courses are identified by a code. The key to this code is:

The four letter descriptor of the course

ENGL 31

ODD NUMBERS =

– Specialised Courses (Monday to Thursday)

EVEN NUMBERS =

– Impact Projects (Friday Focus)

The level of the course

0-Foundation

1 – Level 1

2 – Level 2

3 – Level 3

4 – Level 4

PERSONALISED PROGRAMMES

The guidelines in this booklet are designed to provide a general framework for all students and staff to work within. Sometimes a course 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 course or activity you would like to take as part of your programme which is not listed, please see your Learning Mentor or the Transition staff.

MULTI LEVEL STUDY

Students may study at any level as long as they meet the prerequisites for the course.

VIABILITY OF COURSES

Where the number of students choosing a particular course is low, other providers will be considered, particularly distance learning options. If this is not viable, students will be guided into other selections.

COURSE OVERVIEW

CURRICULUM LEVELS

Courses are taught at one of five levels:

Level 0 – Foundation Courses: These form the basis for higher learning. They also include courses of general interest available to all students.

Level 1 Courses: In these courses, the majority of credits in assessment are at the NCEA Level 1.

Level 2 Courses: In these courses, the majority of credits in assessment are at the NCEA Level 2.

Level 3 Courses: In these courses, the majority of credits in assessment are at the NCEA Level 3.

Scholarship/Level 4 Subjects: These subjects are set up individually for students with interest and ability. Students apply for consideration to be able to take a scholarship subject.

Students are eligible for entry into Scholarship in a particular subject if they have achieved at least 14 credits at the excellence level for standards that directly correlate to the scholarship subject of their Level 2 grades in that same subject. A timetabled scholarship class will be offered. This scholarship class will be for the equivalent of one period per week and may operate on a Friday as part of the Impact Projects or outside the normal timetabled class time for senior students (between 3.30pm and 5.30pm on one day of the week).

PLANNING YOUR COURSE OF STUDY

Campion College is committed to the development of the whole person. All students are encouraged to:

- Plan a course of study that covers 100 NCEA credits over the year (for students in Years 11, 12 and 13)

NCEA Level 1 is based on achieving 80 credits. NCEA Levels 2 & 3 are based on achieving 60 credits (at that level or above).

Guaranteed entry to university courses is based on your best 80 credits

- Take at least one hour per week of a leadership role in the College.
- Participate in a sport or cultural/arts activity in Terms 1, 2 and 3.

Students can study courses from Foundation Level to Level 3 providing they have met the appropriate prerequisites.

The College has an emphasis on most students achieving at the Merit and Excellence levels for their courses.

Each course comprises 200 minutes (4 periods) classroom time; 150 minutes of this involves direct teacher tuition and 50 minutes is independent supervised work. As part of this requirement there is the expectation that students will complete all homework for each course.

Students and parents will plan the courses for the year with the student's Learning Mentor.

HOMEWORK REQUIREMENTS

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

- Foundation courses 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.

COMPULSORY COURSES

YEAR 11 STUDENTS:

You must take:

- Religious Education
- An Impact Project
- Courses that allow you to achieve 100 NCEA credits over the year.
- Courses that ensure you achieve at least 10 credits in literacy and 10 credits in numeracy.

YEAR 12 STUDENTS:

You must take:

- A course in Religious Studies
- An Impact Project
- Courses that allows you to achieve 100 NCEA credits for the year

You must ensure you have met or are able to meet the literacy and numeracy requirements for NCEA Level 1

You must ensure you have met or are able to meet the literacy requirements for University Entrance (if you are considering going to university).

YEAR 13 STUDENTS:

You must take:

- A course in Religious Studies
- An Impact Project
- Courses that allows you to achieve 100 NCEA credits for the year

You must ensure you have met or are able to meet the literacy and numeracy requirements for NCEA Level 1

You must ensure you have met or are able to meet the literacy requirements for University Entrance (if you are considering going to university).

You must take 3 university approved subjects and achieve 14 credits in each of them (if you are considering going to university).

NZQA RESULTS AND ENTRIES

A reminder to students to regularly check results and entries on the NZQA website for accuracy.

PREP TIME

There will be time during the week when students in Years 11, 12 & 13 do not have formal lessons with a teacher. During these times, students are expected to prepare for their subjects. This may involve completing assignments, doing extra reading, continuing with classwork etc. This is called PREP TIME.

- Students will be allocated a class to attend during this Prep Time. Where possible this class will be matched with one of the student's subject teachers.
- Students are expected to bring their work with them to the class.
- Students must attend the class that they have been assigned to.
- Students who hold Green or Gold Cards are not required to attend Prep classes but they are welcome to if they wish.

PART 3: NCEA RULES AND REGULATIONS

This is a guide to the criteria and information students need to be aware of for the successful completion of courses and the College rules governing the NCEA system. It is important that you read and understand the following information.

ATTENDANCE

All students must maintain a satisfactory attendance from the commencement of the course until the completion date for the course. All absences must be explained, by a note or phone call from your parents/guardians. Talk to your Learning Mentor or the Principal's Nominee if you need any further clarification.

MISSED OR LATE ASSESSMENTS

Legitimate Absences: a school approved exchange, trip, or official work experience, or where the student is ill.

If you are absent from school due to illness and you miss an assessment, your parents/guardians should, if possible, ring the College office on the day of your absence. You will need to bring a note from your parents/guardians and give it to the Principal's Nominee, on your first day back in class. Your Learning Mentor and Subject Teacher will be informed as to the legitimacy of your absence.

A medical certificate may be required for absences from a significant assessment or if you are away for three days or more consecutively, or if you are beginning to show a pattern of missing assessments or school. The Principal's Nominee will advise you if you need to provide a medical certificate for absences.

If you know in advance that you are going to be absent from school, a request for leave **in writing** to the Principal's Nominee in advance is required from your parents/guardians.

For any legitimate absences your subject teacher may choose to:

- (i) Give you the assessment on the day of your return to class
- (ii) Give you an equivalent assessment or
- (iii) Give you a grade based on evidence from other authenticated work.

ABSENCES NOT CONSIDERED TO BE LEGITIMATE

(eg: truancy, leave for overseas trips, etc) If your absence from an assessment or failure to meet an assessment deadline is because of truancy or for activities that are not directly endorsed by the College then any assessments missed will result in a 'Not Achieved' grade.

LATE ASSESSMENTS

If there is a genuine problem, then, before the due date, you must seek an extension from your teacher and negotiate a new date.

If an extension is requested for an assessment, the subject teacher may request to see work to date. If insufficient effort has been made to start the assessment, an extension may be refused by the teacher.

For clarification, if a student has been given a lengthy time period to complete an assessment and requests an extension of time close to the due date, then there is an expectation that a significant amount of the work in draft form would be available for the teacher to view when considering the request.

If the assessment falls due on the day of a school-based trip and you are aware in advance of the trip, then you must arrange for the assessment to be handed in before or on the date or a new date negotiated. Otherwise, the assessment will be regarded as late. Assessments handed in late for non-approved reasons will result in a grade of "Not Achieved".

LOSS OF WORK

In the event that your work, due to legitimate reasons, is lost, this must immediately be reported to your Subject Teacher and the Principal's Nominee. Your parents/guardians will also need to contact the College and explain the circumstances of the loss. A discussion will take place to ascertain the best option in each individual case.

FURTHER ASSESSMENT OPPORTUNITY

It is the policy of Campion College to give students the opportunity for further assessment in an internally assessed standard where this is practical and appropriate. Where a student has missed an assessment and has no reasonable excuse for missing, they will not have the opportunity for reassessment where this is offered.

SPECIAL ASSESSMENT CONDITIONS

- Students who have been identified as requiring and qualifying for Special Assessment Conditions (such as reader-writers) may be eligible for special assistance to complete both internal and external assessment work.
- Any student who wishes to be considered for Special Assessment Conditions should first discuss this with their Learning Mentor.

AUTHENTICITY/BREACH OF RULES

(i) Authenticity Requirements

- Students must not accept undue assistance or unauthorised help from any person in the preparation or submission of their work, and all work submitted by students must be genuinely their own.
- For assessments such as assignments that are completed over an extended period of time, students should keep plans, drafts or log books used in the preparation of that work. In order to verify that work which has been completed out of class is in fact that of the student concerned, teachers may require students to provide material such as drafts and log books.

- Students will also be required to sign the Assessment Cover Sheet Student Declaration to affirm the authenticity of their work.

(ii) Rules of Assessment / Breach of the Rules

- Any serious breach of the assessment rules, such as failure to follow instructions, dishonest practice, serious misconduct or failure to meet the authenticity requirements outlined above, will be investigated by the College. If a Breach of the Rules is proven, it will result in the student's assessment result being declared invalid, a Not Achieved grade awarded and disciplinary action being taken.

APPEAL PROCEDURES

- If there is an issue or problem with any aspect associated with an internal assessment decision made by a teacher, students have the right to lodge an Appeal.
- Before lodging an Appeal, students should first informally discuss the assessment decision and the issue involved with the teacher concerned.
- The Appeal must be lodged with the teacher within five (5) days of the date that the marked assessed work was returned to the student or the student being made aware of the decision.
- To lodge an appeal, a student must obtain a Student Assessment Appeal Form (Template 4) from their teacher, the HOC or the PN. This form must then be completed and returned to the teacher concerned. The sheet clearly outlines the procedures that a student must follow if they are not satisfied with the result of an Appeal.

DERIVED GRADE PROCESS

Candidates who are prevented from sitting external examinations or presenting materials for external assessment, or who consider that their performance in an external assessment has been seriously impaired because of exceptional circumstances beyond their control, may apply for a 'Derived Grade'.

Impairment must be of a serious nature such as illness or misadventure including bereavement of a family member or exceptional circumstances beyond the control of the student.

Derived grades will be based on the student's performance in practice assessments such as College practice examinations and tests. It is important that students achieve to the best of their ability in all College based assessments in case this assessment is needed to generate a derived grade.

PRIVACY

As a student, you have guaranteed rights under the Privacy Act 1993.

Where the College collects personal information from a student, it will take steps to ensure that the individual concerned is aware: that the information is being collected, the purpose for which the information is being collected and who the information is going to. No information will be collected by unlawful, unfair or unreasonably intrusive means.

Personal information is collected and stored in the student's records or with the Learning Mentors. These are kept in a secure, locked cabinet or room. Data held by Heads of Curriculum areas, Learning Mentors and teachers regarding student assessments, behaviour issues, goal setting strategies will be stored in a secure cabinet which is not accessible to other students. Information retained by individual teachers about students will not be accessible to other students. Individual assessment data and student learning programmes will be kept confidential to the student concerned.

Information on students may not be used for the purpose other than for which it was collected. Any exception to this would be noted by the Senior Leadership Team of the College.

INTELLECTUAL PROPERTY

Impact Projects offer the opportunity for students to actively seek, use and create knowledge using faith and reason. It is the intention of the College that all new knowledge remains the intellectual property of the people who created it.

Intellectual Property (IP) is an umbrella term used for human innovations and creativity that are capable of being protected under national law and international treaties. IP includes a diverse range of commercial assets from patents for new inventions through to copyrighting protected artworks.

1. Automatic (copyright) protection

In New Zealand [copyright protection](#) automatically exists from the date of creation to written texts (such as books, poems and plays) music, films, software, artistic works (drawing paintings, sculptures, and architectural designs.) There is no formal registration requirement in New Zealand, but it is always worth making others aware of your rights where possible through a copyright notice followed by the creation date, for example: 'Copyright John Hopata, May 2008.

With the exception of copyright protection which is automatic, you will need to register your rights if you wish to gain the benefit from legal protection. In some cases you may need to register your rights in several categories. For example, design rights can help protect the **outward appearance** of a product you design, but not its function. Patent rights cover the **function and purpose** of a product.

2. Protection that requires your action

You will need to register and protect your IP if it fits under one of the following categories: [Patents](#), [Trademarks](#), [Designs](#), [Plant Variety Rights](#)



CAMPION COLLEGE

SECTION B

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SPECIALISED SUBJECTS – LEVEL 1

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RELIGIOUS EDUCATION - LEVEL 1

RELG 11

Content: This course covers the following topics:

- Understanding the New Testament – The Gospel Story
- The Trinity
- Conscience, Morality & Values

The course provides students with the opportunity to confront and cope with the challenge of accepting responsibility for their personal lives. This is a year-long course that is broken into three rotation modules. Each rotation is a distinct topic and is taught by a different teacher.

Cost: \$35.00 for the purchase of NRSV Bible (if not previously purchased through the College).

Stationery: 1 x 1B5 Exercise Book
BYOD

Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	Level 1 Literacy	Level 1 Numeracy	Expected Assessment Date or End of Standard Assessment	Onsite or Offsite Provider
Religious Studies	AS 90816	Describe the purpose of a sacred text within a religious tradition.	2	6	Internal	Nil	Yes	No	Term 1, Week 9 Term 2, Week 9 Term 3, Week 9	Onsite
Religious Studies	AS 90818	Describe the application of the key ethical principle(s) of a religious tradition to an issue.	2	6	Internal	Nil	Yes	No		Onsite
Religious Studies	AS 90819	Describe key beliefs of a religious tradition.	2	6	Internal	Nil	Yes	No		Onsite

SACRAMENTAL PROGRAMME

Content: This course is offered to all students who are interested in exploring the Catholic faith at a deeper personal level. The course takes place over a 12 week period with students attending one period per week.

The topics covered in this course are The Sacraments of Baptism, Reconciliation, Eucharist and Confirmation. Students who complete this course may go on to receive the Sacraments in a celebration with the Bishop.

Cost: Nil

Stationery: Nil

BUSINESS AND ENTERPRISE - LEVEL 1

BUSN 11

This composite Level One – Three NCEA course provides you with an opportunity to engage in authentic, real world contexts via a multi-disciplinary, research and inquiry driven approach to Social Science education. Incorporating aspects from Economics, Business Studies, Geography, Sustainability Education and Media Studies, you will learn by being collaborative, creative, innovative and enterprising.

Content: **Business Studies:** In this Level One course you will participate in a College 'Market Day'. Here you will collaboratively plan and deliver a small business activity, selling a product of your choice during a lunchtime market day. Enjoy the thrill of trading real products for real money!

Economics: You will examine the multitude of decisions successful companies make in order to remain commercially competitive. An interview with our local McDonald's franchise owner and a visit to the store support learning in this authentic context.

Geography: You will conduct research in the Gisborne Central Business District in order to identify urban patterns, consider the changing retail and commercial landscape and ultimately determine a suitable location for a new business venture.

Cost: Nil

Stationery: BYOD with word processing capacity
1x Clearfile

Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	Level 1 Literacy	Level 1 Numeracy	Expected Assessment Date or End of Standard Assessment	Onsite or Offsite Provider
Business Studies	AS 90842	Carry out and review a product-based business activity within a classroom context with direction.	2	6	Internal	Nil	Yes	No	Term 3, Week 9	Onsite
Economics	AS 90984	Demonstrate understanding of decisions a producer makes about production.	3	5	Internal	Nil	Yes	No	Term 1, Week 9	Onsite
Geography	AS 91011	Conduct geographic research, with direction.	3	4	Internal	Nil	Yes	Yes	Term 2, Week 9	Onsite

COMPUTING - LEVEL 1**COMP 11**

Content: The course covers creating a prototype, a digital media outcome (web design or desktop publishing), demonstrating understanding of design elements, constructing a basic computer program (scratch) and demonstrate understanding of how materials enable technological products to function. Depending on interest, students may complete three or four of the internal standards.

Cost: \$10.00 Print Credit will be required

Stationery: A folder to keep notes and print outs in

Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	Level 1 Literacy	Level 1 Numeracy	Expected Assessment Date or End of Standard Assessment	Onsite or Offsite Provider
Technology	AS 91073	Implement basic procedures to produce a specified digital media outcome.	3	4	Internal	Nil	No	No	Term 1, Week 8	Onsite
Technology	AS 91076	Construct a basic computer program for a specified task.	4	3	Internal	Nil	No	No	Term 2, Week 4	Onsite
Technology	AS 91053	Demonstrate understanding of design elements.	3	3	External	Nil	Yes	No	Term 3, Week 3	Onsite
Technology	AS 91072	Demonstrate understanding of basic concepts of digital media.	3	3	Internal	Nil	Yes	No	Term 4, Week 3	Onsite
	OR AS 91047	Undertake development to make a prototype to address a brief.	3	6	Internal	Nil	No	No	Term 4, Week 3	Onsite

DRAMA - LEVEL 1**DRAM 11**

Content: Students will create plays from a given stimulus using elements and conventions to structure, devise and then perform their self-devised performance. They will learn about acting technique to create and sustain a role and apply these in a dramatic context. Students will study melodrama and then create and perform a play in this style. The students will have an opportunity to apply their theoretical knowledge through an external examination.

Cost: Nil

Stationery: BYOD

Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	Level 1 Literacy	Level 1 Numeracy	Expected Assessment Date or End of Standard Assessment	Onsite or Offsite Provider
Drama	AS 90006	Apply drama techniques in a dramatic context.	6	4	Internal	Nil	Yes	No	Term 2, Week 2	Onsite
Drama	AS 90997	Devise and perform a Drama.	2	5	Internal	Nil	Yes	No	Term 3, Week 5	Onsite
Drama	AS 90999	Use features of a drama/theatre form in a performance.	3	4	Internal	Nil	Yes	No	Term 4, Week 2	Onsite
Drama	AS 90998	Demonstrate understanding of features of a drama/theatre form.	2	4	External	Nil	Yes	No	Term 3, Week 10	Onsite

ELEMENTS OF ENGLISH - LEVEL 1

ENGE 11

Content: This course is designed for students who find some difficulty with the demands of English. It covers a variety of internally assessed Unit Standards and Achievement Standards. The Unit Standards are designed for students to be able to achieve their Literacy requirements at Level 1.

Cost: There are no costs associated with this course.

Stationery: 1 x 1B5 Exercise Book
1 x Refill
1 x Ringbinder
BYOD

Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	Level 1 Literacy	Level 1 Numeracy	Expected Assessment Date or End of Standard Assessment	Onsite or Offsite Provider
English	US 26622	Write to communicate ideas for a purpose and audience.	3	4	Internal	Nil	Yes	No	Term 2, Week 9	Onsite
English	US 26624	Read texts with understanding.	3	3	Internal	Nil	Yes	No	Term 2, Week 9	Onsite
English	US 26625	Actively participate in spoken interactions.	4	3	Internal	Nil	Yes	No	Term 3, Week 6	Onsite
English	AS 90854	Form personal responses to independently read texts, supported by evidence.	2	4	Internal	Nil	Yes	No	Term 4, Week 3	Onsite

ENGLISH - LEVEL 1

ENGL 11

Content: Reading, writing, and visual texts are all integral parts of the course. The written texts used include We All Fall Down by Robert Cormier and A Child Called It by Dave Pelzer and the common visual text is "Boy".

Stationery: 1 x 1B5 Exercise Book
1 x Refill
1 x Ringbinder
BYOD

Cost: There are no costs associated with this course.

Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	Level 1 Literacy	Level 1 Numeracy	Expected Assessment Date or End of Standard Assessment	Onsite or Offsite Provider
English	AS 90053	Produce formal writing.	5	3	Internal	Nil	Yes	No	Term 1, Week 8	Onsite
English	AS 90854	Form personal responses to independently read texts, supported by evidence.	2	4	Internal	Nil	Yes	No	Term 2, Week 8	Onsite
English	AS 90849	Show understanding of specified aspect(s) of studied written text(s), using supporting evidence.	3	4	External	Nil	Yes	No	Term 3, Week 3	Onsite
English	AS 90850	Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence.	3	4	External	Nil	Yes	No	Term 3, Week 10	Onsite

FOOD AND NUTRITION - LEVEL 1

FOOD 11

Content: All units of work contain weekly cooking activities.

- **Adolescent Nutrition:** National Guidelines for healthy eating, nutrients in food, meal planning for teenagers, healthy cooking methods, practical food preparation.
- **Food Safety and Hygiene:** High risk foods, food poisoning risks, safe food handling practices.
- **Food Packing Information:** Reading nutritional information from packaging, promotional features of packaging. Making healthy choices of products.
- **Baking Breads and Dough:** A range of baking and food preparation skills using a variety of recipes. Testing during cooking. Making a product to meet specifications.

Cost: \$120.00 per year for students doing Monday to Thursday. Students will be charged on a pro-rata basis if they join the class for part of the year. This includes the cost of all foods for cooking and stationery.

Stationery: BYOD

Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	Level 1 Literacy	Level 1 Numeracy	Expected Assessment Date or End of Standard Assessment	Onsite or Offsite Provider
Home Economics	AS 90956	Demonstrate knowledge of an individual's nutritional needs.	3	5	Internal	Nil	No	No	Term 1, Week 8	Onsite
Home Economics	AS 90959	Demonstrate knowledge of practices and strategies to address food handling issues.	2	5	Internal	Nil	Yes	No	Term 2, Week 6	Onsite
Home Economics	AS 90961	Demonstrate understanding of how packaging information influences an individual's food choices and well-being.	3	4	External	Nil	Yes	No	Term 3, Week 9	Onsite

GRAPHIC DESIGN - LEVEL 1

GRAP 11

Content: This course allows students to build upon their previous experience and develop a portfolio of skill based achievements, using research and design tools and methods.

Cost: \$20.00 for a Graphics Kit (purchased from the College Technology Department) which includes drawing materials and A3 drawing pads.

Stationery: BYOD

Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	Level 1 Literacy	Level 1 Numeracy	Expected Assessment Date or End of Standard Assessment	Onsite or Offsite Provider
Technology	AS 91063	Produce freehand sketches that communicate design ideas.	4	3	External	Nil	No	No	Term 4, Week 3	Onsite
Technology	AS 91064	Produce instrumental, multi-view orthographic drawings that communicate technical features of design ideas.	4	3	External	Nil	No	Yes	Term 4, Week 3	Onsite
Technology	AS 91065	Produce instrumental paraline drawings to communicate design ideas.	4	3	External	Nil	No	Yes	Term 4, Week 3	Onsite
Technology	AS 91066	Use rendering techniques to communicate the form of design ideas.	3	3	Internal	Nil	No	No	Week 2, Week 8	Onsite
Technology	AS 91068	Undertake development of design ideas through graphics practice.	4	6	Internal	Nil	No	No	Week 2, Week 8	Onsite

HARD MATERIALS - LEVEL 1**HARD 11**

Content: Learn design techniques and planning methods to produce a hard materials product and construct a prototype. The combination of standards are matched to the student's interest and skills.

Cost: \$80.00 for basic materials, but additional charges will be made to cover any extra materials used on projects.

Stationery: BYOD

Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	Level 1 Literacy	Level 1 Numeracy	Expected Assessment Date or End of Standard Assessment	Onsite or Offsite Provider
Technology	AS 91047	Undertake development to make a prototype to address a brief.	3	6	Internal	Nil	No	No	Term 4, Week 3	Onsite
Technology	AS 91057	Implement basic procedures using resistant materials to make a specified product.	3	6	Internal	Nil	No	No	Term 2, Week 8	Onsite
Technology	AS 91059	Demonstrate understanding of basic concepts used to make products from resistant materials.	3	4	Internal	Nil	Yes	No	Term 2, Week 8	Onsite

HISTORY - LEVEL 1

HIST 11

Content: During this course we will be looking at key aspects of the 20th Century. Time will also be spent on developing key History concepts.

Topics: **Joseph Stalin Totalitarian Dictator:** An in depth look at the rise and development of the first Communist state and how one man took total control and used that power to suppress all opposition leading to the deaths of 20,000,000 people. Aspects of this topic lend themselves to the AS 91005 external standard. (Describe the causes and consequences of an historical event).

The 1981 Springbok Tour: An examination of how a rugby tour divided a nation and focused global attention on New Zealand. Rioting in the streets, pitch invasions, mass arrests, families split. Find out more about this controversial event. This topic is used for two internal standards. (AS 91001 - Carry out an investigation of an historical event, or place, of significance to New Zealanders. AS 91002 - Demonstrate understanding of an historical event, or place, of significance to New Zealanders). It can also be used for the 1.5 external standard. (Describe the causes and consequences of an historical event).

Black Civil Rights: Find out about the struggle of black Americans to overturn racial inequality and segregation. Learn more about the pivotal campaigns that led to a greater black voice in American society. Find out about the Jim Crow Laws, Montgomery Bus Boycott, Little Rock desegregation, Sit-ins, Freedom Rides and more. This topic is used for one internal standard AS 91004 (Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders). It can also be used for the 1.5 external standard. (Describe the causes and consequences of an historical event).

Cost: Nil

Stationery: BYOD

Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	Level 1 Literacy	Level 1 Numeracy	Expected Assessment Date or End of Standard Assessment	Onsite or Offsite Provider
History	AS 91001	Carry out an investigation of an historical event, or place, of significance to New Zealanders.	3	4	Internal	Nil	Yes	No	Term 2, Week 3	Onsite
History	AS 91002	Demonstrate understanding of an historical event, or place, of significance to New Zealanders.	3	4	Internal	Nil	Yes	No	Term 2, Week 3	Onsite
History	AS 91004	Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders.	3	4	Internal	Nil	Yes	No	Term 3, Week 8	Onsite
History	AS 91005	Describe the causes and consequences of an historical event.	3	4	External	Nil	No	No	Term 3, Week 10	Onsite

MATHEMATICS - LEVEL 1**MATH 11**

Content: This course includes Statistics, Trigonometry, Number, Algebra, Algebraic Relationships and Probability. It leads to Level 2 Mathematics with Calculus or Level 2 Mathematics with Statistics. Students should be working AT New Zealand Curriculum Level 5 when entering this course.

Cost: \$42.00 (Write on Workbooks and Revision Booklets)

Stationery: 2 x 1E5 Exercise Books
Graphics Calculator (Casio 9750G Plus II or equivalent)
BYOD

Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	Level 1 Literacy	Level 1 Numeracy	Expected Assessment Date or End of Standard Assessment	Onsite or Offsite Provider
Mathematics	AS 91026	Apply numeric reasoning in solving problems.	3	4	Internal	Nil	No	Yes	Term 1, Week 5	Onsite
Mathematics	AS 91031	Apply geometric reasoning in solving problems.	4	4	External	Nil	No	Yes	Term 2, Week 3	Onsite
Mathematics	AS 91027	Apply algebraic procedures in solving problems. (CAT)	3	4	External	Nil	No	Yes	Term 3, Week 8 Common Assessment Task	Onsite
Mathematics	AS 91028	Investigate relationships between tables, equations and graphs.	3	4	External	Nil	No	Yes	Term 2, Week 10	Onsite

MATHEMATICS with STATISTICS - LEVEL 1

MATHS 11

Content: This course includes Statistics, Trigonometry, Number and Algebra. It leads to Level 2 Mathematics with Statistics. Students should be working TOWARDS or AT Level 5 when entering this course.

Cost: \$28.00 (Write on Workbooks and Revision Booklet)

Stationery: 2 x 1E5 Exercise Books
Graphics Calculator (Casio 9750G Plus II or equivalent)
BYOD

Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	Level 1 Literacy	Level 1 Numeracy	Expected Assessment Date or End of Standard Assessment	Onsite or Offsite Provider
Mathematics	AS 91026	Apply numeric reasoning in solving problems.	3	4	Internal	Nil	No	Yes	Term 1, Week 5	Onsite
Mathematics	AS 91032	Apply right angled triangles in solving measurement problems.	3	3	Internal	Nil	No	Yes	Term 2, Week 4	Onsite
Mathematics	AS 91027	Apply algebraic procedures in solving problems. (CAT)	3	4	External	Nil	No	Yes	Term 3, Week 8 Common Assessment Task	Onsite
Mathematics	AS 91035	Investigate a given multivariate data set using the statistical enquiry cycle.	3	4	Internal	Nil	Yes	Yes	Term 4, Week 2	Onsite

MUSIC - LEVEL 1**MUSC 11**

Content: **What is this course about?** In this course students will complete solo and group performances, and write compositions. (Standards in aural and theory and/or score-reading are available to those with suitable prior knowledge.)

What will I learn? In this course you will build on the skills learned in Foundation/Year 10 music. If you have not completed a semester of Foundation/Year 10 music, you should be able to demonstrate equivalent skill and knowledge. In solo performance, you will practise performing for an audience, increase your technical and expressive skills, and complete formal assessments. You will have the opportunity to improve your ensemble skills through group performance. Your composition skills will be developed using available instruments and technology and/or collaboration with your classmates. Additional standards, leading to potential course endorsement, are available to those with an appropriate level of skill in theory and aural.

You will be required to have lessons with an itinerant teacher as part of your programme, or organise your own teacher for your performance instrument. If you are intending to complete AS 91274 second instrument in 2017 you should also have weekly lessons on another instrument.

Cost: There are no costs with this course.

Stationery: BYOD, access to an instrument at home.

Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	Level 1 Literacy	Level 1 Numeracy	Expected Assessment Date or End of Standard Assessment	Onsite or Offsite Provider
Music	AS 91090	Perform two pieces of music as a featured soloist.	3	6	Internal	Nil	No	No	Assessment opportunities will be offered throughout the year.	Onsite
Music	AS 91091	Demonstrate ensemble skills through performing a piece of music as a member of a group.	3	4	Internal	Nil	No	No		Onsite
Music	AS 91092	Compose two original pieces of music.	3	6	Internal	Nil	No	No		Onsite

NUMERACY - LEVEL 1

NUMR 11

Content: Students will be given the opportunity to gain Level One and University Entrance numeracy credits from Achievement Standards. Those who do not gain the required number of credits (10) before the end of Term Two 2016 will be entered in the Numeracy Unit Standards which cover Number, Measurement and Statistics. The Achievement Standards will include Number, Statistics and Trigonometry. This course will suit students still working AT or TOWARDS New Zealand Curriculum Level 4.

Cost: \$25.00 (Write on Workbooks)

Stationery: 2 x 1E5 Exercise Books
Graphics Calculator (Casio 9750G Plus II or equivalent)
BYOD (preferably laptop)

Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	Level 1 Literacy	Level 1 Numeracy	Expected Assessment Date or End of Standard Assessment	Onsite or Offsite Provider
Mathematics	AS 91026	Apply numeric reasoning in solving problems.	3	4	Internal	Nil	No	Yes	Term 1, Week 7	Onsite
Mathematics	AS 91036	Investigate bivariate numerical data using the statistical enquiry cycle.	3	3	Internal	Nil	Yes	Yes	Term 2, Week 7	Onsite
Mathematics	AS 91032	Apply right-angled triangles in solving measurement problems.	3	3	Internal	Nil	No	Yes	Term 3, Week 5	Onsite
Mathematics	AS 91035	Investigate a given multivariate data set using the statistical enquiry cycle.	3	4	Internal	Nil	Yes	Yes	Term 4, Week 2	Onsite

PHYSICAL EDUCATION - LEVEL 1

PHED 11

Content: **What is this course about?** Experiencing the joy of movement through various sport and leisure contexts, personal challenge through surfing and mountain biking, teamwork and leadership through a student selected sport or physical challenge.

What will I learn? Develop the ability to think in action and reflect on action, evaluate choices related to decision making in movement contexts, participate in regular activity, act responsibly to manage risks, perform and develop motor skills, demonstrate responsible attitudes while participating in physical activity, demonstrate the principle of inclusion (physical/cultural/social) in a physical activity context, demonstrate and develop interpersonal skills, use knowledge and resources to improve performance, identify the impact that physical activity has on hauora.

Cost: \$100 for community sporting facilities and transportation.

Stationery: BYOD

Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	Level 1 Literacy	Level 1 Numeracy	Expected Assessment Date or End of Standard Assessment	Onsite or Offsite Provider
Physical Education	AS 90962	Participate actively in a variety of physical activities and explain factors that influence own participation.	3	5	Internal	Nil	No	No	Term 3, Week 4	Onsite
Physical Education	AS 90964	Demonstrate quality movement in the performance of a physical activity.	3	3	Internal	Nil	No	No	Term 2, Week 6	Onsite
Physical Education	AS 90969	Take purposeful action to assist others to participate in physical activity.	3	2	Internal	Nil	No	No	Term 4, Week 2	Onsite
Physical Education	AS 90963	Demonstrate understanding of the function of the body as it relates to the performance of physical activity.	3	5	Internal	Nil	Yes	No	Term 2, Week 9	Onsite

SCIENCE - LEVEL 1

SCIE 11

Content: This course covers an understanding of plant and human genetics and the mechanisms of genetics and variation. It investigates modern mechanisms in biotechnology, plant breeding, electricity and magnetism. Part of the course also focuses on a practical investigation in Chemistry and electricity and magnetism within the physics discipline. The Chemistry topic develops students understanding of chemical reactions, metal chemistry and the Periodic Table. The Physics topic concentrates on forces, motion and energy.

Stationery: 1 x 1B5 Exercise Book
BYOD

Cost: \$10.00 (approx.) per Standard for Workbooks.

Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	Level 1 Literacy	Level 1 Numeracy	Expected Assessment Date or End of Standard Assessment	Onsite or Offsite Provider
Chemistry	AS 90930	Carry out a practical chemistry investigation, with direction.	3	4	Internal	Nil	No	Yes	Term 1, Week 6	Onsite
Science	AS 90948	Demonstrate understanding of biological ideas relating to genetic variation.	3	4	External	Nil	Yes	No	Term 2, Week 2	Onsite
Science	AS 90940	Demonstrate understanding of aspects of mechanics.	3	4	External	Nil	No	Yes	Term 3, Week 8	Onsite
Science	AS 90946	Investigate the implications of the properties of metals for their use in society.	3	4	Internal	Nil	No	No	Term 2, Week 10	Onsite

TE REO MĀORI LEVEL 1

MAOR 11

Content: This is the broadening of the language structures, vocabulary and competency that were examined at the Foundation Level. It involves the development of language and fluency in the context of environments that are personal to the student. i.e. their world. The programme integrates all four strands, Whakarongo (listening), Kōrero (speaking), Pānui (reading) and Tuhituhi (writing).

Cost: NIL

Stationery: BYOD
1 x A4 40 page Clearfile
2 x 1B8
1 x P.M. Ryan's Dictionary
Te Matapuna Textbook

Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	Level 1 Literacy	Level 1 Numeracy	Expected Assessment Date or End of Standard Assessment	Onsite or Offsite Provider
Te Reo Māori	AS 91085	Whakarongo kia mōhio ki te reo o tōna ao.	2	6	Internal	Successful completion of Foundation Maori is recommended. Acceptance into the course will be at the discretion of the teacher.	Yes	No	Term 4, Week 2	Onsite
Te Reo Māori	AS 91086	Kōrero kia whakamahi i te reo o tōna ao.	2	6	Internal		Yes	No	Term 4, Week 2	Onsite
Te Reo Māori	AS 91087	Pānui kia mōhio ki te reo o tōna ao.	2	6	External		Yes	No	Term 3, Week 7	Onsite
Te Reo Māori	AS 91088	Tuhi i te reo o tōna ao.	2	6	External		Yes	No	Term 3, Week 7	Onsite

* **Students choose three standards from the above list.**

TEXTILES - LEVEL 1

TEXT 11

Content: Students will consolidate their skills and knowledge to make a garment of their choice from a commercial pattern. They will develop an understanding of materials and techniques used for garment construction. Pattern adaptation and planning will be used to construct a second garment which may incorporate applied design according to the student's personal style and interest. Depending on interest and time constraints, students may complete two or three of the internal standards.

Cost: \$100.00 – materials and haberdashery. Students may need to supply some materials for their individual projects. All patterns are supplied.

Stationery: BYOD

Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	Level 1 Literacy	Level 1 Numeracy	Expected Assessment Date or End of Standard Assessment	Onsite or Offsite Provider
Technology	AS 91058	Implement basic procedures using textile materials to make a specified product.	3	6	Internal	Nil	No	No	Term 2, Week 3	Onsite
Technology	AS 91045	Use planning tools to guide the technological development of an outcome to address a brief.	3	4	Internal	Nil	No	No	Term 2, Week 6	Onsite
Technology	AS 91096	Make basic adaptations to a pattern to enable a design to fit a person or item.	3	4	Internal	Nil	No	No	Term 3, Week 9	Onsite
Technology	AS 91049 (Optional)	Demonstrate understanding of how materials enable technological products to function.	3	4	External	Nil	Yes	No	Throughout the year – to run concurrently with students choice of relevant project	Onsite

VISUAL ART - LEVEL 1

VART 11

Content: **What is this course about?** You will develop at least four series of artworks in a range of wet and dry media based on the theme of Time and Place. Their artworks will be influenced by at least four different Art Practices.

What will I learn? You will learn a number of painting techniques, drawing skills, composition and idea development, gain an understanding of different genres and how your work fits within Art practice. You will also gain a number of transferable skills such as time & self-management and problem solving skills.

Cost: Art Fee \$20.00 – all Boards, Tape, Gesso, Glue, Paint and Paper.
Art Pack \$100.00 (Purchased from the College Art Department) – Artist Zip A3 Bag, A3 Clearfile, A3 Workbook Spiral, Brushes Flat No 4, Flat No. 14, Taklon Point No. 0, Taklon Point No. 4, Small Cutting Knife, Drawing Pen x 2, Charcoal Pencil, Pencil Set, Watercolour Pencils and Paints Set of 5.

Stationery: BYOD

Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	Level 1 Literacy	Level 1 Numeracy	Expected Assessment Date or End of Standard Assessment	Onsite or Offsite Provider
Visual Arts	AS 90914	Use drawing methods and skills for recording information using wet and dry media.	3	4	Internal	Highly Recommend Foundation Visual Arts	No	No	Term 1, Week 8	Onsite
Visual Arts	AS 90916	Produce a body of work informed by established practice, which develops ideas, using a range of media.	3	12	External	Highly Recommend Foundation Visual Arts	No	No	Term 4, Week 2	Onsite

WORKPLACE SKILLS LEVEL 1

WORK 11

Content: This is a year-long course offered onsite. In this course students will prepare for independent living. The skills in the course will be useful for applying for a job, knowing your employment rights, keeping yourself safe as well as knowing how to handle your income. This course is recommended for students all students.

Stationery: 1 x 20 Page Clear file

Cost: Nil

Subject Name	Standard Number	Level	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	Level 1 Literacy	Level 1 Numeracy	Expected Assessment	Onsite or Offsite Provider
Nil	US 497	1	Demonstrate knowledge of workplace health and safety requirements.	8	3	Internal	Nil	No	No	Teacher assisted self-paced learning. Assessment dates are negotiated on an individual basis.	Onsite
Nil	US 504	1	Produce a CV (curriculum vitae).	7	2	Internal	Nil	No	No		Onsite
Nil	US 526	1	Describe community services.	6	2	Internal	Nil	No	No		Onsite
Nil	US 12383	2	Explore career options and their implications.	5	3	Internal	Nil	No	No		Onsite
Nil	US 1978	1	Identify and describe basic employment rights and responsibilities, and sources of information and assistance.	8	3	Internal	Nil	No	No		Onsite
Nil	US 24697	1	Perform income-related calculations for personal financial management.	2	1	Internal	Nil	No	No		Onsite
Nil	US 4249	1	Describe care and timeliness as an employee.	7	3	Internal	Nil	No	No		Onsite
Nil	US 12358	1	Demonstrate knowledge of purchasing household consumables.	4	3	Internal	Nil	No	No		Onsite

SPECIALISED SUBJECTS – LEVEL 2

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RELIGIOUS EDUCATION - LEVEL 2

RELG 21

Content: This course covers the following topics:

- Loss, Death and Grief
- Justice and Peace
- The Church's story: The Modern Age

Students will have the opportunity to reflect on:

- Their own spiritual journey while examining the significance of a key belief within two religious traditions.
- Developing an appreciation of Catholic social teaching in response to an issue of justice.

This is a year-long course that is broken into three rotation modules. Each rotation is a distinct topic and is taught by a different teacher.

Cost: \$35.00 for the purchase of NRSV Bible (if not previously purchased through the College).

Stationery: 1 x 1B5 Exercise Book
BYOD

Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
Religious Studies	AS 90821	Explain the changes in an expression(s) of a religious tradition.	2	6	Internal	None	No	No	Term 1, Week 9 Term 2, Week 9 Term 3, Week 9	Onsite
Religious Studies	AS 90822	Explain how a contemporary social action derives from the ethical principles of a religious tradition.	2	6	Internal	None	No	No		Onsite
Religious Studies	AS 90823	Explain the key beliefs within two religious traditions in relation to a significant religious question.	2	6	Internal	None	No	No		Onsite

SACRAMENTAL PROGRAMME

Content: This course is offered to all students who are interested in exploring the Catholic faith at a deeper personal level. The course takes place over a 12 week period with students attending one period per week.

The topics covered in this course are The Sacraments of Baptism, Reconciliation, Eucharist and Confirmation. Students who complete this course may go on to receive the Sacraments in a celebration with the Bishop.

Cost: Nil

Stationery: Nil

LEADERSHIP THROUGH SERVICE

Content: This is a semi-practical course offered to students who find academic assessment difficult at this level. During each rotation students will be exposed to material that is normally delivered at this level without the pressure of NCEA credits. There may be opportunities for students to provide service to others in the community. This course can be taken as a single rotation or as a full year course.

Cost: Nil

Stationery: BYOD

BIOLOGY - LEVEL 2

BIOL 21

Content: Level 2 Biology will cover a practical investigation in Ecology related to data collection and species analysis. Students will identify patterns in Ecological communities. Students will investigate the cellular processes and genetics involved in animals and plants which will lead to the Level 3 Biology course. Part of the course will focus on the adaptations of plants and animals in relation to their way of life.

Stationery: 1 x 1B5 Exercise Book, BYOD

Cost: \$27.00 (approx.) for write-on workbook. To be confirmed

Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
Biology	AS 91158	Investigate a pattern in an ecological community, with supervision.	2	4	Internal	Nil	No	No	Term 1, Week 10	Onsite
Biology	AS 91156	Demonstrate understanding of life processes at the cellular level.	2	4	External	AS 90948	No	No	Term 3, Week 3	Onsite
Biology	AS 91157	Demonstrate understanding of genetic variation and change.	2	4	External	AS 90948	No	No	Term 3, Week 10	Onsite
Biology	AS 91155	Demonstrate understanding of adaptation of plants or animals to their way of life.	2	3	Internal	Nil	No	No	Term 2, Week 6	Onsite

BUSINESS AND ENTERPRISE - LEVEL 2

BUSN 21

Content: Continuing the theme of innovation and enterprise, you will have the opportunity to expand your business empire in this Business Studies topic. You will work throughout the year to develop and refine a business product of your choice.

Is Gisborne a sustainable use of an urban environment? What lessons can we learn from other inspirational cities, like the Danish capital of Copenhagen, when it comes to building community engagement in sustainable issues? Are you interested in issues such as: expanding safe cycling networks for students, enhancing water quality in our rivers, smart energy production and environmentally responsive architecture and design? Do you believe we could make Gisborne – NZ's most sustainable city? You will combine Geography and Education for Sustainability topics to look for answers to these pressing questions.

Cost: \$15.00 Excursions and field trip resources

Stationery: 2 x 1B8 Hole punched Exercise Books, 1 x 50 sleeve clear file, BYOD

Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
Business Studies	AS 90848	Carry out, review and refine a business activity within a community context with guidance.	2	9	Internal	Nil	No	No	Term 3, Week 10	Onsite
Education for Sustainability	AS 91734	Develop a collaborative response that promotes a sustainable future, in relation to a current issue.	1	4	Internal	Nil	No	No	Term 2, Week 5	Onsite
Geography	AS 91244	Conduct geographic research with guidance.	2	5	Internal	Nil	No	Yes	Term 1, Week 10	Onsite

CHEMISTRY - LEVEL 2

CHEM 21

Content: Level Two Chemistry will involve identifying structures and properties of different materials. This will include the chemical reactivity of different materials, and analysis of compounds and molecules. There is a high practical component in this course, including one practical based internal assessment.

Students may choose up to 15 credits from the list below.

Stationery: 1 x 1B5 Exercise Book, BYOD

Cost: \$27.00 (approx.) for external and internal write-on workbooks. The content is identical to the 2015 edition. If a student only enrolls in an internal course, they must purchase an internal workbook at a cost of \$10.00.

Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
Chemistry	AS 91164	Demonstrate understanding of bonding, structure, properties and energy changes.	2	5	External	A minimum of 13 science credits including AS 90933	No	No	Term 2, Week 4	Onsite
Chemistry	AS 91161	Carry out quantitative analysis.	2	4	Internal		No	Yes	Term 1, Week 7	Onsite
Chemistry	AS 91166	Demonstrate understanding of chemical reactivity.	2	4	External		No	No	Term 3, Week 10	Onsite
Chemistry	AS 91167	Demonstrate understanding of oxidation-reduction.	2	3	Internal		No	No	Term 3, Week 10	Onsite
Chemistry	AS 91165	Demonstrate understanding of the properties of selected organic compounds.	2	4	External		No	No	Term 3, Week 10	Onsite

CLASSICAL STUDIES - LEVEL 2**CLST 21**

Content: A man eating Cyclops, an enchantress who turns men into animals...a fight to the death! You'll find all this and more in our study of Homer's *Odyssey*. This topic will enable you to examine important ideas and values of ancient Greek society and understand how these continue to impact on contemporary society. The Trojan War has inspired countless artworks, films, poems, the list goes on...You will study the reasons for the Trojan War, look at significant characters and events and come to understand the significance of this famous mythological battle to the classical world. The Roman gladiators were the "reality TV" superstars of their day. In examining the life of a Gladiator, we will discover the relationships between the Gladiatorial Games and the contemporary film, *The Hunger Games*.

Cost: Nil

Stationery: 2 x Hard Cover Exercise books
1 x Refill
BYOD

Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
Classical Studies	AS 91200	Examine ideas and values of the classical world.	2	4	External	Nil	Yes Reading & Writing	No	Term 3, Week 9	Onsite
Classical Studies	AS 91202	Demonstrate understanding of a significant event in the classical world.	2	4	Internal	Nil	Yes Reading	No	Term 1, Week 9	Onsite
Classical Studies	AS 91204	Demonstrate understanding of the relationship between aspects of the classical world and aspects of other cultures.	2	6	Internal	Nil	Yes Reading	No	Term 2, Week 7	Onsite

DRAMA - LEVEL 2

DRAM 21

Content: Students will apply drama techniques in a scripted context, looking specifically at New Zealand Drama. Students will apply their understanding of Drama conventions and elements to a self-devised performance that will deal with a topic relevant to them and to the audience. They will then prepare for the external examination by viewing and analysing a live performance.

Cost: Possible cost of devising workshop. Cost of live performance.

Stationery: BYOD

Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
Drama	AS 91213	Apply drama techniques in a scripted context.	2	4	Internal	AS 90006	Yes Reading	No	Term 2, Week 4	Onsite
Drama	AS 91214	Devise and perform a drama to realise an intention.	2	5	Internal	AS 90997	No	No	Term 3, Week 8	Onsite
Drama	AS 91219	Discuss drama elements, techniques, conventions and technologies within live performance.	2	4	External	-	Yes Writing	No	Term 4, Week 5	Onsite

* *Students aiming for course endorsement may be able to earn further credits through the school production or other extra-curricular opportunities.*

ELEMENTS OF ENGLISH - LEVEL 2**ENGE 21**

Content: Reading, writing, visual texts and speaking are all integral parts of the course.

Stationery: 1 x 1B5 Exercise Book, 1 x Refill, 1 x Ringbinder, BYOD

Cost: There are no costs associated with this course.

Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
English	AS 91102	Construct and deliver a crafted and controlled oral text.	2	3	Internal	Nil	No	No	Term 2, Week 1	Onsite
English	AS 91105	Use information literacy skills to form developed conclusion(s).	2	4	Internal	Nil	Yes Reading	No	Term 2, Week 8	Onsite
English	AS 91106	Form developed personal responses to independently read texts, supported by evidence.	2	4	Internal	Nil	Yes Reading	No	Term 3, Week 6	Onsite
English	AS 91103	Create a crafted and controlled visual and verbal text.	2	3	Internal	Nil	No	No	Term 4, Week 3	Onsite

ENGLISH - LEVEL 2

ENGL 21

Content: This course covers reading, writing, and viewing. The course is a combination of internal and external assessment. The common written text used is The Things They Carried by Tim O'Brien and the common visual text is "Road to Perdition".

Stationery: 1 x 1B5 Exercise Book, 1 x Refill, 1 x Ringbinder, BYOD

Cost: There are no costs associated with this course.

Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
English	AS 91101	Produce a selection of crafted and controlled writing.	2	6	Internal	AS90852 AS90853	Yes Writing	No	Term 1, Week 7 Term 2, Week 8	Onsite
English	AS 91106	Form developed personal responses to independently read texts, supported by evidence	2	4	Internal	Nil	Yes Reading	No	Term 3, Week 7	Onsite
English	AS 91098	Analyse specified aspect(s) of studied written text(s), supported by evidence.	2	4	External	Nil	Yes Reading & Writing	No	Term 3, Week 3	Onsite
English	AS 91099	Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence.	2	4	External	Nil	Yes Writing	No	Term 3, Week 8	Onsite

FOOD AND NUTRITION - LEVEL 2

FOOD 21

Content: All units of work contain weekly cooking activities.

- **Specific needs:** Nutritional needs of people with specific needs e.g. vegetarian, sportsperson, diabetic.
- **Sustainable food:** Looking at local food producers, farmers market, fishing and hunting. Cooking and preserving with local foods.
- **Health promoting strategies:** How to encourage people to make changes in their diet to improve nutrition. Determinants of health and health promotion.

Cost: \$120.00 per year for students for students doing Monday to Thursday. Students will be charged on pro-rata basis if they join the class for part of the year. This includes the cost of all foods for cooking and stationery.

Stationery: BYOD

Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
Home Economics	AS 91302	Evaluate sustainable food related practices.	2	5	Internal	Nil	No	No	Term 1, Week 10	Onsite
Home Economics	AS 91299	Analyse issues related to the provision of food for people with specific food needs.	2	5	Internal	Nil	No	No	Term 2, Week 11	Onsite
Home Economics	AS 91304	Evaluate health promoting strategies designed to address a nutritional need.	2	4	External	Nil	Yes Writing	No	Term 3, Week 9	Onsite

GATEWAY TO WORK - LEVEL 2

GATE 21

Content: Gateway opens a new pathway from school to the world of work. It is a great opportunity to blend school study with workplace experience with the learning assessed in a workplace which contributes towards NCEA.

This is a Unit Standards course and there is a requirement that students achieve a minimum of 20 credits within the course and it is possible for students to achieve upwards of 30 credits. Consultation with the Transition department is required prior to enrolment in this course and the student is to commit to the course for the full year.

Students are required to complete a compulsory 1 day intensive safety programme and a First Aid Certificate.

Students will be required to complete a pre-entry course before the start of the academic year in preparation for work placement. This course will be 4 days covering First Aid, health and safety in the workplace and customer service skills.

Stationery: 1 x 20 Page Clear file

Cost: Nil

- Automotive
- Animal Care
- Electrical
- Forestry
- Engineering
- Farming
- Turf/Sports Fields
- Floristry
- Fashion
- Joinery
- Hospitality
- Physiotherapy
- Aquaculture
- Film & Television
- Dairy Farming
- Motorcycle Engineering
- Refrigeration & Air Conditioning
- Equine
- Radio
- Healthcare
- Civil Engineering
- Sports Leadership
- Retail
- Architecture
- Early Childhood
- Pharmacy
- Hairdressing
- Photography
- Plumbing
- Architecture
- Legal Secretary
- Computer Technician
- Contracting

Placements are not limited to the above lists.

UE Approved Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
Nil	-	This course is tailored individually for students.	-	20-30	Internal	Nil	No	No	This will be ongoing throughout the year and arranged on an individual basis.	Onsite & Offsite

GRAPHIC DESIGN - LEVEL 2**GRAH 21**

Content: Students will build on the skills obtained in Level 1 Graphics and continue to use design principles and practice linked to individual projects.

Cost: \$20.00 for a Graphics kit (purchased from the College Technology Department) which includes drawing materials and A3 drawing pads.

Stationery: BYOD

Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
Technology	AS 91337	Use visual communication techniques to generate design ideas.	3	3	External	AS 91068 AS 91063	No	No	Term 2, Week 8	Onsite
Technology	AS 91341	Develop a spatial design through graphics practice.	3	6	Internal	AS 91068 AS 91063	No	No	Term 2, Week 8	Onsite
Technology	AS 91338	Produce working drawings to communicate technical details of a design.	3	4	External	AS 91341 & AS 91342	No	No	Term 4, Week 8	Onsite
Technology	AS 91339	Produce instrumental perspective projection drawings to communicate design ideas.	3	3	External	AS 91341 & AS 91342	No	No	Term 4, Week 8	Onsite

HISTORY - LEVEL 2 – YEAR B

HIST 21

Content: This is a combined Yr. 12 & 13 class. Within this course there is scope for student selection of topics within a theme: An opportunity to develop your skills in critical thinking and in the use of a wide range of primary and secondary sources.

- **Protest and Dissent in New Zealand:** An opportunity to investigate a range of protest movements from both 19th and 20th Century New Zealand. The movements covered in class include Pai Marire, Kingitanga, Parihaka, Votes for Women, Conscientious Objectors, Alternative Lifestyles and Communal Living, Bastion Point, Homosexual Law Reform. This topic is used for two internal achievement standards. You may choose a protest movement not covered in class but it must have a New Zealand focus.

Can also be used for the external standard Examine/Analyse causes and consequences of a significant historical event.

- **Weimar Germany and the rise of the Nazi Party:** Find out how the conditions imposed on Germany after World War 1 contributed to the rise of the Nazis and the start of World War 2. How could an educated and cultured nation fall under the influence of a man like Adolf Hitler and his Nazi Party? This context will be used for the third perspectives based internal. You would base your perspectives assessment on one of the major incidents covered or over the whole topic.

Aspects of this topic lend themselves to the external standard Examine/Analyse causes and consequences of a significant historical event.

- **The French Revolution:** One of the most important and influential events in history. The end of the old world and the start of the new. Find out about the causes and consequences of this momentous event. How was an ancient monarchy overthrown and how did the people of France gain control? Examine the Reign of Terror and how the deaths of tens of thousands “saved” the Revolution. Who was Napoleon and how did he rise to become Emperor? This topic can be used for the external standard Examine/Analyse causes and consequences of a significant historical event.

Stationery: BYOD

Cost: Nil

Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
History	AS 91229	Carry out an inquiry of an historical event or place that is of significance to New Zealanders.	2	4	Internal	Nil	Yes Reading	No	Term 2, Week 3	Onsite
History	AS 91230	Examine an historical event or place that is of significance to New Zealanders.	2	5	Internal	Nil	Yes Reading	No	Term 2, Week 3	Onsite
History	AS 91232	Interpret different perspectives of people in an historical event that is of significance to New Zealanders.	2	5	Internal	Nil	Yes Reading	No	Term 3, Week 8	Onsite
History	AS 91233	Examine causes and consequences of a significant historical event.	2	5	External	Nil	Yes Reading & Writing	Yes	Term 3, week 10	Onsite

MATHEMATICS with CALCULUS - LEVEL 2

MATC 21

Content: This course includes Algebra, Calculus and Probability. It leads to either Level 3 Statistics or Level 3 Calculus. Concerns about meeting prerequisites should be addressed to the HOC.

Cost: \$50.00 (Write on workbooks and revision booklets)

Stationery: 2 x 1E5 Exercise Books, Graphics Calculator (Casio 9750G Plus II or equivalent), BYOD

Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
Mathematics	AS 91256	Apply co-ordinate geometry methods in solving problems.	2	2	Internal	AS 91027	No	Yes	Term 1, Week 4	Onsite
Mathematics	AS 91261	Apply algebraic methods in solving problems.	2	4	External	AS 91027 (Merit)	No	Yes	Term 2, Week 2	Onsite
Mathematics	AS 91269	Apply systems of equations in solving problems.	2	2	Internal	AS 91261	No	Yes	Term 2, Week 6	Onsite
Mathematics	AS 91267	Apply probability methods in solving problems.	2	4	External	AS 91037	No	Yes	Term 3, Week 2	Onsite
Mathematics	AS 91262	Apply calculus methods in solving problems.	2	5	External	AS 91027 (Merit)	No	Yes	Term 3, Week 9	Onsite

MATHEMATICS with STATISTICS - LEVEL 2

MATS 21

Content: This course includes Statistics, Trigonometry, Networks and Probability. It leads to Level 3 Statistics. Concerns about meeting the prerequisites should be addressed to the HOC.

Cost: \$35.00 (Write on workbooks and revision booklet)

Stationery: 2 x 1E5 Exercise Books, Graphics Calculator (Casio 9750G Plus II or equivalent), BYOD

Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
Mathematics	AS 91260	Apply network methods in solving problems.	2	2	Internal	Nil	No	Yes	Term 1, Week 5	Onsite
Mathematics	AS 91259	Apply trigonometric relationships in solving problems.	2	3	Internal	AS 91032 or AS 91031	No	Yes	Term 1, Week 10	Onsite
Mathematics	AS 91264	Use statistical methods to make an inference.	2	4	Internal	AS 91037 or AS 91035	No	Yes	Term 2, Week 10	Onsite
Mathematics	AS 91268	Investigate a situation involving elements of chance using a simulation.	2	2	Internal	AS 91037	No	Yes	Term 3, Week 4	Onsite
Mathematics	AS 91267	Apply probability methods in solving problems.	2	4	External	AS 91037	No	Yes	Term 4, Week 2	Onsite

MUSIC - LEVEL 2**MUSC 21**

Content: **What is this course about?** In this course students will complete solo and group performances, and write compositions. (Standards in instrumentation, aural and theory and/or score-reading are available to those with suitable prior knowledge.)

What will I learn? In this course you will build on the skills practised in Level 1 music. In solo performance, you will practise performing for an audience, increase your technical and expressive skills, and complete formal assessments. You will have the opportunity to improve your ensemble skills through group performance. Your composition skills will be further developed using available instruments and technology and/or collaboration with your classmates. You will be encouraged to seek opportunities to perform and share your talents in concerts, competitions and school events. Additional standards, leading to potential course endorsement, are available to those with an appropriate level of skill in theory and aural.

You will be required to have lessons with an itinerant teacher as part of your programme, or organise your own teacher for your performance instrument. If you are intending to complete AS 91274 you should also have weekly lessons on another instrument.

Cost: There are no costs with this course.

Stationery: BYOD, access to an instrument at home

Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
Music	AS 91270	Perform two substantial pieces of music as a featured soloist.	2	6	Internal	AS 91090	No	No	Assessment opportunities will be offered throughout the year.	Onsite
Music	AS 91274	Perform a substantial piece of music as a featured soloist on a second instrument.	2	3	Internal	AS 91270	No	No		Onsite
Music	AS 91272	Demonstrate ensemble skills by performing a substantial piece of music as a member of a group.	2	4	Internal	AS 91091	No	No		Onsite
Music	AS 91271	Compose two substantial pieces of music.	2	6	Internal	AS 91092	No	No		Onsite

PHYSICAL EDUCATION - LEVEL 2

PHED 21

Content: **What is this course about?** Experiencing the joy of movement through various sport and recreation contexts, personal challenge through snow-sports and mountain biking, teamwork and leadership through ki-o-rahi.

What will I learn? demonstrate physical skills that will help develop understandings about how they move, manage competition, and make informed choices in relation to play, recreation, and work, perform motor skills in physical activity, including in sporting and in recreational contexts, plan for and implement a physical activity programme, apply relevant knowledge (for example, principles and methods of training) to improve performance, manage responsible actions in challenging situations.

Stationery: BYOD

Cost: \$100.00 for community sporting facilities and transport.
\$550.00 (approx.) for mountain trip, skiing/snowboarding (optional participation)

Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
Physical Education	AS 91330	Perform a physical activity in an applied setting.	3	4	Internal	Nil	No	No	Term 3, Week 9	Onsite
Physical Education	AS 91328	Demonstrate understanding of how and why biophysical principles relate to the learning of physical skills.	2	5	Internal	Nil	No	No	Term 2, Week 9	Onsite
Physical Education	AS 91329	Demonstrate understanding of the application of biophysical principles to training for physical activity.	2	4	Internal	Nil	No	No	Term 1, Week 10	Onsite
Physical Education	AS 91333	Analyse the application of risk management strategies to a challenging outdoor activity.	2	3	Internal	Nil	No	No	Term 3, Week 9	Onsite

PHYSICS - LEVEL 2**PHYS 21**

Content: The focus will be on Mechanics and a practical investigation relating to mechanics looking at a nonlinear relationship. The electromagnetism component of the course will investigate the laws and principles relating to electricity and their application to today's society and technologies.

Stationery: 1 x Refill, 1 x Book of Graph Paper, BYOD

Cost: \$24.00 (approx.) for write-on workbook. (To be confirmed)
\$17.00 Flipnotes (optional)

Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
Physics	AS 91171	Demonstrate understanding of Mechanics.	2	6	External	AS 90940	No	Yes	Term 1, Week 10	Onsite
Physics	AS 91168	Carry out a practical physics investigation that leads to a non-linear mathematical relationship.	2	4	Internal	AS 90940	No	Yes	Term 2, Week 9	Onsite
Physics	AS 91173	Demonstrate understanding of electricity and electromagnetism.	2	6	External	AS 90940	No	Yes	Term 3, Week 8	Onsite

TE REO MĀORI - LEVEL 2

MAOR 21

Content: This is the broadening of the language structures, vocabulary and competency that were examined at Level 1. It involves the development of language and fluency in the context of environments that are personal to the student, i.e. “their exploratory world”.
The programme integrates all four strands, Whakarongo (listening), Kōrero (speaking), Pānui (reading comprehension) and Tuhituhi (writing).

Cost: Nil.

Stationery: BYOD, 1 x A4 40 page Clearfile, 1 x 1B8, 1 x P.M. Ryan's Dictionary, Te Pūkaki Textbook, Te Pūkaki Workbook.

Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
Te Reo Māori	AS 91284	Whakarongo kia mōhio ki te reo o te au torotoro.	2	4	Internal	AS 91085	No	No	Term 3, Week 5	Onsite
Te Reo Māori	AS 91285	Kōrero kia whakamahi i te reo o te ao torotoro.	2	6	Internal	AS 91086	No	No	Term 3, Week 5	Onsite
Te Reo Māori	AS 91286	Pānui kia mōhio ki te reo o te ao torotoro.	2	6	External	AS 91087	Yes Reading	No	Term 3, Week 7	Onsite
Te Reo Māori	AS 91287	Tuhi i te reo o te ao torotoro.	2	6	External	AS 91088	Yes Writing	No	Term 3, Week 7	Onsite

* *Students choose three standards from the above list.*

TEXTILES - LEVEL 2**TEXT 21**

Content: Fashion tells us about our individuality and personal style. Promote your “Flair for Fashion” while consolidating your skills and knowledge. Design and manufacture textile items. Build on your application of techniques and processes which challenge your creativity and finesse.

Cost: \$100.00 – mock materials and haberdashery. Students may need to supply some materials for their individual projects. All patterns are supplied.

Stationery: BYOD

Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
Technology	AS 91345	Implement advanced procedures using textile materials to make a specified product with special features.	3	6	Internal	Nil	No	No	Term 3, Week 9	Onsite
Technology	AS 91355	Select and use planning tools to manage the development of an outcome.	3	4	Internal	Nil	No	No	Term 3, Week 9	Onsite
Technology	AS 91357	Undertake effective development to make and trial a prototype.	3	4	Internal	Nil	No	No	Term 4, Week 3	Onsite

VISUAL ART DESIGN - LEVEL 2

VARD 21

Content: **What is this course about?** You will be given the opportunity to develop your own brief in an area of personal interest. You will work within a structured programme towards solutions in poster, billboard, and magazine advertisement briefs. You will gather your own photographic resources and use drawing media and Photoshop to generate and develop ideas.

What will I learn? You will learn how to use Photoshop, Illustrator, InDesign software, and gain visual communication design (VCD) skills.

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

Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
Visual Arts	AS 91310 (Concurrent)	Use drawing methods to apply knowledge of conventions appropriate to design.	2	4	Internal	Highly Recommend Level One Visual Arts	No	No	Term 2, Week 6	Onsite
Visual Arts	AS 91315 (Concurrent)	Develop ideas in a related series of drawings appropriate to established design practice.	2	4	Internal	Highly Recommend Level One Visual Arts	No	No	Term 2, Week 6	Onsite
Visual Arts	AS 91320	Produce a systematic body of work that shows understanding of art making conventions and ideas within design.	2	12	External	Highly Recommend Level One Visual Arts	No	No	Term 4, Week 3	Onsite

VISUAL ART PAINTING - LEVEL 2

VARA 21

Content: **What is this course about?** You will study Art practice that relates to self-identity; develop series of wet and dry artworks that relate to the theme of self-identity. Your work will be influenced by at least four different Art Practices.

What will I learn? You will learn a number of painting techniques, drawing skills, composition and idea development, gain an understanding of different genres and how your work fits within Art practice. You will also gain a number of transferable skills, time & self-management and problem solving skills.

Cost: Art Pack \$100.00 (Purchased from the College Art Department) – A3 Workbook, drawing pens, charcoal pencil, pencil set, water colour pencils, cutting knife – small, brushes. Taklon paint No 0, Taklon paint No 4, flat No 2, Flat No 6, Flat No 10, Flat No 16, palette knife and paints, Artisan set. Art fee \$20

Stationery: BYOD

Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
Visual Arts	AS 91311 (Concurrent)	Use drawing methods to apply knowledge of conventions appropriate to painting.	2	4	Internal	Highly Recommend Level One Visual Arts	No	No	Term 2, Week 6	Onsite
Visual Arts	AS 91316 (Concurrent)	Develop ideas in a related series of drawings appropriate to established painting practice.	2	4	Internal	Highly Recommend Level One Visual Arts	No	No	Term 2, Week 6	Onsite
Visual Arts	AS 91321	Produce a systematic body of work that shows understanding of art making conventions and ideas within painting.	2	12	External	Highly Recommend Level One Visual Arts	No	No	Term 4, Week 3	Onsite

VISUAL ART PHOTOGRAPHY - LEVEL 2

VARP 21

Content: **What is this course about?** You will study Art practice that relates to truths and fictions; develop a series of photographic images that relate to the theme of truths and fictions. Your work will be influenced by at least four different Art Practices.

What will I learn? You will learn a number of photographic techniques, lighting skills, composition and idea development, gain an understanding of different genres and how your work fits within Art practice. You will gain a number of transferable skills, time & self-management and problem solving skills.

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

Stationery: BYOD

Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
Visual Arts	AS 91312 (Concurrent)	Develop ideas. Use drawing methods to apply knowledge of conventions appropriate to photography.	2	4	Internal	Highly Recommend Level One Visual Arts	No	No	Term 2, Week 6	Onsite
Visual Arts	AS 91317 (Concurrent)	Develop ideas in a related series of drawings appropriate to established photography practice.	2	4	Internal	Highly Recommend Level One Visual Arts	No	No	Term 2, Week 6	Onsite
Visual Arts	AS 91322	Produce a systematic body of work that shows understanding of art making conventions and ideas within photography.	2	12	External	Highly Recommend Level One Visual Arts	No	No	Term 4, Week 3	Onsite

SPECIALISED SUBJECTS – LEVEL 3

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RELIGIOUS EDUCATION - LEVEL 3

RELG 31

Content: This course covers the following topics:

- Ethics and Religion
- Religion, sects and cults
- Making Meaning

During this course, students will have the opportunity to analyse and discuss issues raised from a variety of religious and non-religious perspectives and the way these views affect our laws, moral decisions, and beliefs. Students will study the Bible, Church documents, and relevant supporting material in order to equip them with greater knowledge of the Catholic faith tradition. This is a year-long course that is broken into three rotation modules. Each rotation is a distinct topic and is taught by a different teacher.

Cost: \$35.00 for the purchase of NRSV Bible (if not previously purchased through the College).

Stationery: 1 x 1B5 Exercise Book
BYOD

UE Approved Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
Religious Studies	AS 90825	Analyse a religious tradition(s) in Aotearoa, New Zealand.	2	6	Internal	None	No	No	Term 1, Week 9 Term 2, Week 9 Term 3, Week 9	Onsite
Religious Studies	AS 90826	Analyse the response of a religious tradition to a contemporary ethical issue.	2	6	Internal	None	Yes Reading	No		Onsite
Religious Studies	AS 90827	Analyse the key beliefs of a religious tradition and a secular world view in relation to ultimate questions.	2	6	Internal	None	Yes Reading	No		Onsite

SACRAMENTAL PROGRAMME

Content: This course is offered to all students who are interested in exploring the Catholic faith at a deeper personal level. The course takes place over a 12 week period with students attending one period per week.

The topics covered in this course are The Sacraments of Baptism, Reconciliation, Eucharist and Confirmation. Students who complete this course may go on to receive the Sacraments in a celebration with the Bishop.

Cost: Nil

Stationery: Nil

LEADERSHIP THROUGH SERVICE

Content: This is a semi-practical course offered to students who find academic assessment difficult at this level. During each rotation students will be exposed to material that is normally delivered at this level without the pressure of NCEA credits. There may be opportunities for students to provide service to others in the community. This course can be taken as a single rotation or as a full year course.

Cost: Nil

Stationery: BYOD

BIOLOGY - LEVEL 3

BIOL 31

Content: This course compares the way animals behave and plants respond to changing environmental factors. It also includes the genetic and developmental evolution of plant, animal and human species. The internal course investigates the effect of environmental influences on the human body and the ever changing genetic developments in biology.

Stationery: 1 x 1B5 Exercise Book, BYOD

Cost: \$30.00 (approx.) for External write-on workbook.

UE Approved Subject Names	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
Biology or Science	AS 91602	Integrate biological knowledge to develop an informed response to a socio-scientific issue.	1	3	Internal	Nil	Yes Reading & Writing	No	Term 1, Week 9	Onsite/ Offsite
Biology or Science	AS 91605	Demonstrate understanding of evolutionary processes leading to speciation.	1	4	External	AS 91157	Yes Reading & Writing	No	Term 3, Week 8	Onsite
Biology or Science	AS 91606	Demonstrate understanding of trends in human evolution.	1	4	External	Nil	Yes Reading & Writing	No	Term 2, Week 10	Onsite
Biology or Science	AS 91607	Demonstrate understanding of human manipulations of genetic transfer and its biological implications.	1	3	Internal	Nil	Yes Reading	No	Term 1, Week 5	Onsite

BUSINESS AND ENTERPRISE - LEVEL 3

BUSN 31

Content: **Geography:** Experience the Luge, Skyline Gondola, a traditional Maori culture evening, Whakarewarewa geothermal area and visit the New Zealand Maori Arts and Crafts Institute as we examine the role of tourism development in shaping modern day Rotorua. This field trip is programmed to enhance your understanding of the economic and social impacts of tourism.

Media Studies: You will then write a feature article for a magazine based upon your experience of the field trip to Rotorua. This will double as an assessment task for your media studies unit.

Geography: Now in its 13th year, Rhythm and Vines is often referred to as a rite of passage for NZ youth. In consultation with GDC planners, and event organisers, you will analyse this significant event from a planning and decision making perspective. You will look closely at the resource consent application process and evaluate the impact of the event on the Gisborne region.

Business Studies: Finally, you will be developing a thorough marketing plan for a new or existing product that includes a marketing budget, aim, strategy, implementation plan, and contingency plan.

Cost: Field trip to Rotorua (optional). Cost estimate at \$300 based on previous year's trip.

Stationery: BYOD (with word processing capacity)
1 x Clearfile

UE Approved Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
Business Studies	AS 91382	Develop a marketing plan for a new or existing product.	2	6	Internal	Nil	Yes Reading	No	Term 3, Week 7	Onsite
Geography	AS 91427	Demonstrate understanding of how a cultural process shapes geographic environment(s).	1	4	External	Nil	Yes Reading & Writing	No	Term 3, Week 9/10	Onsite
Media Studies	AS 91497	Write a media text to meet the requirements of a brief.	1	3	Internal	Nil	Yes Writing	No	Term 2, Week 6	Onsite
Geography	AS 91428	Analyse a significant contemporary event from a geographic perspective.	1	3	Internal	Nil	Yes Reading	No	Term 1, Week 6	Onsite

CHEMISTRY - LEVEL 3

CHEM 31

Content: Students may choose from the list below to create a course of 15 credits. Level 3 Chemistry will involve identifying trends in the properties of particles and in organic compounds. It will also involve calculating energy changes in different reactions. Students will look at different methods of identifying molecules as well as oxidations and reactions. There will be a practical component to this course.

Stationery: 1 x 1B5 Exercise Book, BYOD

Cost: \$35.00 (approx.) for external and internal write-on workbook bundle.
 \$28.00 (approx.) if the external workbook is purchased individually.
 The spectroscopy internal individual mini workbook \$9.00
 The redox \$10.00 each.
 (All costs are approx. and to be confirmed)

UE Approved Subject Names	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
Chemistry or Science	AS 91390	Demonstrate understanding of thermochemical principles and the properties of particles and substances.	1	5	External	Nil	No	No	Term 1, Week 8	Onsite
Chemistry or Science	AS 91392	Demonstrate understanding of equilibrium principles in aqueous systems.	1	5	External	Nil	No	Yes	Term 3, Week 10	Onsite
Chemistry or Science	AS 91388	Demonstrate understanding of spectroscopic data in chemistry.	1	3	Internal	Nil	No	No	Term 2, Week 9	Onsite
Chemistry or Science	AS 91393	Demonstrate understanding of oxidation-reduction processes.	1	3	Internal	Nil	No	No	Term 2, Week 3	Onsite
Chemistry or Science	AS 91391	Demonstrate understanding of the properties of organic compounds.	1	5	External	AS 91165	No	No	Term 3, Week 10	Onsite

CLASSICAL STUDIES - LEVEL 3

CLST 31

Content: Troy's last prince, Aeneas must flee the burning Troy, taking with him his family and travelling to an unknown western land. Along the way he encounters a great many places and people. Virgil's *Aeneid* is a story full of passion and adventure. It is the perfect way for you to study the ideas and values of the ancient Roman world. Spiderman, Batman, Wonder Woman, Hercules. What do these heroes have in common? They were all influenced by Greek heroes such as Odysseus and Achilles. This course will allow you to examine the influence of the classical hero on heroes of your own choice from other cultures. Alexander the Great was one of the most influential men in the classical world. He was a master strategist and exceptional leader but at times was egotistical and capable of extreme cruelty. In this topic you will study the many different faces of Alexander and realise the impact he had on the classical world.

Cost: Nil

Stationery: 2 x Hard Cover Exercise books
1 x Refill
BYOD

UE Approved Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
Classical Studies	AS 91394	Analyse ideas and values of the classical world.	1	4	External	Nil	Yes Reading & Writing	No	Term 3, Week 9	Onsite
Classical Studies	AS 91397	Demonstrate understanding of significant ideology(ies) in the classical world.	1	6	Internal	Nil	Yes Reading	No	Term 2, Week 9	Onsite
Classical Studies	AS 91398	Demonstrate understanding of the lasting influences of the classical world on other cultures across time.	1	6	Internal	Nil	Yes Reading	No	Term 1, Week 8	Onsite

DRAMA - LEVEL 3

DRAM 31

Content: Students will apply their understanding of Drama conventions and elements to a self-devised solo or small group performance that will deal with a topic relevant to them and to the audience. Students will interpret and perform, using specific techniques, a scene from a play by Shakespeare to show their understanding of the overall play. They will then prepare for the external examination by viewing and analysing a live performance.

Cost: Possible cost of devising workshop. Cost of live performance.

Stationery: BYOD

UE Approved Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
Drama	AS 91512	Interpret scripted text and integrate drama techniques in performance.	1	4	Internal	AS 91213	Yes Reading	No	Term 2, Week 4	Onsite
Drama	AS 91513	Devise and perform a drama to realise a concept.	1	5	Internal	AS 91214	No	No	Term 3, Week 6	Onsite
Drama	AS 91518	Demonstrate understanding of live drama performance.	1	4	External	AS 91219	Yes Writing	No	Term 3, Week 10	Onsite

Students aiming for University Entrance or course endorsement will be able to earn further credits through the College production or other extra-curricular opportunities.

OPTIONAL

Drama	AS 91517	Perform a substantial acting role in a significant production.	1	5	Internal	AS 91218	Yes Reading	No	To be negotiated	Onsite
Drama	AS 91520	Direct a drama performance.	1	5	Internal	AS 91221	Yes Reading	No	To be negotiated	Onsite
Drama	AS 91519	Script a drama suitable for live performance.	1	5	External	AS 91220	Yes Writing	No	To be negotiated	Onsite

ENGLISH - LEVEL 3**ENGL 31**

Content: This course covers reading, writing, research and viewing. The course is a combination of internal and external assessment. The common written text used is A Clockwork Orange by Anthony Burgess and the common visual text is "In My Father's Den"

Stationery: 1 x 1B5 Exercise Book, 1 x Refill, 1 x Ringbinder, BYOD

Cost: There are no costs associated with this course.

UE Approved Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
English	AS 91479	Develop an informed understanding of literature and/or language using critical texts.	1	4	Internal	AS 91101	Yes Reading	No	Term 1, Week 8	Onsite
English	AS 91475	Produce a selection of fluent and coherent writing which develops, sustains and structures ideas.	1	6	Internal	AS 91101	Yes Writing	No	Term 2, Week 9	Onsite
English	AS 91472	Respond critically to specific aspects of studied written texts, supported by evidence.	1	4	External	AS 91098	Yes Reading & Writing	No	Term 3, Week 2	Exam
English	AS 91473	Respond critically to specific aspects of studied visual or oral texts, supported by evidence.	1	4	External	AS 91099	Yes Writing	No	Term 3, Week 8	Onsite

FOOD AND NUTRITION - LEVEL 3

FOOD 31

- Content:** All units of work contain weekly cooking activities.
- **Nutritional Issue Affecting New Zealand:** This could include such topics as food security, under-consumption of fruit and vegetables, oversized portions of food, over-consumption of energy dense food, over consumption of sugary and caffeinated drinks.
 - **Health Promoting Strategies:** How to encourage people to make changes in their diet to improve nutrition. Determinants of health and health promotion.
 - **Food Advertising:** Analysing techniques used in print and online food ads to encourage purchase. Learning to challenge claims made in ads.
- Cost:** \$120.00 per year. Students will be charged on pro-rata basis if they join the class for part of the year. This includes the cost of all foods for cooking and stationery.

Stationery: BYOD

UE Approved Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
Home Economics	AS 91469	Investigate the influence of multi-national food corporations on eating patterns in New Zealand.	1	5	Internal	Nil	Yes Reading	No	Term 1, Week 10	Onsite
Home Economics	AS 91466	Investigate a nutritional issue affecting the well-being of New Zealand society.	1	5	Internal	Nil	Yes Reading	No	Term 2, Week 11	Onsite
Home Economics	AS 91471	Analyse the influences of food advertising on well-being.	1	4	External	Nil	Yes Writing	No	Term 3, Week 9	Onsite

GATEWAY TO WORK - LEVEL 3

GATE 31

Content: Gateway opens a new pathway from school to the world of work. It is a great opportunity to blend school study with workplace experience with the learning assessed in a workplace which contributes towards NCEA.

This is a Unit Standards course and there is a requirement that students achieve a minimum of 20 credits within the course and it is possible for students to achieve upwards of 30 credits. Consultation with the Transition department is required prior to enrolment in this course and the student is to commit to the course for the full year.

Students are required to complete a compulsory 1 day intensive safety programme and a First Aid Certificate.

Students will be required to complete a pre-entry course before the start of the academic year in preparation for work placement. This course will be 4 days covering First Aid, health and safety in the workplace and customer service skills.

Stationery: 1 x 20 Page Clear file

Cost:

Nil

- Automotive
- Animal Care
- Electrical
- Forestry
- Engineering
- Farming
- Turf/Sports Fields
- Floristry
- Fashion
- Joinery
- Hospitality
- Physiotherapy
- Aquaculture
- Film & Television
- Dairy Farming
- Motorcycle Engineering
- Refrigeration & Air Conditioning
- Equine
- Radio
- Healthcare
- Civil Engineering
- Sports Leadership
- Retail
- Architecture
- Early Childhood
- Pharmacy
- Hairdressing
- Photography
- Plumbing
- Architecture
- Legal Secretary
- Computer Technician
- Contracting

Placements are not limited to the above lists.

UE Approved Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
Nil	-	This course is tailored individually for students.	-	20-30	Internal	Nil	No	No	This will be ongoing throughout the year and arranged on an individual basis.	Onsite & Offsite

GRAPHIC DESIGN - LEVEL 3

GRAP 31

Content: Students will present a solution to an architectural or environmental design brief as well as a product design.

Cost: \$20.00 for a Graphics kit (purchased from the College Technology Department) which includes drawing materials and A3 drawing pads.

Stationery: BYOD

UE Approved Subject Names	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
Technology or Construction & Mechanical Technologies or Digital Technologies or Processing Technologies or Design & Visual Communication	AS 91629	Resolve a spatial design through graphics practice.	2	6	Internal	AS 91341	No	No	Term 4, Week 1	Onsite
Technology or Construction & Mechanical Technologies or Digital Technologies or Processing Technologies or Design & Visual Communication	AS 91630	Resolve a product design through graphics practice.	2	6	Internal	AS 91342	No	No	Term 2, Week 9	Onsite
Technology or Construction & Mechanical Technologies or Digital Technologies or Processing Technologies or Design & Visual Communication	AS 91631	Produce working drawings to communicate production details for a complex design.	2	6	External	AS 91630 & AS 91629	No	No	Term 2, Week 9	Onsite

HISTORY - LEVEL 3 – YEAR B

HIST 31

Content: This is a combined Yr. 12 & 13 class. Within this course there is scope for student selection of topics within a theme: An opportunity to develop your skills in critical thinking and in the use of a wide range of primary and secondary sources.

- **Protest and Dissent in New Zealand:** An opportunity to investigate a range of protest movements from both 19th and 20th Century New Zealand. The movements covered in class include Pai Marire, Kingitanga, Parihaka, Votes for Women, Conscientious Objectors, Alternative Lifestyles and Communal Living, Bastion Point, Homosexual Law Reform. This topic is used for two internal achievement standards. You may choose a protest movement not covered in class but it must have a New Zealand focus. This topic can also be used for the external standard Analyse the causes and consequences of a significant historical event.
- **Weimar Germany and the rise of the Nazi Party:** Find out how the conditions imposed on Germany after World War 1 contributed to the rise of the Nazis and the start of World War 2. How could an educated and cultured nation fall under the influence of a man like Adolf Hitler and his Nazi Party?
- This context will be used for the third perspectives based internal. You could base your perspectives assessment on one of the major incidents covered or over the whole topic.
- Aspects of this topic lend themselves to the external standard Analyse causes and consequences of a significant historical event.
- **The French Revolution:** One of the most important and influential events in history. The end of the old world and the start of the new. Find out about the causes and consequences of this momentous event. How was an ancient monarchy overthrown and how did the people of France gain control? Examine the Reign of Terror and how the deaths of tens of thousands “saved” the Revolution. Who was Napoleon and how did he rise to become Emperor? This topic can be used for the external standard Analyse causes and consequences of a significant historical event.

Stationery: BYOD **Cost:** Nil

UE Approved Subject	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
History	AS 91434	Research an historical event or place of significance to New Zealanders, using primary and secondary sources.	1	5	Internal	Nil	Yes Reading	No	Term 2, Week 3	Onsite
History	AS 91435	Analyse an historical event, or place, of significance to New Zealanders.	1	5	Internal	Nil	Yes Reading	No	Term 2, Week 3	Onsite
History	AS 91437	Analyse different perspectives of a contested event of significance to New Zealanders.	1	5	Internal	Nil	Yes Reading	No	Term 3, Week 8	Onsite
History	AS 91438	Analyse the causes and consequences of a significant historical event.	1	6	External	Nil	Yes Reading & Writing	No	Term 3, Week 10	Onsite

MATHEMATICS with CALCULUS - LEVEL 3

MATC 31

Content: This course focuses on Algebra, Trigonometry and Calculus. Concerns about prerequisites should be addressed to the HOC.

Cost: \$42.00 (Write on workbooks and revision booklets)

Stationery: 2 x 1E5 Exercise Books, Graphics Calculator (Casio 9750G Plus II or equivalent), BYOD

UE Approved Subject	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
Mathematics or Calculus	AS 91577	Apply the algebra of complex numbers in solving problems.	1	5	External	AS 91261 Merit or better	No	Yes	Term 1, Week 9	Onsite
Mathematics or Calculus	AS 91578	Apply differentiation methods in solving problems.	1	6	External	AS 91261 and AS 91262	No	Yes	Term 2, Week 8	Onsite
Mathematics or Calculus	AS 91579	Apply integration methods in solving problems.	1	6	External	AS 91261 and AS 91262	No	Yes	Term 3, Week 9	Onsite

MATHEMATICS with STATISTICS - LEVEL 3

MATS 31

Content: This course focuses on Statistics and Probability. Concerns about prerequisites should be addressed to the HOC.

Cost: \$45.00 (Write on workbooks and revision booklets)

Stationery: 1 x 1E5 Exercise Books, Graphics Calculator (Casio 9750G Plus II or equivalent), BYOD – preferably laptop

UE Approved Subject	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
Mathematics or Calculus	AS 91574	Apply linear programming methods in solving problems.	1	3	Internal	6 credits at Level 2 (Statistics or Mathematics)	No	Yes	Term 1, Week 8	Onsite
Mathematics or Statistics	AS 91581	Investigate bivariate measurement data.	1	4	Internal	AS 91036 or AS 91264 6 credits at Level 2 (Statistics or Mathematics)	No	Yes	Term 2, Week 7	Onsite
Mathematics or Statistics	AS 91585	Apply probability concepts in solving problems.	1	4	External	AS 91267	No	Yes	Term 3, Week 6	Onsite
Mathematics or Statistics	AS 91586	Apply probability distributions in solving problems.	1	4	External	AS 91267	No	Yes	Term 3, Week 10	Onsite

MUSIC - LEVEL 3

MUSC 31

Content: What is this course about? In this course students will complete solo and group performances, and write compositions. (Standards in arrangement, aural and theory and/or score-reading are available to those with suitable prior knowledge.)

What will I learn? In this course you will build on the skills practised in Level 2 music. In performance, you will continue to practise performing for an audience and increase your technical and expressive skills, and prepare and present your solo assessment programmes in a formal concert situation. Your composition skills will be further developed using available instruments and technology and will have the opportunity to improve your ensemble skills through group performances. You will choose which standards you complete.

You will be required to have lessons with an itinerant teacher as part of your programme, or organise your own teacher for your performance instrument. If you are intending to complete AS 91417 you should also have weekly lessons on another instrument.

Cost: There are no costs with this course.

Stationery: BYOD, access to an instrument at home.

UE Approved Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
Music Studies	AS 91416	Perform two programmes of music as a featured soloist.	1	8	Internal	AS 91270	No	No	Assessment opportunities will be offered throughout the year.	Onsite
Music Studies	AS 91417	Perform a programme of music as a featured soloist on a second instrument.	1	4	Internal	AS 91416	No	No		Onsite
Music Studies	AS 91418	Demonstrate ensemble skills by performing two substantial pieces of music as a member of a group.	1	4	Internal	AS 91272	No	No		Onsite
Music Studies	AS 91419	Communicate musical intention by composing three original pieces of music.	1	8	Internal	AS 91271	No	No		Onsite

* *Students choose two to three standards from the above list.*

PHYSICAL EDUCATION - LEVEL 3

PHED 31

Content: **What is this course about?** Experiencing the joy of movement through various sport and recreation contexts, personal challenge through the Tough Guy and Gal event, teamwork and leadership through examining and assisting with a local sporting event, such as the Weetbix Tryathlon.

What will I learn? critically evaluate the relationship between physical activity and well-being with the aim of considering future involvement, critically examine the relationship between physical activity and socio-cultural aspects of sport or a physical activity, use bio-physical and socio-cultural concepts to improve motor skill performance, analyse risk and make considered decisions in challenging situations.

Stationery: BYOD

Cost: Will be dependent on activity selection of the students.

UE Approved Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
Physical Education	AS 91498	Evaluate physical activity experiences to devise strategies for lifelong well-being.	1	4	Internal	Nil	No	Yes	Term 2, Week 7	Onsite
Physical Education	AS 91501	Demonstrate quality performance of a physical activity in an applied setting.	1	4	Internal	Nil	No	Yes	Term 3, Week 8	Onsite
Physical Education	AS 91499	Analyse a physical skill performed by self or others.	1	3	Internal	Nil	No	No	Term 2, Week 4	Onsite
Physical Education	AS 91500	Evaluate the effectiveness of a performance improvement programme.	1	3	Internal	Nil	No	Yes	Term 3, Week 10	Onsite

PHYSICS - LEVEL 3

PHYS 31

Content: Level 3 Physics covers the nature of mechanical systems, modern physics and electrical systems. The students will be required to manipulate mathematical formulae to explain the observations in everyday Physics.

Stationery: 1 x Refill, 1 x Book of Graph Paper, BYOD

Cost: \$30.00 (approx.) for write-on workbook Physics. \$17.00 (approx.) Flipnotes (optional)

UE Approved Subject Names	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
Physics or Science	AS 91524	Demonstrate understanding of mechanical systems.	1	6	External	AS 91171	No	No	Term 2, Week 3	Onsite
Physics or Science	AS 91526	Demonstrate understanding of electrical systems.	1	6	External	AS 91526	No	No	Term 3, Week 1	Onsite
Physics or Science	AS 91521	Carry out a practical investigation to test a physics theory relating two variables in a non-linear relationship.	1	4	Internal	AS 91168	No	No	Term 2, Week 5	Onsite

TE REO MĀORI - LEVEL 3

TRMA 31

Content: This is the broadening of the language structures, vocabulary and competency that were examined at Level 2. It involves the development of language and fluency in the context of the world that the student operates within. The programme integrates all four strands, Whakarongo (listening), Kōrero (speaking), Pānui (reading) and Tuhituhi (writing).

Cost: Nil

Stationery: BYOD, 1 x A4 40 page Clearfile, 1 x 1B8, 1 x P.M. Ryan's Dictionary, Te Awa Rere Textbook, Te Awa Rere Workbook

UE Approved Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
Te Reo Maori	AS 91650	Whakarongo kia mōhio ki te reo Māori o te ao whānui.	1	4	Internal	AS 91284	No	No	Term 3, Week 5	Onsite
Te Reo Maori	AS 91651	Kōrero kia whakamahi i te reo Māori o te ao whānui.	1	6	Internal	AS 91285	No	No	Term 3, Week 5	Onsite
Te Reo Maori	AS 91652	Pānui kia mōhio ki te reo Māori o te ao whānui.	1	6	External	AS 91286	Yes Reading	No	Term 3, Week 7	Onsite
Te Reo Maori	AS 91653	Tuhi i te reo Māori o te ao whānui.	1	6	External	AS 91287	Yes Writing	No	Term 3, Week 7	Onsite

* **Students choose three standards from the above list.**

TEXTILES - LEVEL 3

TEXT 31

Content: “Create it, design it, embellish it, stitch it, use it.”
Fashion tells us about our approach to individuality. Most of us crave change and excitement in the way in which we present ourselves. This course is dedicated to designing and manufacturing fashion textiles items which necessitate the use of advanced skills and knowledge.

Cost: \$100.00 – mock materials and haberdashery. Students will need to supply some materials for their individual projects. All patterns are supplied.

Stationery: BYOD

UE Approved Subject Names	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
Technology or Construction & Mechanical Technologies or Digital Technologies or Processing Technologies or Design & Visual Communication	AS 91621	Implement complex procedures using textiles materials to make a specified product.	2	6	Internal	AS 91345	No	No	Term 2, Week 10	Onsite
Technology or Construction & Mechanical Technologies or Digital Technologies or Processing Technologies or Design & Visual Communication	AS 91623	Implement complex procedures to create applied design for a specified product.	2	4	Internal	AS 91345	No	No	Term 3, Week 10	Onsite
Technology or Construction & Mechanical Technologies or Digital Technologies or Processing Technologies or Design & Visual Communication	AS 91611	Develop a prototype considering fitness for purpose in the broadest sense.	2	6	Internal	AS 91355	No	No	Term 4, Week 3	Onsite

VISUAL ART DESIGN - LEVEL 3**VARD 31**

Content: **What is this course about?** You will develop a proposal for your own design situation; develop briefs that relate to your situation. Your work will be influenced by at least six different Design Practices.

What will I learn? You will learn how to use Photoshop, Illustrator, InDesign software, and gain visual communication design (VCD) skills.

Cost: \$100.00 Art Pack (A4 workbook, No. 4 Paint brush, pencils and rubber etc.), and \$40.00 Art fee.

Stationery: BYOD

UE Approved Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
Design (Practical Art)	AS 91445	Use drawing to demonstrate understanding of conventions appropriate to design.	1	4	Internal	AS 91320	No	No	Term 2, Week 6	Onsite
	AS 91450 (Concurrent)	Systematically clarify ideas using drawing informed by established design practice.	1	4	Internal	AS 91320	No	No	Term 2, Week 6	Onsite
Design (Practical Art)	AS 91455	Produce a systematic body of work that integrates conventions and regenerates ideas within design practice.	1	14	External	AS 91320	No	No	Term 4, Week 4	Onsite

VISUAL ART PAINTING - LEVEL 3

VARA 31

Content: **What is this course about?** You will develop a proposal for your study; develop series of artworks that relate to your theme. Your work will be influenced by at least six different Art Practices.

What will I learn? You will learn a number of painting techniques, drawing skills, composition and idea development, gain an understanding of different genres and how your work fits within Art practice. You will also gain a number of transferable skills time & self-management and problem solving skills.

Cost: Art Pack \$100.00 (Purchased from the College Art Department) – A3 Workbook, drawing pens, charcoal pencil, pencil set, water colour pencils, cutting knife – small, brushes. Taklon paint No 0, Taklon paint No 4, flat No 2, Flat No 6, Flat No 10, Flat No 16, palette knife and paints, Artisan set. Art fee \$20.00

Stationery: BYOD

UE Approved Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
Painting (Practical Art)	AS 91446	Use drawing to demonstrate understanding of conventions appropriate to painting.	1	4	Internal	AS 91321	No	No	Term 2, Week 6	Onsite
	AS 91451 (Concurrent)	Systematically clarify ideas using drawing informed by established painting practice.	1	4	Internal	AS 91321	No	No	Term 2, Week 6	Onsite
Painting (Practical Art)	AS 91456	Produce a systematic body of work that integrates conventions and regenerates ideas within painting practice.	1	14	External		No	No	Term 4, Week 4	Onsite

VISUAL ART PHOTOGRAPHY - LEVEL 3

VARA 31

Content: **What is this course about?** (You will develop a proposal for your study; develop series of photographic images that relate to your theme. Your work will be influenced by at least six different Art Practices.)

What will I learn? (You will learn a number of photographic techniques, lighting skills, composition and idea development, gain an understanding of different genres and how your work fits within Art practice. Also you will gain a number of transferable skills time & self-management and problem solving skills.)

Cost: Please list the costs. \$100.00 Art Pack (A4 workbook, No. 4 Paint brush, pencils and rubber etc.), and \$40.00 Art fee.

Stationery: BYOD

UE Approved Subject Name	Standard Number	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment	Onsite or Offsite Provider
Photography (Practical Art)	AS 91447	Use drawing to demonstrate understanding of conventions appropriate to photography.	1	4	Internal	AS 91322	No	No	Term 2, Week 6	Onsite
	AS 91452 (Concurrent)	Systematically clarify ideas using drawing informed by established photography practice.	1	4	Internal	AS 91322	No	No	Term 2, Week 6	Onsite
Photography (Practical Art)	AS 91457	Produce a systematic body of work that integrates conventions and regenerates ideas within photography practice.	1	14	External	AS 91322	No	No	Term 4, Week 4	Onsite



CAMPION COLLEGE

SECTION C

IMPACT PROJECTS

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PART 1: DECIDE ON AN IMPACT PROJECT

- All students are involved in undertaking an impact project.
- Students will do two projects during the year; one in Semester A and one in Semester B (exceptions to this are: Trades Academies and others by individual negotiation).
- An impact project is important because:
 - a) It allows you to take control of your learning.
 - b) It focuses on the skills required for 21st 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; you can link your project to NCEA assessments.
 - 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.

SEMESTER A IMPACT PROJECTS

For your Impact Project for Semester A choose **ONE** of the following options:

1. Design your own impact project (see below for some examples).
There are 15 credits per semester available in each project.
2. Enrol in a NCEA Level 2 trade – training academy at EIT. This project goes for a full year.
There are 25-30 NCEA credits available in each course.
3. Join the Young Enterprise Scheme (Y.E.S). In this scheme you will join with a group of students, and form a company and run your own business. You will design and develop a product that you will market. You will be dealing with real money and real profit and loss in your business. Y.E.S is part of a New Zealand wide scheme that has been running for over 30 years. There are regional and national presentations with awards for enterprising technology, enterprising music, growth potential and thinking big.
There are 15 NCEA credits from the Business Studies subject area that are available with this project. See your Learning Mentor for further details.
4. Enrol for a Gateway to work programme (see the specialised subjects section for further details).
There are 20-30 NCEA credits with these courses.

5. Enter 'The Outlook for Someday' competition. In this competition you create a five minute film. The film must be on sustainability.

*"Speak up, Be Heard
Tell a Story, Wow an Audience
Connect with Nature, Grow your Culture
Imagine, Innovate and Create the Future
Build a World of Peace, Justice and Equity
Be a Citizen by Sustaining our planet and our People"*

Make change with film.

There are 15 NCEA credits available with this project.

6. Enrol for the College umbrella project 'Stewardship of Mother Earth'. We have a responsibility to protect our planet and leave it to future generations in at least as good a state as we found it. How can we prevent further pollution of our planet? What will happen with all that plastic? Are our waterways safe? What are the alternatives to fuels? You will select one project to focus on and target an audience so that we raise awareness or change the way we are doing things for the benefit of future generations. Enviro Schools is one project you could become involved in.

There are 15 NCEA credits available with this project.

7. Enrol for the College umbrella project 'Protection of the most poor and vulnerable in our society'.

We have a responsibility to protect the rights of all other people in our community both local and global. This is especially so for those people who are most vulnerable and do not have a 'voice' in society and for those who are on the margins of society due to poverty. Some of the projects developed might reinforce the work done by the St Vincent de Paul Society, Caritas of the Red Cross. Students will choose one project to focus on and target an audience so that we make a difference in society.

There are 15 NCEA credits available with this project.

8. **Robotics and Gaming:**

- Design your own computer game that will help someone else learn.
- Learn about coding and programming so that you can design and build your own robot.

There are 15 NCEA credits available with this project.

9. **Scholarship Programme:** Are you thinking of taking scholarship? Take your learning to a deeper level with an in-depth study of a project that reinforces the learning behind your scholarship subject. For example, if you are looking at scholarship in Physics or Mathematics and you want to study engineering at university, then undertake an engineering impact project. This could involve a series of engineering problems that reinforce Calculus and Physics concepts and link with the Auckland University engineering challenge.

A further example is in Visual Art in which various artists are researched in depth and the information is shared on a blog with other students throughout the country. (See the example called 'Art Research').

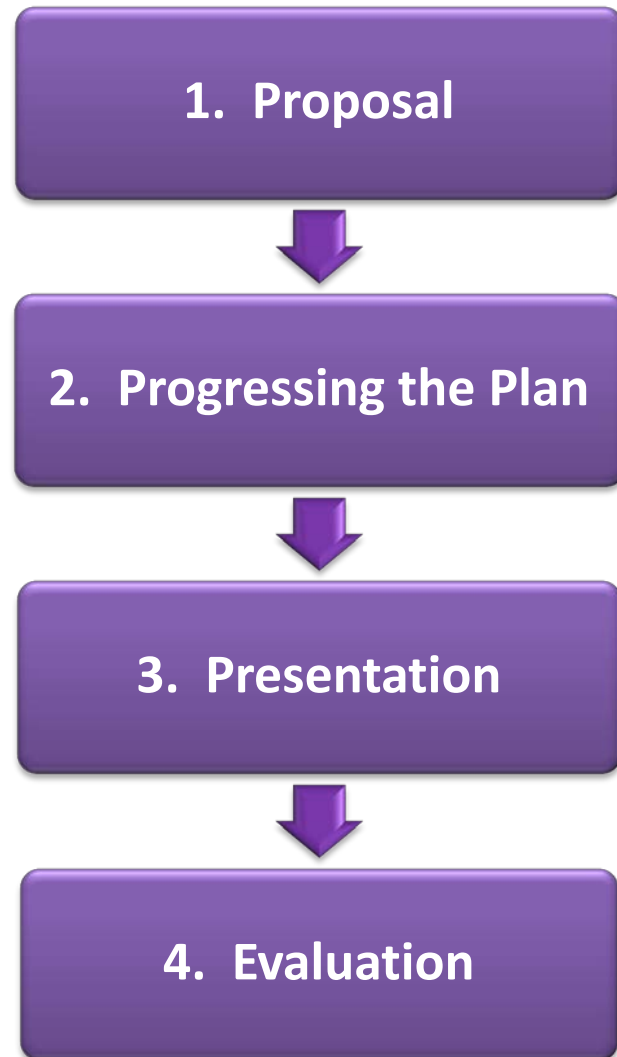
NCEA credits can link with your Scholarship subject for this project.

10. **Surfing Academy:** The surfing academy is designed to develop surfer's skills to a high level competitively and/or according to the student's personal goals. As part of the academy student will host an event, develop their leadership skills and analyse skill development. They will be involved in videoing, and look at the science and physiology involved in surfing.

There are 15 NCEA credits available with this project.

PART 2: HOW DOES AN IMPACT PROJECT WORK?

There are four key stages in your 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 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. (This may include NCEA achievement standards).
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 subject choice selections made for 2016.

2. Progressing the Plan

Weeks 4-12

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

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.

PART 3: LINKING YOUR PROJECT TO NCEA ASSESSMENTS

The following NCEA assessments link with most projects. If you want to you can also link NCEA assessments that more closely relate to your topic (ie health, science, art, drama, music, technology assessments). See your Learning Mentor or the Director of Projects for more advice in this area.

LEVEL 1 NCEA PROJECTS

	Subject Name	Standard Number	Name of Standard	Credits	Assessment	Prerequisite Standards	Level 1 literacy	Level 1 numeracy	Onsite or Offsite Provider
Presentation	English	AS 90857	Construct and deliver an oral text.	3	Internal	Nil	Yes	No	Onsite
	English	AS 90855	Create a visual text.	3	Internal	Nil	Yes	No	Onsite
	English	AS 90854	Form personal responses to independently read texts, supported by evidence.	4	Internal	Nil	Yes	No	Onsite
Leadership	Physical Education Level 2	AS 91332	Evaluate leadership strategies that contribute to the effective functioning of a group.	3	Internal	Nil	Yes	No	Onsite
Health & Safety	Workplace skills	US 6400 Level 3	Manage first aid in emergency situations.	2	Internal	Nil	No	No	Offsite
	Workplace skills	US 6401 Level 2	Provide first aid.	1	Internal	Nil	No	No	Offsite
	Workplace skills	US 6402 Level 1	Provide resuscitation level 2	1	Internal	Nil	No	No	Offsite
	Workplace skills	US 497	Demonstrate knowledge of workplace health & safety requirements.	3	Internal	Nil	No	No	Onsite
	Workplace skills	US 504	Produce a CV (curriculum vitae)	2	Internal	Nil	No	No	Onsite
Research Skills	Social Studies	AS 91040	Conduct a social inquiry.	4	Internal	Nil	Yes	No	Onsite
	Social Studies	AS 91042	Report on personal involvement in a social justice and human rights action.	5	Internal	Nil	Yes	No	Onsite
	Geography	AS 91011	Conduct geographic research with direction.	4	Internal	Nil	Yes	Yes	Onsite
	Business Studies	AS 90840	Apply the marketing mix to a new or existing product.	3	Internal	Nil	Yes	No	Offsite
	Home Economics	AS 90956	Demonstrate knowledge of an individual's nutritional needs.	5	Internal	Nil	No	No	Offsite

	Home Economics	AS 90959	Demonstrate knowledge of practices and strategies to address food handling issues.	5	Internal	Nil	Yes	No	Offsite
	Biology	AS 90926	Report on a biological issue.	3	Internal	Nil	Yes	No	Offsite
	Chemistry	AS 90931	Demonstrate understanding of the chemistry in a technological application	2	Internal	Nil	Yes	No	Offsite
	Physics	AS 90936	Demonstrate understanding of the physics of an application.	2	Internal	Nil	Yes	No	Offsite
	Science	AS 90955	Investigate an astronomical or Earth science event.	4	Internal	Nil	Yes	No	Offsite
Taking Action	Education for Sustainability	AS 90810 Level 2	Undertake a personal action, with reflection, that contributes to a sustainable future.	6	Internal	Nil	Yes	No	Onsite
	Education for Sustainability	AS 90811 Level 2	Explain how human activity in a biophysical environment has consequences for a sustainable future.	4	Internal	Nil	Yes	No	Onsite
	Media Studies	AS 90993	Produce a design and plan for a media product using a specified range of conventions.	3	Internal	Nil	No	No	Offsite
	Media Studies	AS 90994	Complete a media product using a specified range of conventions, form a design and plan.	6	Internal	Nil	No	No	Offsite
	Health	AS 90971	Take action to enhance an aspect of personal well-being.	3	Internal	Nil	Yes	No	Offsite
	Health	AS 90973	Demonstrate understanding of interpersonal skills used to enhance relationships.	5	Internal	Nil	Yes	No	Offsite
	Biology	AS 90925	Carry out a practical investigation in a biological context with direction.	4	Internal	Nil	No	Yes	Offsite
	Physics	AS 90935	Carry out a practical physics investigation that leads to a linear mathematical relationship, with direction.	4	Internal	Nil	No	Yes	Offsite
	Chemistry	AS 90930	Carry out a practical chemistry investigation with direction.	4	Internal	Nil	No	Yes	Offsite

* See also relating to technology, sciences, visual art, music, drama.

LEVEL 2 NCEA PROJECTS

	Subject Domain	Standard Number	Name of Standard	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Onsite or Offsite Provider
Presentation	English	AS 91102	Construct and deliver a crafted and controlled text.	3	Internal	Nil	No	No	Onsite
	English	AS 91477	Create a crafted and controlled visual and verbal text.	3	Internal	Nil	No	No	Onsite
Health & Safety	Workplace skills	US 64002 Level 3	Manage first aid in emergency situations	2	Internal	Nil	No	No	Offsite
	Workplace skills	US 6401 Level 2	Provide first aid	1	Internal	Nil	No	No	Offsite
	Workplace skills	US 6402 Level 1	Provide resuscitation level 2	1	Internal	Nil	No	No	Offsite
	Workplace skills	US 497 Level 1	Demonstrate knowledge of workplace health & safety requirements	3	Internal	Nil	No	No	Onsite
	Workplace skills	US 504 Level 1	Produce a CV (curriculum vitae)	2	Internal	Nil	No	No	Onsite
Research Skills	English	AS 91106	Form developed personal responses to independently read texts, supported by evidence.	4	Internal	Nil	Yes Reading	No	Onsite
	Social Studies	AS 91280	Conduct a reflective social inquiry.	5	Internal	Nil	No	No	Onsite
	Social Studies	AS 91282	Describe personal involvement in a social action related to rights and responsibilities.	5	Internal	Nil	No	No	Onsite
	Geography	AS 91244	Conduct geographic research with guidance.	5	Internal	Nil	No	Yes	Onsite
	Business Studies	AS 90846	Conduct market research for a new or existing product.	3	Internal	Nil	No	No	Onsite
	Home Economics	AS 91299	Analyse issues around the provision of food for people with specific food needs.	5	Internal	Nil	No	No	Offsite
	Home Economics	AS 91303	Analyse practices to enhance well-being used in care provision in the community.	5	Internal	Nil	No	No	Offsite
	Biology	AS 91154	Analyse the biological validity of information presented to the public.	3	Internal	Nil	No	No	Onsite
	Chemistry	AS 91163	Demonstrate understanding of the chemistry used in the development of a current technology.	3	Internal	Nil	No	No	Onsite
	Physics	AS 91169	Demonstrate understanding of physics relevant to a selected context.	3	Internal	Nil	No	No	Onsite

	Earth and Space Science	AS 91188	Examine an Earth and Space science issue and the validity of the information communicated to the public.	4	Internal	Nil	No	No	Onsite
Taking Action	Education for Sustainability	AS 90810	Undertake a personal action, with reflection, that contributes to a sustainable future..	6	Internal	Nil	Yes Reading	No	Onsite
	Education for Sustainability	AS 90811	Explain how human activity in a biophysical environment has consequences for a sustainable future.	4	Internal	Nil	Yes Reading	No	Onsite
	Health	AS 91237	Take action to enhance an aspect of people's well-being within the school or wider community.	5	Internal	Nil	No	No	Offsite
	Health	AS 9135	Analyse an adolescent health issue.	5	Internal	Nil	No	No	Offsite
	Biology	AS 91153	Carry out a practical investigation in a biology context, with supervision.	4	Internal	Nil	No	No	Onsite
	Physics	AS 91168	Carry out a practical physics investigation that leads to a non-linear mathematical relationship.	4	Internal	Nil	No	No	Onsite
	Earth & Space Science	AS 91187	Carry out a practical Earth and Space science investigation.	4	Internal	Nil	No	No	Onsite

* ***see also relating to technology, sciences, visual art, music, drama.***

LEVEL 3 NCEA PROJECTS

	Subject Domain	Standard Number	Name of Standard	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Onsite or Offsite Provider
Presentation	English	AS 91476	Create and deliver a fluent & coherent oral text which develops, sustains, and structures ideas.	3	Internal	Nil	No	No	Onsite
	English	AS 91477	Create a fluent and coherent visual text which develops, sustains, and structures ideas using verbal and visual language.	3	Internal	Nil	No	No	Onsite
Work Skills	First Aid	US 64002	Manage first aid in emergency situations	2	Internal	Nil	No	No	Offsite
Research Skills	Social Studies	AS 91597	Conduct a critical social inquiry.	6	Internal	Nil	Yes Reading	No	Onsite
	Social Studies	AS 91599	Examine personal involvement in a social action(s) that aim to influence policy change.	5	Internal	Nil	No	No	Onsite
	Geography	AS 91430	Conduct geographic research with consultation.	5	Internal	Nil	No	Yes	Onsite
	Business Studies	AS 91382	Develop a marketing plan for a new or existing product.	6	Internal	Nil	Yes Reading	No	Onsite
	Home Economics	AS 91466	Investigate a nutritional issue affecting the well-being of New Zealand society.	5	Internal	Nil	Yes Reading	No	Offsite
	Home Economics	AS 91471	Analyse the influences of food advertising on well-being.	4	External	Nil	Yes Writing	No	Offsite
	Biology	AS 91602	Integrate biological knowledge to develop an informed response to a socio-scientific issue.	3	Internal	Nil	Yes Reading & Writing	No	Onsite

	Chemistry	AS 91389	Demonstrate understanding of chemical processes in the world around us.	3	Internal	Nil	Yes Read ing & Writin g	No	Onsite
	Physics	AS 91522	Demonstrate understanding of the application of physics to a selected context.	3	Internal	Nil	No	No	Onsite
	Earth and Space Science	AS 91411	Investigate a socio-scientific issue in an earth and Space context.	4	Internal	Nil	Yes Read ing & Writin g	No	Onsite
Taking Action	Education for Sustainability	AS 90828	Evaluate a personal action that contributes to a sustainable future.	6	Internal	Nil	Yes Read ing	No	Onsite
	Education for Sustainability	AS 90829	Investigate the interrelationship between humans and a biophysical environment in relation to a sustainable future.	4	Internal	Nil	Yes Read ing	No	Onsite
	Health	AS 91461	Analyse a New Zealand health issue.	5	Internal	Nil	Yes Read ing	No	Offsite
	Health	AS 91464	Analyse a contemporary ethical issue in relation to well-being.	4	Internal	Nil	Yes Read ing	No	Offsite
	Biology	AS 91601	Carry out a practical investigation in a biology context, with guidance.	4	Internal	Nil	No	No	Onsite
	Physics	AS 91521	Carry out a practical physics investigation to test a physics theory relating to two variables in a non-linear relationship.	4	Internal	Nil	No	No	Onsite
	Earth & Space Science	AS 91410	Carry out an independent practical Earth and Space Science investigation.	4	Internal	Nil	No	No	Onsite

* *see also relating to technology, sciences, visual art, music, drama.*

EXAMPLES LINKING PROJECTS WITH NCEA CREDITS

EXAMPLE 1: 'Waicare'-Environmental Water Care

This project is to investigate the health of our local streams and learn more about the native organisms that live in them. The stream study is assisted by District Council experts and the information is entered into a database they have been developing. ***Some possible NZQA Standards that would support this project are:***

Standard Number	Subject Area and Level	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Onsite or Offsite Provider
AS 91155	Biology Level 2	Demonstrate understanding of adaptation of plants or animals to their way of life.	1	3	Internal	Nil	No	No	Onsite
AS 91102	English Level 2	Construct and deliver a crafted and controlled oral text	1	3	Internal	Nil	No	No	Onsite
AS 90811	Ed for Sustainability Level 2	Describe the consequences of human activity within an environment in relation to a sustainable future	1	4	Internal	Nil	No	No	Offsite
AS 91266	Maths Level 2	Evaluate a statistically based report	1	2	Internal	Nil	No	Yes	Onsite

EXAMPLE 2: Ethical Decision Making

Conduct an inquiry into a contemporary ethical issue. Choose from one of the following issues: abortion, euthanasia, in vitro fertilization, stem cell transplants, capital punishment, war, fast foods. Your inquiry can include you working alongside a support agency to help make a difference for others in the world. ***The following NCEA Assessment Standards may be applicable to this inquiry:***

Standard Number	Subject Area and Level	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Onsite or Offsite Provider
AS 90826	Religious Studies Level 3	Analyse the response of a religious tradition to an ethical issue.	2	6	Internal	Nil	Yes Reading	No	Onsite
AS 91476	English Level 3	Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas.	1	3	Internal	Nil	No	No	Onsite
AS 91477	English Level 3	Create a fluent and coherent visual text which develops, sustains and structures ideas using verbal and visual language.	1	3	Internal	Nil	No	No	Onsite
AS 91602	Biology Level 3	Integrate biological knowledge to develop an informed response to a socio-scientific issue.	1	3	Internal	Nil	Yes Reading & Writing	No	Onsite

AS 91599	Social Studies Level 3	Examine personal involvement in a social action(s) that aims to influence policy change(s)	1	6	Internal	Nil	No	No	Onsite
AS 91464	Health Level 3	Analyse a contemporary ethical issue in relation to well-being.	1	4	Internal	Nil	Yes Reading	No	Onsite
AS 91254	Media Studies Level 2	Demonstrate understanding of an ethical issue in the media.	1	3	Internal	Nil	No	No	Onsite

EXAMPLE 3: 'Lend a Hand'

Use a situation to investigate, plan and manufacture items which can help others. The situation could be school based, or community based. Examples could include the school drama production (set design and production or costuming), play houses or toys for children in a refuge, nutritious portable food for those in need.

Some possible NZQA Standards that would support this project are:

Standard Number	Subject Area and Level	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Onsite or Offsite Provider
AS 91355	Technology	Select and use planning tools to manage the development of an outcome.	2	4	Internal	Nil	No	No	Onsite
AS 91345 AS 91344	Technology	Implement advanced procedures using textiles/resistant materials to make a specified product with special features.	2	6	Internal	Nil	No	No	Onsite
AS 91308	Home Economics	Analyse practices to enhance well-being used in care provision in the community.	1	5	Internal	Nil	No	No	Onsite
AS 91342	Technology	Product Design	1	6	Internal	Nil	No	No	Onsite
AS 90822	Religious Education	Explain how a contemporary social action derives from the ethical principles of a religious tradition.	2	6	Internal	Nil	No	No	Onsite

EXAMPLE 4: Art Exhibition

An art gallery project gives you the opportunity to see and be part of New Zealand's art world. You may get the opportunity to learn about new artworks and artists (good for scholarship preparation). You could get further experience by helping set up an exhibition and organise and introduce speakers.

Some possible NZQA Standards that would support this project are:

Standard Number	Subject Area and Level	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Onsite or Offsite Provider
-	Art Level 3	Scholarship reinforcement	-	-	-	-	-	-	-
AS 91482	Art History Level 3	Demonstrate understanding of style in art works.	1	4	External	Nil	No	No	Onsite
AS 91395	Classical Studies Level 3	Analyse the significance of a works of art in the classical world.	1	4	External	Nil	Yes Reading & Writing	No	Onsite

PART 4: THE FOUR PRINCIPLES OF IMPACT PROJECTS *(adapted from Albany Senior High School)*

	Student Ownership and Agency Committed learners who... <ul style="list-style-type: none"> Have the ability to set goals and work towards achieving them. Are resilient and independent workers with a 'can do' attitude. 	Substantial Learning Beyond of Classroom Committed learners who... <ul style="list-style-type: none"> Actively seek, use and create knowledge using faith and reason. 	A Quality Product Committed learners who... <ul style="list-style-type: none"> Constantly strive for academic excellence. 	Impact in the Community Committed learners who... <ul style="list-style-type: none"> Use their God given talents in promoting the good of society. Recognise the gifts they have been given by God and the giftedness of others. Continue to grow in leadership through service to others.
STAGE 1: The beginning!	<ul style="list-style-type: none"> I need to discuss with home and my Learning Mentor (and anyone else I can think of) what my project could be. I need to find sources to research possible projects. I need to spend some time considering what my project could look like. 	<ul style="list-style-type: none"> I need to discuss with home, my Learning Mentor (and anyone else I can think of) what areas of learning I am interested in developing. I need to find sources to research possible areas of learning I am interested in developing. I need to spend some time considering what area of learning I might be interested in developing. 	<ul style="list-style-type: none"> I need to discuss with home, my Learning Mentor (and anyone else I can think of) what quality might look like in my project idea(s). I need to find sources to research what quality might look like in my project idea(s). I need to spend some time considering what quality might look like in my project idea(s). 	<ul style="list-style-type: none"> I need to discuss with home, and my Learning Mentor (and anyone else I can think of) who might be useful experts or stakeholders for my project. I need to find some sources to research who might be useful stakeholders and experts for my project. I need to spend some time considering who might be useful stakeholder and experts for my project.
STAGE 2: Getting into it.	<ul style="list-style-type: none"> I have an idea. I am talking to people, researching and thinking about how I could turn it into a project. 	<ul style="list-style-type: none"> I have identified some skills and an area of knowledge that contain learning that is relevant to my project. 	<ul style="list-style-type: none"> I have developed a basic idea of what the product will be. I am beginning to develop my understanding of what quality could look like with my product and have established some initial success criteria. <p>FOR GROUPS</p> <ul style="list-style-type: none"> I am assigning roles and tasks based on different interests and expertise. 	<ul style="list-style-type: none"> I have identified a need or opportunity, stakeholder(s), expert(s) and a community mentor. I am deciding how to best communicate with them.
STAGE 3: Progressing along (BRONZE)	<ul style="list-style-type: none"> I have a clear picture of what my project is and can describe why I am interested in it. It fits with my strengths, learning and interests. I am actively discussing with home, my Learning Mentor and my Project Advisor how I can use the four principles to develop the project. 	<ul style="list-style-type: none"> I am developing a range of skills and knowledge that I need for my project. <p>FOR GROUPS</p> <ul style="list-style-type: none"> I can describe the difference parts of my role in the group and how I am making an ongoing contribution. 	<ul style="list-style-type: none"> My product is of high quality. I am continuing to develop my success criteria to make my project high quality. I am integrating expert, mentor and/or stakeholder feedback in my success criteria. My product is starting to look 'fit for purpose'. <p>FOR GROUPS</p> <ul style="list-style-type: none"> I can describe how my expertise is contributing to the quality of my product. 	<ul style="list-style-type: none"> I have identified stakeholder(s) and am communicating with them consistently to make my product fit a need. I am communicating with expert(s), my adviser and with home about ways to develop my learning and my product. I may be identifying further experts and stakeholders as the project progresses.

<p>STAGE 4: Getting there! (SILVER)</p>	<ul style="list-style-type: none"> - I have a clear picture of what my project is and can explain why I am interested in the current learning and product. - I can describe how my project relates to my strengths, learning and developing expertise. - I can connect my ideas to the four impact project principles. 	<ul style="list-style-type: none"> - I can describe the different skills and knowledge I am developing. - I can explain how these are helping me in my project. - I am reflecting on my learning each week and from that planning my next steps. <p>FOR GROUPS</p> <ul style="list-style-type: none"> - I am actively contributing my expertise and reflecting on how to communicate well with other group members. 	<ul style="list-style-type: none"> - I can describe the different parts of my product and how they relate to each other. - I am reviewing and refining my success criteria. - Stakeholder feedback is indicating that my product is of a high quality and is fit for purpose. <p>FOR GROUPS</p> <ul style="list-style-type: none"> - I can describe how my expertise is contributing to the quality of the product and how I have worked with my team to reflect on our progress and plan. 	<ul style="list-style-type: none"> - I am engaging in significant collaboration with expert(s), my adviser and with home about ways to develop my learning and product. - I can explain how feedback from these sources has helped me improve the product for its intended audience or users.
<p>STAGE 5: Getting there! (GOLD)</p>	<p>Agency and Ownership <i>I will be:</i></p> <ul style="list-style-type: none"> - Excited about and heavily invested in all aspects of the project. <p><i>I may be:</i></p> <ul style="list-style-type: none"> - Initiated regular and substantial collaboration and communication opportunities with group members, stakeholders, home and my adviser. - Brought substantial new ideas into the project. - Worked on the project product and/or learning frequently outside of impact project time. - Inspired others through passion for the project. - Demonstrated and developed perseverance and resilience (note: not all group members may have managed this). - Made a significant career or life-plan change as a result of the learning in my project. 	<p>Mastery: Knowledge applied to other situations <i>I will have:</i></p> <ul style="list-style-type: none"> - Developed a wide range of skills and knowledge with particular depth or expertise in some areas. <p><i>I may have:</i></p> <ul style="list-style-type: none"> - Linked a significant number of the skills and areas of knowledge with other opportunities outside my project. - Reflected on my learning across the whole project and identified future potential projects with further ongoing and substantial learning. - Consistently sought feedback from experts, students and advisers on how I could further deepen and extend my learning and acted on this feedback. <p>FOR GROUPS</p> <ul style="list-style-type: none"> - I can explain how my skills and expertise developed across the course of the project and were integral to its success. - I have actively contributed my expertise and communicated effectively about how to work well together to create a quality product. I may have also fulfilled multiple roles and given others useful feedback on their communication and collaboration skills. - I may have helped others learn about the skills and area(s) of knowledge I have developed in my project - We have reflected on our collaborative skills, planned and overcome challenges to complete our project. 	<p>A gold quality product <i>Will fit the following:</i></p> <ul style="list-style-type: none"> - Professionals in this field (if this field exists) advisers, expert(s) and/or stakeholders identify this product as of extremely high quality. - Success criteria (or measures of quality) have been continually refined across the course of this project to enable the extremely high quality of the final product. - Stakeholder and expert feedback has been acted upon in an ongoing manner and is integral in the quality of the final product. <p><i>It also may:</i></p> <ul style="list-style-type: none"> - Fit the idea of an industry standard. <p><i>It also may:</i></p> <ul style="list-style-type: none"> - Fit the idea of an industry standard. <p>FOR GROUPS</p> <ul style="list-style-type: none"> - The learning expertise and/or strengths of all members have been essential to the quality of the final product. 	<p>The participation and contribution with the community <i>Will have:</i></p> <ul style="list-style-type: none"> - Been significant and ongoing. <p><i>It may:</i></p> <ul style="list-style-type: none"> - Endure beyond the scope of the original project. - Be life changing: addressed an authentic need, significantly enhanced an aspect of a person's (or people's) life or a group or business. - Lead to others pursuing projects which build knowledge and contribute in similar areas. - Have a tangible (ie: real or actual) positive legacy. - Have involved experts (ie. real or actual) positive legacy. - Be recognised and/or adopted by industry in a national or international context.

The following examples are actual projects developed by students. In some instances details have been altered. Our acknowledgement and thanks go to the students at Albany Senior High School.

S.T.E.M TOPICS

(Science, Technology, Engineering and Mathematics)

FRUGAL FUEL

Reuben Eiberg, Jacob Tobin, Elliot Winstanley, Joey Norris, Brendon Evans

Our impact project has centred on developing a smart phone application which impacts on our community and deepens our learning capacity. Initial research confirmed that petrol pump prices vary significantly on the North Shore and Hibiscus Coast. Frugal Fuel is an app which allows the user to find the cheapest local petrol source and critically, the 'cost' in terms of kilometres to travel to this cheapest source to inform the user whether it is sensible to drive to this option. Given rising fuel prices and the tightening of family budgets, we are confident that Frugal Fuel will add 'real time value' to our community and provide this group with an opportunity to develop and integrate our learning of group work, marketing, coding and information technologies into a future sustainable business.

ENGINEERING AT WAIKATO UNIVERSITY

Our impact project is about developing skills which are needed for university, future jobs and even current school work. This was achieved through the assistance of Waikato University as we had the opportunity to work with undergraduates on solving real life engineering problems. We then entered the Auckland University Engineering problem solving challenge.

HANGING GARDEN

Simran Kaur, Abbie Taylor

This project involved creating a hanging garden for students, staff and visitors to the school to enjoy. Abbie and Simran spoke to council engineers and botanists, garden centres, and visited several similar gardens to gather background research for their project. They designed concept designs and after stakeholder feedback, chose a final design. The design had to consider mechanical aspects: how the garden would be suspended and supported, how to use the required materials and construct with a wide range of materials. They had to examine plant biology in terms of the most appropriate plants that would survive in this planting system and also consider drainage and watering.

PEACHES

Opan Little, Georgia Houten

Our impact project was to see if pigs can be trained like dogs and then expand the project to use the pig to raise awareness for humane and safe factory farming. We bought our pig Peaches from Trade Me and taught her how to sit, touch her nose to our hand, jump, weave in and out of our legs, and turn in a circle. This project's community aspect was to raise awareness of pig farming by showing how intelligent pigs really are and how they are not just meat and should be treated with respect. We were interviewed for the paper and our story was on the front page of the newspaper and we also took Peaches to a retirement home and a preschool.

THE HERPETOLOGY PROJECT

Christophe Valette, Janusha Gunasekara

Our project is creating a reptile display tank which is currently housing a single blue tongued skink. The display is designed to educate people on this species of lizard as many people are afraid of lizards and we want to show students and teachers that there is nothing to fear and that they are fascinating animals that are essential to our eco system. The tank includes a comfortable and natural environment for the skink with a heat lamp and plenty of places to roam and hide. We also designed and produced visual educational material that is on display behind the tank so that people who look can also access the blue tongued skink information.

THE HEART OF LIFE

Estee Vermeulen

My project involved making a 3D model of the cross section of the heart from clay. The model shows the path way of the oxygenated and deoxygenated blood and the valves that are involved in pumping the blood. I have also shown how the lungs work with the heart as respiratory and circulatory systems. This model will be able to stay in the school and be used as a resource for future students.

ANIMALS

Alice Porter, Isabella Thompson, Rexine Bergante

We developed and ran a 'doggy day-care'. The aim was to raise awareness of animals within the community. This passion was initially triggered by the staggering volume of animal rights violations occurring throughout the world. We faced many challenges with the strategies put forward, however through persistence we feel we achieved a good outcome, including contacting various animal groups and securing donations for them on the day.

ORGANIC CHEMISTRY

Meghan Mappedoram

The aim of my project was to create polystyrene ball sculptures that represent each functional group in organic chemistry at level two and three. The sculptures show the correct bond angles between atoms and the difference sized balls and represent the sizes of the atoms. In addition, a large size caffeine molecule will be created in the future. The models are on display for future student use.

TARDIS BOOKSHELF

Rosa Cockle, Bree Shaw

The aim of our project was to design and build a Tardis bookshelf from the TV show 'Doctor Who' for the Library. After a lot of work, we were able to produce a good quality Tardis. With help from our mentor and expert we were able to overcome the challenges that were placed in front of us while building the Tardis. The librarian, also helped make it successful by always giving us feedback on our work and telling us whereabouts it would be in the library so we could make it easy to move. We had no skills with wood technology when we started this project and we are proud that we were able to work together to produce a high quality Tardis that the community can enjoy.

V.A.C.T TOPICS

(Visual Arts, Construction and Technology)

LIZARD INSTALLATION

Maddi Thom, Sarah Grubb, Uvini Panditharatne

The aim of our impact project was to design and create a three metre long, 3-dimensional lizard art installation to be displayed in the school. We decided to construct a lizard that links back to the school and wanted to challenge ourselves by incorporating technology into the project so that the art installation was animated with a robotic tail. We have extended our learning significantly with the myriad of new skills we have learned, such as spot welding, brazing and angle grinding. In addition to this, we have been able to build strong relationships with multiple stakeholders from the wider community, such as supplier and experts in fields such as robotics, paverpol and technology. This valuable learning journey has allowed us to produce a final product that we are very proud of and we hope will reflect innovation.

ORIGAMI CHANDELIER

Jonah Tan (Designer) Ellie Riley (Manager)

The theme of paper cranes is my take on The Myth of a Thousand Paper Cranes and its symbol for peace. I wanted it to speak to the diversity in culture that we have at our school. It has really been a collaboration over two semesters between us and the school community. We aimed to have all students at school make a crane (learn a new skill) and contribute to the outline chandelier. Seeing the amazing final work go up after months of hard work almost brought tears to our eyes and really consolidated the effort we put in to see this installation completed and displayed.

KOHANGA REO MURAL

Dani Blanden, Waiehu Ruru

The aim was to create an art based project that reached out to young children in a local Kohanga Reo. We worked with two mentors. We planned and carried out a lesson in stencilling and painting in Te Reo and taught pre-schoolers how to create a mural using cardboard stencils, traditional Maori patterns, colours and the Maori translations for the colours. We were not allowed to speak any English while we taught the children. The final product of a mural made up of all the components will be presented back to the Kohanga Reo.

PACMAN MOSAIC

Liam Hawkins

The aim of my Impact Project was to recreate a previous image of a popular game "Pac Man" but with a twist: turning the image from a picture into a mosaic design. I used small 20mm x 20mm mosaic tiles of various colours in order to create the image. Throughout the process of the project I learnt many valuable skills such as how to better collaborate with others. This project also helped me to better improve my abilities in the fields of arts, crafts and designs as well.

MULTICULTURALISM ART INSTALLATION

Monique Cutten

The aim of my project was to design and make a sculpture beyond my portfolio that incorporated other established art practices that can be in the form of an installation to communicate awareness around human rights and multiculturalism. The purpose was to expose the viewer to a visual interpretation of multiculturalism and build awareness of the different cultures in our community. Our school is a prime example of this so the sculpture will give people the opportunity to really think about the effects on communication in our community.

ART RESEARCH

Divashni Kumar

I have spent the semester researching information on various artists and how they create the works they do, where they get inspiration from and the origins of their pieces. I have produced a Tumblr blog on five different artists and drawings / mini pieces of artwork displaying their conventions and style to help future L3 and Scholarship art students.

WINE BOTTLE SCNCE

Jono Barker

My project was to create a wine bottle candle holder, using recycled bottles. I went into this project with no previous experience in woodturning and glass cutting and spent a large amount of time researching designs and different methods to cut a wine bottle. I then tried the prospective designs out at home. For a large majority of my project I was in a splint due to a broken hand which meant much of the practical work was challenging, so instead I created surveys and made up 3D designs by learning and using Google Sketchup.

BRONZE CASTING

William Torkington

Metallurgy has been a subject that has interested me since I was young. After initially suppressing my dreams of becoming a blacksmith I was pleased to see that my burgeoning interest in metalwork and smithing could be explored in an impact project. Since the beginning of the year I have designed and built a furnace and cast a number of pieces of jewellery made from pewter. While a full time job as a blacksmith may still prove to be challenging I will continue to explore the huge range of skills, knowledge and processes required for converting metal ores into useful tools and items.

CONCEPT ART

Michael Moore

The aim of my project was to learn how to create high quality concept art. I have completed multiple works of concept art at a high standard and have published them on Deviantart site where a whole host of successful artists share and collaborate on digital artworks. I really hope that I have inspired others and that my project can help aspiring artists further develop their skills.

BELLABOHO BOUTIQUE

Bella Pond

The aim of my project was to learn how to create a successful jewellery line and a recognisable brand. I envisaged myself learning to build an online business to promote my handmade products. I started by surveying my potential customers to find out what they would be prepared to pay and what designs they would want to buy, then went about producing pieces of quality, affordable jewellery, promote my business, create a business plan, build a website as well as organise orders, products, online marketing and my own website. I now have nine different designs. I send jewellery to Australia. I have sold over 200 necklaces in a month to all over New Zealand and I have new products about to go up for sale.

LIZZY COSPLAY

Taryn Bennett

The aim of my project was to create two cosplays (the practice of dressing up as a character from a film, book, or video game) around Madam Red and Elizabeth Middleford to wear to the Armageddon Expo. Madam Red's costume is a red dress and the more complicated of the two. Elizabeth's costume is a green dress, which was simpler to make. I wanted to gain skill in sewing techniques that I could use to do things outside of school and later in life, while also creating two impressive cosplays for the Armageddon Expo. Feedback from other people at Armageddon indicated that my final product was pretty amazing and I was pleased with the skills I picked up in the production of the dresses.

RECYCLED FABRIC CUSHIONS

Min Xin Li

I used recycled fabric to make two cushion covers for the school library. I engaged in research and design and collected the most appropriate recycled fabric as well as consulting with my stakeholder in an ongoing manner to ensure the final product met their needs. I have no previous experience in soft materials so using feedback from my stakeholder and expert assistance I designed and produced the cushions in the soft material design area before they were delivered to the library to be enjoyed by students in the future.

LITTLE DRESS IMPACT

Kayla Gordine

The project was based around making as many dresses for young girls in Samoa within the time period I had before visiting the beautiful island on a family holiday. I designed and constructed thirty five dresses from two self designed patterns by the end of my project. During this process I have taken into consideration modesty, adjustable sizing to fit several ages, the temperature of the environment they will be worn in and ensuring every dress was unique and special. I gave my dresses out to several villages whilst travelling around Upolu Island. This project was by far my best as well as immensely rewarding for myself and I truly hope I have inspired others to give more and make a difference.

KOROWAI RESEARCH

Kayla Gordine

The overall goal for my project was to make and design a Korowai (Maori cloak) for school while incorporating the Maori history behind the area. I wanted to do this to involve myself with Maori culture because this is a massive aspect of my life. During this project I have been privileged to experience opportunities such as flying down to Te Papa museum in Wellington. I have also been able to plan a future trip to Palmerston North after some visitors to our school heard about my project and invited me to learn how to weave. My inspiration for this project was to bring more culture into school, and leave a Korowai as a gift before I go on my own journey. I want to leave a mark to say I was here and hopefully make a difference for future students.

ECO FRIENDLY LJ HOOKER

Frances Niederer

My project was to work with a real estate agency with the aim to make their office more environmentally friendly. I researched a range of ideas and collaborated with the office on what practices have been trialled, what is working and what would be useful practices to add. I looked at industry standard expectations in an authentic office environment and presented this to them at the end of my time in the office. The feedback I received on my presentation was positive and the stakeholders indicated that they would take on board and consider a range of my recommendations.

P.A.C TOPICS

(Performing Arts and Culture)

THE MACBETH MANOEUVRE

Bryony Smith

The aim of The Macbeth Manoeuvre was to broaden my own acting and directing skills and expand my teaching skills by directing a scene compilation of the three witches scenes in Macbeth. Working with a group of three year nine students from school, we looked at script annotation and meaning, costume design and stage direction. I believe this was a successful project not only because it met the four key drivers but because it extended far beyond what I originally envisioned for the project. It was the building of self-confidence, team spirit and individual skills that truly made this project special. For the three girls who I acted and directed alongside, this project became more than just a performance. It also allowed them to become a very cohesive and effective dramatic team and one that they were all very proud of.

OPERATION: MEET A CHARACTER

Kelly Leece

The idea for the project was simple – create a small selection of Disney/Dream Works inspired costumes and visit the Ronald McDonald House, allowing the children in the House to be visited by some magical characters. My aim was to bring characters to life, and hopefully bring joy and imagination to the children and their families in the process. The process began with a lot of planning and research; I needed to know everything I could about the characters, I analysed every item of clothing worn by my three chosen characters, as well as props in some cases, and I figured out where to get supplies to make the item and how to make it, or where to buy items I couldn't make. Once Jack and Tinkerbell's costumes were completed, I went to the Ronald McDonald House next to Starship Children's Hospital in the city. I visited the patients and their siblings in House's small school and danced with some of them and it was a magical experience for both myself and the children involved.

BUSKING 101

Zane Quensell, Jamie Gordon

The aim of the project was to see how different environments affected how and what we performed in our roles as buskers. Performances were done in different locations with different audiences starting with town locations, school and Retirement Villages. We also produced a film of our performances, tracking the

journey of our learning and the effect on our audiences. Our project allowed us to gain confidence and we are now able to express ourselves in front of large crowds. Since we do not take music as a subject, our project was a great opportunity for us to improve our musical abilities and express our passion for music. We are now aware of the needs of difference audiences and are able to adapt our performance to suit specific environments and audience type.

APPROACHIN JAZZ

Alex Boulton

The aim of this project was to educate musicians and jazz beginners on how to approach the daunting task of jazz improvisation. I have achieved this by creating a resource with a collection of scales, arpeggios, tips and exercises for people to work through and apply to their soloing. The resource also includes a collection of backing tracks and lead sheets so people can practice these skills in a practical situation and listen to the changes. I have also created an interactive online resource (approaching-jazz.tumblr.com) to help musicians in their journey through jazz as well as organising, arranging and recording a number of jazz standards with students from the jazz course at Massey University.

KAPIIST

Eric Lee, Dohun Kim, Patrick Park

The aim of our project was to write and record music. We have recorded three covers of Korean hiphop songs and written and recorded two original songs with our own lyrics. Patrick did most of the song writing on keyboard while Dohun and Eric developed the lyrics. We learnt a lot through this project about composition, collaborating and the productions of original music and we are really happy with how much we achieved.

ANNIE GET YOUR GUN CHOREOGRAPHY

Jordan Wichman

For this impact project I choreographed the dance for the school production of Annie Get Your Gun. I created a new dance each week and taught this to the relevant cast members. It was challenging managing a large group and I developed teaching skills and management strategies in response to this. The outcome was a success and the show went very well.

HIP HOP

Taura Canton, Cory Nisbet

We choreographed a hip hop dance which we taught to a year twelve class. It was choreographed to a high standard which we used for a level two dance achievement standard. It was challenging to manage fellow students and we had to put strategies in place and develop new skills to overcome this challenge. We enjoyed choreographing our own work and sharing it with others. Our final product is a dance that will now be used for the next few years at school as one of three dances used in a dance internal assessment achievement standard.

KOREAN NIGHT ORGANISATION

Christine Rew, Rachel Park, Dohun Kim

Our aim was to plan a successful Korean Evening to showcase our talents and culture. We planned and choreographed a modern Korean fusion dance for the Korean Evening and taught the dances to a group of thirty five students. Apart from this, our group also prepared Korean food to be served that evening and made our own costumes for the dance sequences. The profit made from door sales and food purchases contributed to the instalment of the new defibrillator unit at school.

SOCIAL SCIENCES, HUMANITIES, & ENGLISH TOPICS

STORYBOARD NOVEL

Callan Bartlett

The aim of the storyboard project was to set a visual description about the story of my novel. The stakeholders and experts who contributed to my project were Stephanie Dalton and Mike Nahu who helped me enhance my writing skills. I concentrated on doing one storyboard per week and I was successful at completing this. I based the writing and visuals on the science fiction genre of writing and I showed physical evidence to my teachers which all combined to make it a successful project. I was proud of this project. It reflects on things that I was interested in namely science fiction films.

TEAM NUNCHI

Ben Padden, Ashton Smith, Russell Knight, Tarquin Robinson

The aim of our Impact Project was to learn freerunning skills and video editing skills by producing a high quality video showcasing the sport. We linked with North Harbour Gymnastics Centre and practiced and mastered many exciting and difficult tricks. We learnt an enormous amount about freerunning and video production and further developed our passion for freerunning.

AUCKLAND ON A STUDENT BUDGET

Kelly Flatz, Courtney Joyce

The aim of our project was to advertise Auckland City to tourists and locals who want to have thrilling, educational and entertaining experiences while in the city. We produced a Facebook page that showcased and reviewed popular activities and attractions. We also produced a short film show the activities we trialled and our adventures. We worked with a media expert to further our camera and editing skills. Our final blog is of a high quality, looks clean and simple and is easy to navigate. Our video has an upbeat vide, user camera and editing techniques to affect and accurately represent how enjoyable similar experience could be for prospective tourists to Auckland.

GEOCACHING

Matt Carter

Geocaching is a form of treasure hunt using GPS in which an item is hidden somewhere in the world and its coordinates posted on the internet so that GPS users can locate it. The main aim for my Impact Project was to provide five engaging, unique and clever 'geocaches' for the geocaching community to enjoy. My inspiration for geocaching as an impact project came from one of the well known geocachers named 'Glyn'. I wanted to try and provide similar experience for fellow geocachers. My favourite cache has proved highly popular in the community and gained a large number of great reviews.

TEACHING SPANISH

Melissa Kow, Saffron Nunn, Seul Lee

Every week we went to another school to work with the Spanish classes in years seven to ten. We made educational resources and games to help the students learn and enjoy Spanish. A huge part of this project was being able to work with the younger students to strengthen the bonds between the two schools. We are so passionate about this project as all three of us take Spanish and we love it. An extra part that branched off this project was organising the 'Spanish Big Day Out' event for students.

DISCRIMINATION PERSPECTIVES

Daniel Heswall, Mark Howard

For our impact project, Daniel and I decided to investigate what we believe to be one of the biggest issues in modern society; discrimination. Specifically we wanted to find out what young people in the community thought about discrimination and what they thought should be done about it. To accomplish this we conducted a number of

interviews with a wide range of students on tricky topics such as gender discrimination, 'subtle discrimination' and the line between discrimination and laws in society. We then filmed, cut and edited our interviews in order to develop a series of videos. In each video we investigated the opinions off a certain group of people regarding discrimination and examined their reactions to different discriminatory scenarios put before them.

THE AMAZING RACE

Kayla Swannack, Tatum Knight, Avril Fernandes

We created our own personal version of the television show the Amazing Race for our impact project. The project involved lots of research, communication and ambition and we were able to create a product that assisted with the teaching of learning of the NCEA level two travel and tourism class. The race was based around Auckland City and the Viaduct Harbour and consisted of many clues, challenges, roadblocks and detours that the students were required to participate in. Some of the activities in the race were: a spicy curry food challenge, various photo challenges, a reverse bungy jump, a scavenger hunt around the Maritime Museum, a basketball shot challenge and they even got to try out the new 'Oxygen Bar'. Our race had an amazing impact on the students in the level two travel and tourism class and was a great experience for all involved.

COOKBOOK

Courtney Harrison, Sam Cortes, Casey Murray

Our aim was to create the best ever cookbook to date including work from all the students who wanted to be involved. We collaborated with over fifty other students to gather and record their favourite recipes. We also worked with local businesses all around the city to gain sponsorship and mentoring. This allowed us to get a range of opinions and feedback to improve the cookbook and make it the best it could be. We are so proud to have worked together with the community and school to make this record of amazing recipes available to others and to have sold each and every copy of the book.

INVESTORS CHALLENGE

Uday Singh, Erin Hasemore-Slieker, Alex Collis

The Investor's Challenge is a competition we are creating and currently implementing. The aim is to increase financial literacy amongst high school students by educating them on the how to's of investments. ANZ, NZX and Massey University are now working alongside us and these external stakeholders will help bring our project to life. This project has been successful as it has future benefits for

the community in terms of increasing financial literacy among high school students. We are most proud of our ability to get in contact with, and work alongside external stakeholders.

ENVIRO TOPICS

ENVIRO YOUTH

Connor Wallace

The aim of my project was to create a website that would encourage teens to volunteer for conservation projects such as The Mototapu Restoration Project whilst also providing details and information that might be required to volunteer directly for these organisation. Since making the website, in just over two months my site has received 3000 views, 2800 of which have been views from individual computers around the world. A small group of people have registered to volunteer for the he Mototapu Restoration Trust. My website is now effectively advertising and providing information about the volunteering process for these two organisations. It also promotes environmental happenings around the world, raising awareness of these, their respective causes, and conservation in and around the Auckland region. It is also increasing the numbers of volunteers.

NEW ZEALAND WILDLIFE

Cailin Murray

I have created a short video clip promoting NZ wildlife and to encourage people to see how and why wildlife is so special. The materials that I have used are my own photographs from Auckland Zoo and others adapted from the internet. I have really enjoyed learning about the amazing animals that we have in our beautiful country as well as learning about video editing, photography and time management.

AQUAPONICS FOR SUSTAINABILITY

William Pearman

Aquaponics is using fish waste to sustainably grow plants and I researched and designed a system to do exactly this. As far as I am aware, this has never been done in this manner before and as a result I had to design a completely new system. The potential of this project has been recognised by major aquaculture companies and the council and as a result I have received funding and equipment to carry out this project. The two trees I grew – kowhai and karaka have both grown faster and more efficiently and some of my plants have literally doubled every week. As a result I have had people from inside and outside of school wanting to use my plants

in their own projects due to their unusually high growth and the sustainable manner in which they were produced.

RECYCLED BAGS

Jyoti Aryal, Parampara Koirala

Our first impact project was making a fabric shopping bag out of waste fabrics, so that plastic bags do not go to the landfill and contribute to the pollution near the ocean in New Zealand. We taught ourselves to sew, contacted a manufacturer who donated end of line work wear material, made a pattern and prototype bag, set up a mini-production line and researched how plastic bags were causing damage to our oceans. We made around 60 bags and managed to sell around 50. After finding out that enough plastic is thrown away each year to circle the earth four times, our aim was to promote people to buy fabric bags so that they can replace plastic bags.

ANIMAL TRACKING

Blaire Emirali, Theo Maloney, Martha Martin-Chan

This project monitored pests in the bush behind the school to provide baseline data from which to develop future projects to conserve a bush remnant. This was part of the West Wildlink Project. Black Trakka were used along with inkpads and lures, and then the tracks were identified. Pest species found included rats, mice, hedgehogs and possums. The students showed excellent collection of evidence into the e-portfolio including video blogs. The leadership of the project by Blaire was outstanding.

SPORTS TOPICS

ROAD TO COMMONWEALTH GAMES VIDEO

Cordelia Norris

The aim of my project was to produce a promotional video featuring Liam Stone who was selected to represent New Zealand in diving at the 2014 Commonwealth games in Glasgow. This video showcased his road to the games and presents the reality of the intense work required of international athletes. It also gives people a short glimpse of what is involved with diving and how difficult it can be. To do this I filmed Liam over a series of a few training sessions. I then edited the footage with a large number of cuts suitable to the style of the video and integrated titles and a soundtrack.

FITNESS TRAINING

Dani Clark, Danjela Haigh

Our project involved working with the teachers at school to devise a fitness programme for the students. We researched how to teach specific athletic skills, discovered and taught some fun, engaging games and realised through ongoing feedback, how we are able to improve our fitness programme and teaching skills. We received excellent feedback from the teachers and students involved.

WARM UPS AND COOL DOWNS

Tash Clark, Bri Watt

The aim of this project was to develop a warm up and cool down regime which could be used by a soccer team to improve their training programme. We collaborated and consulted with the soccer team. In the second semester, we developed these skills further by making contact with and teaching a number of PE lessons as well as teaching the students the correct ways to warm up for exercise and warm down after exercise. We sought regular feedback on the quality of our regime and further refined it as our project progressed.

10 / 10

Tessa McDonald, KJ Wonnacott

The aim of our project was to learn about and promote the sport of boxing. We learned boxing skills and moves and we made a short introductory film to show the community this sport and to help other people involved in boxing. We consulted a highly successful boxer to help us with our project. Our project was highly successful as we were able to finish everything we aimed for to a high quality. We are both proud of being able to learn everything in our project from scratch to a high standard.

CHELSEA'S DRIVING TRAINING PROGRAMME

Chelsea Herbert

I had a vision of creating future motorsport excellence and success from within our community. With a background and passion for motorsport since I was six, the aim of 'Chelsea's Driver Training Programme' project was to take to the track to train up young kids new to the sport. This took focus, previous knowledge, top organisation skills, management and overcoming challenges such as communicating with a range of fathers and young drivers. It was an awesome experience to be in charge and to see the kids that I have helped train beating their personal best and overcoming speeds in their karts that they hadn't yet realised they could achieve.

ENHANCING PE

Joshua Smith, Nathan Hall, Javier Clarke

Our project was teaching a year eight PE class at school. The aim of the project was to share our knowledge of our subject with the students we were teaching. We also did this to build their passion for physical activity and enhance their confidence to compete. We collaborated with the teacher to plan and deliver lessons and sought feedback from her to improve our plans and teaching styles. By the end of this project we not only completed our learning goals, but also developed some of our own personal abilities. For example, we built up strength in the form of public speaking, planning and managing younger children, we enjoyed working on this project and showcasing our interest and talents in sport to AJHS students.

AIRSOFT REPUBLIC

Ian McKinney

The aim of the project was to set up and run a five week inter-school Airsoft Tournament. We compiled a proposal and then organised and facilitated the five week tournament from start to finish. We also made an impact on students who were able to experience a new sport. I am extremely proud of all the work and effort I have put into the project transforming it from an idea into reality and the positive effect it has had on the team-building and collaborative skills for the students involved, as well as their developing airsoft prowess and potential future involvement in the sport.

GYM EQUIPMENT POSTERS

Jade Jefferies, Aydan Osborne

Our project aimed to teach people the correct names for the gym equipment at school. We wanted to produce posters with easy to read instructions on how to use the equipment and also identify which muscles these exercises target. Our project was aimed at anyone who uses the gym. We wanted to clearly label the equipment, enabling people to customise their exercises according to what muscles they want to work. Our posters were produced to a high level of quality – they are colour co-ordinated, have a clear and effective visual style and are easy to read and appropriate for the space they have been designed for.

TYRE TRACKER

Joel Herbert

Tyre Tracker is an application made to help drivers decide on what set of race tyres to use and to help the drivers and their pit crew keep track of the condition of their tyres. The 'Record Tyre For Event' button allows a user to scan the complete set of

tyres on their kart / car. The tyre's unique barcode is stored along with the user input scan date, race meeting and any relevant notes a user may wish to apply. Each time a set is scanned it allows a user to see the tyre's previous history at a glance and how many times the set has been used. No more trying to remember how old the set is, how many times it has been used or how good the set was. Tyre Tracker completely removes the chore of manual tracking for kart drivers.

TABLE SKITTLES

Devon Everst

When researching possibilities for my impact project I found an image of a "table skittles" game online but no measurements. I researched my own measurements and then discovered and learnt the skills I needed to make the game. I also sourced and costed suitable materials, using recyclable materials where possible.

ENDURO

Liam de Groot, Nick Barker, Ben De Roode

Our group's impact project was to provide mountain bike track maintenance. Our project consisted of clearing debris, adding drainage, smoothing out rough areas, adding berms and placing direction arrows throughout the track zephyr. We were all driven to do our impact project because we are all passionate about mountain biking and we have the desire to give back to the community. With all the support we were given we were able to successfully complete our project to a high standard which we are all very grateful for.

ICT TOPICS

"ZOMBIE ROAMING 1ST PERSON SHOOTER"

Tom Burfoot, Robbie Du Plessis

This impact project has been a labour of love for the last two years. The game was developed using the powerful and complex Unity game engine and the Blender suite of tools for 3D creation. Players can wander a large world consisting of many buildings built from the ground up by the game's 3D designer and acquire accurately and lovingly reproduced weapons and ammunition. The game also features zombie AI weapon physics and inventory management.

ELLAN ROSE BLOG

Thelani de Plooy

The aim of the project was to establish a website where people from the community could get tips or advice about anything that would make their life or daily routine a

little easier. I created that site with thirteen different categories, used time outside of school to do the research necessary to keep the site going and uploaded tips and ideas as well as inspirational quote and photos. The website was successful in terms of reaching the desired amount of viewers and gaining followers and feedback from around the world. I am very proud of what I have accomplished; the amount of viewers as well as the feedback from most of my subscribers.

COOKING VIDEO

Jessica Morley

The idea for my impact project came from being involved in a life skills cooking programme with my peers. I was inspired to compile a well-produced video of the success of the cooking programme to help others learn about the value of life skills. I made a video of the others demonstrating their cooking skills and through this I developed a wide range of effective editing skills with various electronic tools.

VIRTUAL TOUR

Johann Massyn

I embarked on the mammoth tasks of google mapping the entire school site for semester two. Developing a virtual tour of a site as large as a school includes the photographing and manipulations of hundreds of panoramic photographs. This project is unfinished as yet and will be continued in semester one next year. I have a prototype clip to display and clear Gantt chart planning, mapping the stages I will go through to complete this. When finished this product will be uploaded to the school website giving an annotated 360 degree virtual tour of the entire site to anyone, anywhere in the world who wishes to access the website and see what we do and how we do it!

ENSEMBLE MUSIC APP EMPIRE

Shaun Russell

This year I am continuing my previous project, turning my music application into a complete and commercially viable educational package. I am recreating my application from scratch for both windows 8.1 (tablets, laptops and desktops) and Windows Phone 8.1. Each game has been significantly improved with more features, better visuals and greater customisability. I also have built a website which handles the 'composer of the week' and 'piece of the day' features and acts as an information hub for the applications with individual user accounts and statistics tracking. I am also adding an extra game called Chord Builder to bring the app count from three to four (with Stave Shooter, Rhythm Tap and Rhythm Match).

HEALTH TOPICS

“WE ARE THE SUM OF OUR PARTS” BOOK SERIES

Emily Pearson

This semester I focused on helping kids deal with common cognitive functional disorders. I developed an ongoing series of illustrated books called “The Sum of Our Parts” featuring autism, schizophrenia, dissociative identity disorder, psychosis and bipolarism / depression to help young children understand the symptoms and effects of these illnesses. It's been very effective so far and I've had some impressive sales figures. Hopefully this will lead to more people becoming better educated and understanding of cognitive functional disorders.

UNSEEN CHILD POVERTY IN NEW ZEALAND

Nina Pinkerton-Bennett

Through my project I aimed to raise awareness of all the unseen child poverty in New Zealand. Many people think that this is “the land of plenty” but in reality there is poverty affecting many people and causing life threatening illnesses. While I was not able to fully complete my series of photographs that portrayed what young children between the ages of 5-8 value, I completed my research report and got involved in advertising and running lunch day for Kidscan. The learning I gained around child poverty in New Zealand has been invaluable and will continue to help me develop ways to further raise awareness of the issues surrounding this in the future. It will also hopefully enable me to be involved in actively addressing this major issue for our country.

WE ARE THE FUTURE

Pritha Marks

The aim of my project was to raise awareness about child poverty through education. In order to do this, I wrote 2 books aimed at intermediate aged children, called We are the Future and We are the Future: Resource Booklet. For the first book, I wrote ten short stories told from the perspective of children living in poverty in ten different countries around the world, with a commercially reusable photo and some quick facts about child poverty in each country. The resource booklet contains background information about some of the issues raised in the first book, such as child labour and malnourishment with interactive activities as well as reading comprehension to go with the first book. I then went and presented a seminar about child poverty and held a creative writing workshop with a number of primary schools.

CONGENITAL HEART DEFECT FITNESS

Ashley Carlson, Renee Duncan

As Ashley is a Congenital Heart Defect patient we decided to research the condition and design a fitness regime to improve the cardiovascular health for these patients in the future. We aimed to produce Youtube videos and completed an electronic instructional resource for other people with this condition. We also increased awareness of this condition and documented Ashley's journey to personal fitness and risk management.

ELEVATE

Alana Liddle

The aim of my project was to volunteer at Elevate, a charity that works with people who have intellectual and physical disabilities. I was very fortunate to be able to run a number of sessions by myself. It was a highly successful project as I learnt about multiple intellectual and physical disabilities as well as taking away experiences with people whose needs are often misunderstood by the community. I have completed a booklet on living and handling disabilities, and how to approach people with disabilities.

DIAMOND HEALTH CLUB

Michael Wilkins-Price, Jordan Crowson, Alice Humphries

The aim of our project was to change how the student body viewed healthy living in everyday life. All of us had participated and passed a personal training course the year before and we wanted to share our knowledge with others. We also saw a trend of people starting to diet and head to the gym. We designed and published a book that showcases tried and tested recipes and basic workouts. We wanted students to realise that a healthy lifestyle requires both healthy eating and physical activity – our book 'Diamond Health Club' achieves this.

MODEL HAND

Emily Neil

This project allowed me to link my passions and personal experiences and my potential career. I researched the human hand and made an anatomically correct model of the bones of the hand. This involved making links between my subjects, substantial research and visiting experts in the community at Hands On with respect to rehabilitation following hand injury

FIRST AID ANIMATION + QUIZ

Sharon Lai, Neha Rai, Seul Lee

During this project we created a high quality animation and quiz and learnt a large amount of skills and knowledge in the area of first aid. The first was the first aid knowledge we gained from St.John's first aid course we completed as part of our project. None of us had any prior learning in first aid so this taught us how to react to injuries and treat them in a way that will help them heal better and cause less pain to the recipient of the injury. Making an animation taught us more about the process of animation and how characters move. This was our first project and it was successful because we achieved all the goals we set for ourselves and we were happy with what we learnt. We were also very happy that we could apply this skill in different situations in the future.

FIRST AID

Jamie Moyse, Julia Telford

The aim of our project was to establish a first aid course to be run at school twice a year and we had thirty seven students taking part. We worked with a variety of stakeholders such as the school nurse, St John and interested students to develop and run the course as well as creating resources for future use. Once the first aid course was run, we went about researching health and safety issues in the workplace and created further useful resources to enhance health and safety at school.

CURE KIDS MARKETING CAMPAIGN

Ruby Janssen

The aim of this project was to raise awareness and to create a website for students who are interested in fundraising for Cure Kids. The completed website has become an effective meeting and communication centre where users can share ideas and events. There are also stories from the people that Cure Kids have helped and their experiences with Cure Kids. I'm incredibly proud of the fact that the team at Cure Kids and I have collaborated to create a place where people can organise funding for research that does something to help kids struggling with illness.



CAMPION COLLEGE

TRADE ACADEMIES

<u>TRADE ACADEMY NAME</u>	<u>PAGE</u>
Agriculture Academy	114
Automotive Academy	115
Computer Technician Academy	116
Fashion Academy	117
Forestry Academy	118
Hair and Beauty Academy	119
Health and Fitness Academy	120
Horticulture Academy – Level 1	121
Horticulture Academy – Level 2	122
Hospitality Academy	123
Tourism Academy	124
Trade Skills Academy	125
Workplace Skills – Level 1	126

AGRICULTURE ACADEMY – LEVEL 2

AGRI 21

Content: This is a year-long course offered through EIT. It will take place all day each Friday. The Agriculture Programme provides the knowledge and practical skills related to general farming and farm maintenance. Agriculture is a vast and diversified field encompassing many areas with numerous careers. This subject provides a practical pathway into New Zealand's largest industry. With the size and complexity of today's farms, employers are increasingly looking for tertiary qualified and multi-skilled people.

Stationery: 1 x 20 Page Clear file

Cost: Nil

Subject Domain	Standard Number	Level	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment	Onsite or Offsite Provider
Agriculture	US 19112	2	Check and report on livestock.	2	4	Internal	Consultation with the Transition Department is required prior to enrolment on this course.	No	No	Assessment is integrated into the complete course with units assess concurrently.	Offsite
Agriculture	US 19114	2	Assist with handling and treatment of livestock.	2	6	Internal		No	No		Offsite
Agriculture	US 19116	2	Demonstrate knowledge of livestock behaviour and animal welfare.	3	2	Internal		No	No		Offsite
Agriculture	US 23540	2	Demonstrate knowledge of hazards, hazard control and the consequences of injury in the rural workplace.	1	5	Internal		No	No		Offsite
Agriculture	US 23541	2	Locate hazards, describe safety procedures and demonstrate safe work practices in a rural workplace.	1	5	Internal		No	No		Offsite
Agriculture	US 24557	2	Demonstrate knowledge of the safe operation of a quad bike.	3	3	Internal		No	No		Offsite
Agriculture	US 31	2	Connect and perform repairs and maintenance on an on-farm water supply.	6	2	Internal		No	No		Offsite

Elective

Agriculture	US 19152	2	Assist with the preparation and handling of lambs for docking.	2	2	Internal		No	No		Offsite
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Vocational Pathway Credits: 27

Sector	Unit Standard Number	Credits
Primary Industries	19112, 19114, 19116, 23540, 23541, 24557, 31, 19152	29

AUTOMOTIVE ACADEMY – LEVEL 2

AUTO 21

Content: This is a year-long course offered through EIT. It will take place all day each Friday. Students will disassemble, repair, reassemble and service an automotive engine and gain the skills necessary to ride an ATV. Student numbers are restricted. **The student must commit to the course for the full year.**

Stationery: 1 x 20 Page Clear file

Cost: Nil

Subject Domain	Standard Number	Level	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment	Onsite or Offsite Provider
Automotive	US 27602	2	Ride a Quad bike on flat terrain under close supervision.	1	3	Internal	Consultation with the Transition Department is required prior to enrolment on this course.	No	No	Assessment is integrated into the complete course with units assess concurrently.	Offsite
Automotive	US 2387	2	Assemble mechanical components under supervision.	6	2	Internal		No	No		Offsite
Automotive	US 2395	2	Select, use and care for engineering hand tools.	8	4	Internal		No	No		Offsite
Automotive	US 21858	2	Demonstrate good work habits and perform safe work practice in the motor and related industries.	1	4	Internal		No	No		Offsite
Automotive	US 16113	2	Demonstrate knowledge of safe working practices in an automotive workshop.	5	2	Internal		No	No		Offsite
Automotive	US 21909	2	Demonstrate knowledge of fasteners used in mechanical engineering.	2	1	Internal		No	No		Offsite
Automotive	US 924	2	Clean automotive components and maintain cleaning equipment.	5	1	Internal		No	No		Offsite
Automotive	US 231	2	Explain the operation of two and four stroke petrol and diesel engines.	9	4	Internal		No	No		Offsite
Automotive	US 21669	2	Demonstrate knowledge of hand tools and workshop equipment for motor industry applications.	2	2	Internal		No	No		Offsite
Automotive	US 21718	2	Demonstrate knowledge of hazardous materials used in the motor and related industries.	1	2	Internal		No	No		Offsite

COMPUTER TECHNICIAN ACADEMY – LEVEL 2

COMT 21

Content: This is a year-long course offered through EIT. It will take place all day each Friday. This course involves students learning about computer systems and identifying simple faults and resolving them. This course is suited for students who have an interest in computer systems and digital technology. Student numbers are restricted. Consultation with the Transition department is required prior to enrolment on this course. **The student must commit to the course for the full year.**

Stationery: 1 x 20 Page Clear file

Cost: Nil

Subject Domain	Standard Number	Level	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment	Onsite or Offsite Provider
Computer Technician	US 2790	2	Use and maintain personal computer peripherals.	8	3	Internal	Consultation with the Transition Department is required prior to enrolment on this course.	No	No	Assessment is integrated into the complete course with units assess concurrently.	Offsite
Computer Technician	US 2783	2	Demonstrate knowledge of the components of personal computer systems.	7	3	Internal		No	No		Offsite
Computer Technician	US 20332	2	Use the internet for information retrieval in an organisation.	4	3	Internal		No	No		Offsite
Computer Technician	US 25662	2	Use digital communications technologies.	3	3	Internal		No	No		Offsite
Computer Technician	US 25782	3	Investigate the use of information and communications technology in an organisation.	3	6	Internal		No	No		Offsite
Computer Technician	US 18753	3	Recommend hardware for personal computer use.	7	5	Internal		No	No		Offsite
Computer Technician	US 18755	3	Identify and resolve users' minor computer problems.	7	5	Internal		No	No		Offsite

FASHION ACADEMY – LEVEL 2

FASH 21

Content: This is a year-long course offered through EIT. It will take place all day each Friday. This course involves students learning machine skills and textiles application, design and drafting, fashion illustration and research. Students will be taught by tutors working in the industry and may have the opportunity to work with other academy courses. Consultation with the Transition department is required prior to enrolment on this course. **The student must commit to the course for the full year. This course will only run if there is sufficient number from the region.**

Stationery: 1 x 20 Page Clear file

Cost: Nil

Subject Domain	Standard Number	Level	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment	Onsite or Offsite Provider
Fashion	US 4838	2	Demonstrate knowledge of clothing materials in the clothing industry.	6	3	Internal	Consultation with the Transition Department is required prior to enrolment on this course.	No	No	Assessment is integrated into the complete course with units assess concurrently.	Offsite
Fashion	US 2832	3	Measure people for outerwear fitment.	5	3	Internal		No	No		Offsite
Fashion	US 6685	2	Adapt a commercial pattern for a garment.	4	5	Internal		No	No		Offsite
Fashion	US 2625	2	Attach fastenings and decorative attachments to a garment.	6	3	Internal		No	No		Offsite
Fashion	US 6700	3	Prepare and construct a textile item for a specified purpose.	4	6	Internal		No	No		Offsite
Fashion	US 16837	2	Prepare and produce fashion drawings.	3	3	Internal		No	No		Offsite
Fashion	US 2989	2	Select, access and read text to gain knowledge.	5	3	Internal		No	No		Offsite

FORESTRY ACADEMY – LEVEL 2

FORE 21

Content: This is a year-long course offered through EIT. It will take place all day each Friday. The Forestry Programme provides a background of fundamental forestry knowledge and skills, enabling students to progress onto higher qualifications for specific forestry industries. There is potential for future exposure to forest operations, forest management and wood manufacturing. New Zealand's plantation forests support a world-leading industry that's green, sustainable and skilled. Plantation forestry is expected to grow in value over the next 15 years with increased need for skilled employees across all forestry industries.

Stationery: 1 x 20 Page Clear file

Cost: Nil

Subject Domain	Standard Number	Level	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment	Onsite or Offsite Provider
Forestry	US 17769	2	Demonstrate knowledge of general health, safety and environmental requirements in forestry.	4	5	Internal	Consultation with the Transition Department is required prior to enrolment on this course.	No	No	Assessment is integrated into the complete course with units assess concurrently.	Offsite
Forestry	US 22997	2	Demonstrate knowledge of principles of commercial forestry.	2	5	Internal		No	No		Offsite
Forestry	US 6916	2	Demonstrate knowledge of the roles relating to chainsaw use.	7	5	Internal		No	No		Offsite
Forestry	US 6917	2	Demonstrate basic chainsaw operation.	8	8	Internal		No	No		Offsite

Vocational Pathway Credits: 24

Sector	Unit Standard Number	Credits
Primary Industries	<u>17769</u> , 22997, <u>6916</u> , 6917	24
Construction & Infrastructure	<u>17769</u> , <u>6916</u>	11

* Unit Standards that are underlined are 'shared' (can contribute to more than one pathway)

HAIR & BEAUTY ACADEMY – LEVEL 2

HAIR 21

Content: This is a year-long course offered through EIT. It will take place all day each Friday. Students will undertake a range of hair and beauty services which will include latest trends, products and techniques. Students will experience real life and time experiences in a fully functional salon. Consultation with the Transition department is required prior to enrolment on this course. **The student must commit to the course for the full year.**

Stationery: 1 x 20 Page Clear file

Cost: Nil

Subject Domain	Standard Number	Level	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment	Onsite or Offsite Provider
Hair & Beauty	US 21935	2	Maintain order and supplies in a hairdressing or barbering salon environment.	3	5	Internal	Consultation with the Transition Department is required prior to enrolment on this course.	No	No	Assessment is integrated into the complete course with units assess concurrently.	Offsite
Hair & Beauty	US 21936	2	Protect the client for hairdressing services in a salon environment.	3	1	Internal		No	No		Offsite
Hair & Beauty	US 21937	2	Assist an operator in a salon environment.	3	4	Internal		No	No		Offsite
Hair & Beauty	US 21938	2	Converse and interact with clients and operators in a salon environment.	3	3	Internal		No	No		Offsite
Hair & Beauty	US 21941	2	Prepare hair for hairdressing service under supervision.	2	2	Internal		No	No		Offsite
Hair & Beauty	US 27639	2	Apply knowledge of basic beauty concepts to maintain personal presentation for a commercial beauty salon.	1	3	Internal		No	No		Offsite
Hair & Beauty	US 27641	2	Describe the relevance of anatomy and physiology to beauty therapy practice.	1	3	Internal		No	No		Offsite
Hair & Beauty	US 9953	2	Provide client service and care in a hairdressing or barbering salon environment.	5	4	Internal		No	No		Offsite

Vocational Pathway Credits: 21

Sector	Unit Standard Number	Credits
Service Industries	21935, 21936, 21937, 21938, 21941, 27639, 27641	21
Other or not recognised	21795, 505, 7021, 7038	4

* Unit Standards that are underlined are 'shared' (can contribute to more than one pathway)

HEALTH & FITNESS ACADEMY – LEVEL 2

Content: This is a year-long course offered through EIT. It will take place all day each Friday. Students will develop skills using exercise equipment and complete a gym-based exercise programme with an emphasis on personal fitness. They will also develop a knowledge of anatomy and lifestyle choices. **The student is to commit to the course for the full year.**

Stationery: BYOD, 1 x 1B5 Exercise Book, 1 x 20 Page Clear file

Cost: Nil

Subject Domain	Standard Number	Version	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment	Onsite or Offsite Provider
Health & Fitness	US 505	2	Manage personal physical fitness with guidance.	6	3	Internal	Nil	No	No	Assessment is integrated into the complete course with units assessed concurrently.	Offsite
Health & Fitness	US 7021	2	Demonstrate exercise technology.	3	8	Internal	Nil	No	No		
Health & Fitness	US 21795	1	Demonstrate, instruct, and monitor safe and correct use of cardiovascular exercise equipment.	1	3	Internal	Nil	No	No		
Health & Fitness	US 7038	3	Explain the purpose and structure of a fitness enterprise.	3	4	Internal	Nil	No	No		
Health & Fitness	US 21793	3	Demonstrate correct technique when using basic gym equipment.	1	2	Internal	Nil	No	No		
Health & Fitness	US 21794	3	Demonstrate, instruct and monitor static stretching.	1	3	Internal	Nil	No	No		
Health & Fitness	US 21792	2	Demonstrate knowledge of health risk factors and disease and monitor exercise stress.	2	4	Internal	Nil	No	No		
Health & Fitness	US 21791	2	Relate human anatomy and movement to gym equipment and static stretching.	2	4	Internal	Nil	No	No		

Vocational Pathway Credits: 16

Sector	Unit Standard Number	Credits
Creative Industries	<u>21794</u>	3
Service Industries	<u>21791, 21792, 21793, 21794</u>	16
Other or not recognised	<u>21795, 505, 7021, 7038</u>	15

* Unit Standards that are underlined are 'shared' (can contribute to more than one pathway)

HORTICULTURE ACADEMY LEVEL 1

HORT 11

Content: This course will take place all day each Friday. Students will work in a variety of rural settings including managing their own garden in school. They will have a mix of theory and practical task-based training. Students will prepare a meal with the produce they grow. Consultation with the transition department is required prior to enrolment on this course.

Stationery: To be Confirmed

Cost: To be Confirmed

Standard Number	Level	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment	Onsite or Offsite Provider
US 1	2	Prepare and sow outdoor seed beds manually.	5	5	Internal	Consultation with the Transition Department is required prior to enrolment on this course.	No	No	Assessment is integrated into the complete course with units assess concurrently.	Offsite
US 23780	2	Undertake general garden maintenance.	1	5	Internal		No	No		Offsite
US 23783	2	Grow and maintain plants in containers from seed.	1	5	Internal		No	No		Offsite
US 23782	2	Identify containers, materials, and plants in plant propagation.	1	2	Internal		No	No		Offsite

HORTICULTURE ACADEMY – LEVEL 2

HORT 21

Content: This is a year-long course offered through EIT. It will take place all day each Friday. The Horticulture Programme will give you an insight into the variety of knowledge and skills required when choosing horticulture as a career option. This programme has been designed to give students a taste of the practical skills and the knowledge that is required to embark on a successful career in an industry that continues to play an increasing role in New Zealand's economic growth.

Stationery: 1 x 20 Page Clear file

Cost: Nil

Subject Domain	Standard Number	Level	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment	Onsite or Offsite Provider
Horticulture	US 19044	2	Demonstrate knowledge of the legal requirements and hazards associated with tractor use.	3	3	Internal	Consultation with the Transition Department is required prior to enrolment on this course.	No	No	Assessment is integrated into the complete course with units assess concurrently.	Offsite
Horticulture	US 22188	2	Demonstrate knowledge of irrigation systems used in horticulture.	1	5	Internal		No	No		Offsite
Horticulture	US 24832	2	Open and draw out a coil of wire, tie knots, join wire, and prepare wire for transport and storage.	1	5	Internal		No	No		Offsite
Horticulture	US 27708	2	Demonstrate knowledge of sexual plant propagation.	1	6	Internal		No	No		Offsite
Horticulture	US 816	2	Demonstrate knowledge of fruit production in New Zealand.	5	5	Internal		No	No		Offsite

Vocational Pathway Credits: 24

Sector	Unit Standard Number	Credits
Primary Industries	19044, 22188, 19116, 27708, 816	24

HOSPITALITY ACADEMY – LEVEL 2

HOSP 21

Content: This is a year-long course offered through EIT. It will take place all day each Friday. Students will learn all facets of hospitality including cooking, barista, café services, and beverage service in a fully functional commercial kitchen. Consultation with the Transition department is required prior to enrolment on this course. **The student must commit to the course for the full year.**

Stationery: 1 x 20 Page Clear file

Cost: Nil

Subject Domain	Standard Number	Level	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment	Onsite or Offsite Provider
Hospitality	US 167	2	Practice food safety methods in a food business.	7	4	Internal	Consultation with the Transition Department is required prior to enrolment on this course.	No	No	Assessment is integrated into the complete course with units assess concurrently.	Offsite
Hospitality	US 13285	2	Handle and maintain knives in a commercial kitchen.	4	2	Internal		No	No		Offsite
Hospitality	US 13272	2	Cook food items by baking.	4	2	Internal		No	No		Offsite
Hospitality	US 13283	2	Prepare and present salads for service.	4	2	Internal		No	No		Offsite
Hospitality	US 13276	2	Cook food items by grilling.	4	2	Internal		No	No		Offsite
Hospitality	US 13281	2	Prepare and present basic sandwiches for service.	5	2	Internal		No	No		Offsite
Hospitality	US 13277	2	Cook food items for braising and stewing.	4	2	Internal		No	No		Offsite
Hospitality	US 14440	2	Prepare and clear areas for counter food service in a commercial hospitality environment.	5	2	Internal		No	No		Offsite
Hospitality	US 14441	3	Provide counter food and beverage service in a commercial hospitality environment.	4	5	Internal		No	No		Offsite
Hospitality	US 17285	2	Demonstrate knowledge of commercial espresso coffee equipment and prepare espresso beverages under supervision.	7	4	Internal		No	No		Offsite
Hospitality	US 14425	2	Prepare and serve hot and cold non-alcoholic drinks in a commercial hospitality environment.	5	5	Internal		No	No		Offsite
Hospitality	US 14462	2	Maintain personal presentation and greet customers in the hospitality industry.	7	2	Internal		No	No		Offsite

TOURISM ACADEMY – LEVEL 2

TOUR 21

Content: This subject is assessed through Unit Standards. The course introduces students to the skills and knowledge required for working in New Zealand's Tourism Industry and will also familiarise students with the expected attitudes, behaviours and skills expected of anyone working in this industry. It may lead into the Certificate in Tourism & Travel Core Skills Level 3 or encourage students to complete a Diploma in Tourism Management. Consultation with the Transition department is required prior to enrolment in this course. **The student must commit to the course for the full year.**

Stationery: BYOD
1 x 20 Page Clear file

Cost: Nil

Subject Domain	Standard Number	Level	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment	Onsite or Offsite Provider
Tourism	US 24728	2	Demonstrate knowledge of work roles in tourism.	1	3	Internal	Consultation with the Transition Department is required prior to enrolment on this course.	No	No	Term 1, Week 7	Onsite
Tourism	US 24730	2	Demonstrate knowledge of the business of tourism.	1	4	Internal		No	No	Term 2, Week 3	Onsite
Tourism	US 24732	2	Demonstrate knowledge of tourist characteristics and needs.	1	3	Internal		No	No	Term 2, Week 10	Onsite
Tourism	US 24729	2	Demonstrate knowledge of tourist destinations.	1	4	Internal		No	No	Term 3, Week 5	Onsite
Tourism	US 24731	2	Demonstrate knowledge of destination NZ.	2	4	Internal		No	No	Term 3, Week 10	Onsite

TRADE SKILLS ACADEMY – LEVEL 2

TRAD 21

Content: This is a year-long course offered through EIT. It will take place all day each Friday. This course involves an introduction to construction, mechanical engineering and automotive assembly activities. Students will undertake the construction and assembly of a mini motorbike and a small building project. This is a great opportunity to have hands on experience in a technical institute while also attaining credits towards NCEA Level 2. Student numbers are restricted. Consultation with the Transition department is required prior to enrolment on this course. **The student must commit to the course for the full year.**

Stationery: 1 x 20 Page Clear file

Cost: Nil
\$300.00 if students wish to purchase the mini bike they construct.

Subject Domain	Standard Number	Level	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment	Onsite or Offsite Provider
Trade Skills	US 12936	2	Construct a non-consent timber framed utility building as a BCATS project.	3	8	Internal	Consultation with the Transition Department is required prior to enrolment on this course.	No	No	Assessment is integrated into the complete course with units assess concurrently.	Offsite
Trade Skills	US 2395	2	Select, use and care for, engineering hand tools.	8	4	Internal		No	No		Offsite
Trade Skills	US 4435	2	Select, use, and care for, engineering dimensional measuring equipment.	7	3	Internal		No	No		Offsite
Trade Skills	US 4436	2	Select, use, and care for engineering marking-out equipment.	6	4	Internal		No	No		Offsite
Trade Skills	US 2387	2	Assemble mechanical components under supervision.	6	2	Internal		No	No		Offsite
Trade Skills	US 21909	2	Demonstrate knowledge of fasteners used in mechanical engineering.	2	1	Internal		No	No		Offsite
Trade Skills	US 2396	2	Select, use and maintain portable hand engineering power tools.	6	4	Internal		No	No		Offsite
Trade Skills	US 21911	2	Demonstrate knowledge of safety on engineering worksites.	2	2	Internal		No	No		Offsite
Trade Skills	US 24358	2	Plan and monitor the construction of a BCAT project and quality check the product.	1	2	Internal		No	No		Offsite

WORKPLACE SKILLS LEVEL 1**WORK 11**

Content: This is a year-long course offered onsite. In this course students will prepare for independent living. The skills in the course will be useful for applying for a job, knowing your employment rights, keeping yourself safe as well as knowing how to handle your income. This course is recommended for students all students.

Stationery: 1 x 20 Page Clear file

Cost: Nil

Subject Name	Standard Number	Level	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	Level 1 Literacy	Level 1 Numeracy	Expected Assessment	Onsite or Offsite Provider
Nil	US 497	1	Demonstrate knowledge of workplace health and safety requirements.	8	3	Internal	Nil	No	No	Teacher assisted self-paced learning. Assessment dates are negotiated on an individual basis.	Onsite
Nil	US 504	1	Produce a CV (curriculum vitae).	7	2	Internal	Nil	No	No		Onsite
Nil	US 526	1	Describe community services.	6	2	Internal	Nil	No	No		Onsite
Nil	US 12383	2	Explore career options and their implications.	5	3	Internal	Nil	No	No		Onsite
Nil	US 1978	1	Identify and describe basic employment rights and responsibilities, and sources of information and assistance.	8	3	Internal	Nil	No	No		Onsite
Nil	US 24697	1	Perform income-related calculations for personal financial management.	2	1	Internal	Nil	No	No		Onsite
Nil	US 4249	1	Describe care and timeliness as an employee.	7	3	Internal	Nil	No	No		Onsite
Nil	US 12358	1	Demonstrate knowledge of purchasing household consumables.	4	3	Internal	Nil	No	No		Onsite

INTENSIVE COURSES

These courses run during Term Breaks or Weekends/After School.

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We are not limited to the Transition courses in this booklet and we will make every attempt to cater for the individual needs of each student. Some of these courses may incur a cost to cover consumables.

Throughout the year there are a range of experiences available:

- **Tertiary Experience:** Throughout the school year, our year 12 and 13 students have the opportunity to attend open days with different organisations around the North Island. If they have a particular interest in the South Island institutes we are more willing to facilitate a visit.
- **Taster Courses** for Year 9 and 10 are also available in a various range of areas. Courses previously arranged have included Film and Television, Radio, Computer Animation, Music (sound DJing, stage lighting), Agriculture Training, tourism and digital media. These courses have been attended during the school holidays.
- **Visitors:** We have numerous visitors coming into the College. These include university and polytechnic liaison officers, Study Link and professionals in various industries. While we advertise extensively through the daily notices, College newsletters and emails, it remains the responsibility of students to ensure they register for these opportunities.

Please note that some courses will incur a bond to ensure full commitment from the student to complete the programme and assessment tasks.

All courses will be advertised and will be filled in consultation with the Learning Mentors so that they best meet student's needs.

ATV AND TRACTOR SAFETY – LEVEL 1**ATVS 11**

Intensive courses normally take place during the Term breaks (holidays) or over weekends. These will incur a bond to ensure full commitment from the student to complete the programme and assessment tasks. Intensive courses can be taken on top of or in place of courses offered during the school day.

Content: Two day course during the Term 1 break. Ride an All-Terrain Vehicle (ATV) on flat terrain.
Consultation with the Transition department is required prior to enrolment on this course.

Stationery: Nil

Cost: TBC

Subject Name	Standard Number	Level	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment	Onsite or Offsite Provider
Nil	US 27608	1	Drive a basic wheel tractor on flat terrain under close supervision.	1	3	Internal	Consultation with the Transition Department is required prior to enrolment on this course.	No	No	Completed during the duration of the course.	Offsite
Nil	US 27602	1	Ride a quad bike on flat terrain under close supervision.	1	3	Internal		No	No		Offsite

AUDIO ENGINEERING, LIGHTING & DJING – LEVEL 1

AUDI 11

This is a week-long course that runs during the September/October school term break. It involves audio engineering, DJing and stage lighting. Students choose one area only of interest and complete the assessment for that interest e.g. Stage Lights = US 26686.

Stationery: 1 x 20 page Clearfile

Cost: TBC

Subject Name	Standard Number	Level	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment	Onsite or Offsite Provider
Nil	US 27656	1	Demonstrate and apply introductory knowledge of music technology equipment and techniques.	2	4	Internal	Consultation with the Transition Department is required prior to enrolment on this course.	No	No	Completed during the duration of the course.	Offsite
Nil	US 26686	1	Demonstrate and apply knowledge of simple stage lighting for a performance context	3	4	Internal		No	No		Offsite
Nil	US 27703	2	Demonstrate and apply knowledge of sound control and enhancement processes required for a performance context.	2	4	Internal		No	No		Offsite
Nil	US 27656	1	Demonstrate and apply introductory knowledge of music technology equipment and techniques.	2	4	Internal		No	No		Offsite

BARISTA – LEVEL 2**BARI 21**

Content: This is a 5 day course during the Term 2 Break which runs between the hours of 9.00am-3.00pm. Students must complete the full 5 days in order to complete the assessments and learn basic knowledge of coffee preparation and presentation. This course is highly recommended for students wanting part-time work as a current or future tertiary student.

Stationery: Nil

Cost: \$100.00

Subject Domain	Standard Number	Level	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment	Onsite or Offsite Provider
Barista	US 17285	2	Demonstrate knowledge of commercial espresso coffee equipment and prepare beverages.	7	4	Internal	Consultation required.	No	No	Completed during the duration of the course.	Offsite
Barista	US 17287	2	Prepare and present pressed coffee for service.	5	2	Internal		No	No		Offsite
Barista	US 17286	2	Prepare and present filtered coffee for service.	5	2	Internal		No	No		Offsite

CHAINSAW OPERATION – LEVEL 2

CHAI 21

The student must have previous experience with chainsaws or other machinery and must be 16 years of age.

Content: Three day course during the Term 2 Break. Students will learn the approved code of practice for chainsaw operation and safety.

Stationery: Nil

Cost: \$100.00

Subject Domain	Standard Number	Level	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment	Onsite or Offsite Provider
Chainsaw Operation	US 6916	2	Operate a chainsaw.	7	5	Internal	Consultation required	No	No	Completed during the duration of the course.	Offsite
Chainsaw Operation	US 6917	2	Demonstrate basic chainsaw operation.	8	8	Internal		No	No		Offsite

DEFENSIVE DRIVING – LEVEL 2**DEFD 21**

Content: Students will be tutored in the operation of a vehicle and introduced to the NZ graduated licensing system. Students will be expected to commit to 4 afternoons to complete either of the two courses which will occur in April and July.
Students must have held their Learners license for at least four months, have completed at least 50 hours of driving, and have access to their own vehicle. Consultation with the Transition department is required prior to enrolment in this course.

Stationery: Nil

Cost: \$100.00

Subject Domain	Standard Number	Level	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment	Onsite or Offsite Provider
Defensive Driving	US 3462	2	Demonstrate knowledge of traffic law for the purpose of safe driving.	5	3	Internal	Consultation required	No	No	Completed during the duration of the course.	Offsite
Defensive Driving	US 3464	2	Describe human risk factors in terms of a self-management strategy for a driver.	5	3	Internal		No	No		Offsite
Defensive Driving	US 3465	2	Describe driving hazards and risk reduction strategies and responses to driving hazards.	5	3	Internal		No	No		Offsite
Defensive Driving	US 3466	2	Apply risk reduction techniques and strategies while driving.	5	4	Internal		No	No		Offsite
Defensive Driving	US 3469	2	Apply control in driving a light motor vehicle.	5	2	Internal		No	No		Offsite
Defensive Driving	US 3470	2	Execute low speed manoeuvres in a light motor vehicle.	5	1	Internal		No	No		Offsite

FIRST AID – LEVEL 2

FIRS 21

Content: This is a one day course intended to run on a Friday in Term 1. There is an opportunity to complete the course throughout the year. Students will learn basic first aid.

Stationery: Nil

Cost: \$100.00

Subject Domain	Standard Number	Level	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment	Onsite or Offsite Provider
First Aid	US6400	3	Manage first aid in emergency situations.	5	2	Internal	Consultation required	No	No	Completed during the duration of the course.	Offsite
First Aid	US6401	2	Provide first aid.	5	1	Internal		No	No		Offsite
First Aid	US6402	1	Provide resuscitation level 2.	7	1	Internal		No	No		Offsite

FOOD SAFETY – LEVEL 2**FSAF 21**

Content: Four day course during the Term 1 break (April). Students will learn health and safety practices in the preparation of food. This course is a must for students working or intending to work in an industry where they may be handling food. Preference will be given to Year 12 and 13 students. Consultation is required prior to enrolment in this course.

Stationery: Nil

Cost: \$65.00

Subject Domain	Standard Number	Level	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment	Onsite or Offsite Provider
Food Safety	US 20666	2	Demonstrate knowledge of contamination hazards and control methods used in food business.	3	2	Internal	Consultation required	No	No	Completed during the duration of the course.	Offsite
Food Safety	US 167	2	Practise food safety methods in a food business.	6	4	Internal		No	No		Offsite

FORKLIFT LICENCE – LEVEL 2

FORK 21

Content: Students will be tutored in the operation of a vehicle and introduced to the NZ graduated licensing system.
 Students will be expected to commit to 4 afternoons to complete either of the two courses which will occur in March and June.
 Students must be 16 years of age. They must present the following documents: Birth Certificate or Passport and confirmed address letter from a bank statement or something similar. Consultation with the Transition department is required prior to enrolment in this course.

Stationery: Nil

Cost: \$100.00

Subject Domain	Standard Number	Level	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment	Onsite or Offsite Provider
Forklift Licence	US 10851	2	Operate a powered industrial lift truck (forklift).	3	7	Internal	Consultation required	No	No	Completed during the duration of the course.	Offsite
Forklift Licence	US 18496	2	Demonstrate knowledge and skills for driving a forklift on a road for endorsement F (forklift).	2	2	Internal		No	No		Offsite

LEARNERS DRIVERS LICENCE – LEVEL 2**LEAR 21**

Content: Students will be tutored in the operation of a vehicle and introduced to the NZ graduated licensing system.
 Students will be expected to commit to four afternoons to complete either one of the two courses which will occur in March and June.
 Students must be 16 years of age. They must present the following documents: Birth Certificate or Passport and confirmed address letter from a bank statement or something similar. Consultation with the Transition department is required prior to enrolment in this course.

Stationery: Nil

Cost: \$65.00

Subject Domain	Standard Number	Level	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment	Onsite or Offsite Provider
Learners Drivers Licence	US 17563	2	Demonstrate knowledge of the New Zealand graduated driver licencing system.	3	3	Internal	Consultation required	No	No	Completed during the duration of the course.	Offsite

MAORI ART DESIGN – LEVEL 2

MART 21

Content: An introductory course in Maori Art Design. This will run at Te Whananga o Aotearoa for three Fridays (all day course). Dates are to be confirmed. Completion of Level 1 Art and recommendation from the Transition department is required prior to enrolment on the course.

Stationery: Nil

Cost: \$50.00

Subject Domain	Standard Number	Level	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment	Onsite or Offsite Provider
Maori Art Design	US 2580	2	Explain design elements used to generate Maori art designs.	8	4	Internal	Consultation required	No	No	Completed during the duration of the course.	Offsite

WHAKAIRO MAORI CARVING – LEVEL 2**CARV 21**

Content: An introductory course in Whakairo (carving). This will run at Te Whananga o Aotearoa for three Fridays (all day course). Dates are to be confirmed
Completion of Level 1 Art and recommendation from the Transition department is required prior to enrolment on the course.

Stationery: Nil

Cost: \$50.00

Subject Domain	Standard Number	Level	Name of Standard	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment	Onsite or Offsite Provider
Whakairo Maori Carving	US 12352	2	Describe aspects of one's own lineage, heritage, and cultural identity.	4	3	Internal	Consultation required	No	No	Completed during the duration of the course.	Offsite



CAMPION COLLEGE

SECTION D

LEADERSHIP & EXTRA-CURRICULAR PROGRAMMES

PART 1:	Participation in Sports/Art
PART 2:	Leadership through Service

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PART 1: PARTICIPATION IN SPORT/ARTS

CAMPION COLLEGE SPORTS & ARTS ACTIVITIES

As part of the development of the total person, we encourage students to participate and develop skills in sporting and performing arts activities.

Participation in sports and performing arts helps develop:

- a strong sense of community and belonging
- an ability to work with others and form friendships
- confidence and self-belief
- self-discipline and perseverance
- goal setting abilities
- dealing with adversity
- an understanding of our own giftedness and an appreciation of the giftedness of others

Sports and performing arts also help develop skills which benefit students in their academic endeavours and in their leadership development.

WEDNESDAY SPORT (2.30 pm – 4.30 pm approx)

The Wednesday sports programme is based on the sports offered in 2015. This is an indicative list only. Most of the sports will be offered again. Other sports may be added to the list. The sports are updated on a term-by-term basis in response to student interest. Sports will only go ahead if sufficient students have signed up.

TERM 1	TERM 2	TERM 3	TERM 4
Volleyball	Boys' Football	Volleyball	Beach Volleyball
Beach Volleyball	Girls' Football	Girls' Football	Touch/Beach Football
Cycling	Girls' Basketball	Badminton	Softball
Basketball	Boys' Basketball	Indoor Bowls	
Tennis	Squash	Chess	
Triathlon	Golf	Netball (mixed)	
Golf	Badminton	Golf	
Surfing for beginners	Surfing	Badminton	
Surfing for experienced	Yoga	Yoga	
Zumba	Taha Fitness	Taha Fitness	
Taha Fitness	Jujitsu	Jujitsu	
Jujitsu		Ki-O-Rahi	
Rugby 7's			

OTHER SPORTS & ARTS ACTIVITIES

Some of the other sports and arts activities on offer are:

INDIVIDUAL SPORTS			
Athletics	Table Tennis	Swimming	Golf
Multisport	Tennis	Cycling	Skateboarding
Surfing	Cross Country	Body Boarding	Surf Lifesaving
Badminton	Chess	Gymnastics	Archery
Boxing	Squash	Yachting	Rock Climbing
TEAM SPORTS			
Netball	Football	Rugby	Volleyball
Basketball	Cricket	Hockey	Ultimate Frisbee
Softball	Waka Ama		
ARTS			
Orchestra	Jazz Group	Chamber Music	RockQuest
Song Writing	Choir	College Productions	Arts Nights
Shakespeare in Schools	Photography	Art Extension	
LEARN AN INSTRUMENT			
Guitars	Violin	Brass Instruments	Ukulele
Tin Whistle	Cello	Drums	
DANCE			
Polyclub	Hula Hoop Dance	Kapa Haka	Hip Hop
PUBLIC SPEAKING			
Debating	Nga Manu Korero		
OTHER			
Computer Club			

If there are other activities you are interested in taking part in, please see your Learning Mentor.

PART 2: LEADERSHIP THROUGH SERVICE

STUDENT LEADERSHIP THROUGH SERVICE

Campion College is strongly focused on developing the leadership capability of all students in the school.

Leadership involves positively influencing others into a course of action that promotes the goals of the College within the community and maintaining this focus over a period of time. Leadership is most obviously shown through '*service to others*'.

Developing the leadership potential of all students is an extremely important step in enabling them to serve the wider world. We want our students to be confident, connected and actively involved citizens of the world who are able to critique society from a Christ-centred perspective, promote social justice and show care for the environment.

The following activities show some of the leadership opportunities available in the College. The list is not intended to be exhaustive. Students may recognise other areas where they can show leadership through service and these can be discussed with your Learning Mentor.

Peer Tutoring	Pasifika Polyclub Tutor	Drama Stage Manager
Homework Assistance Tutor	Music Tutor	Shakespeare in Schools Director
Young Vinnies	Peer Support	Orchestra Concert Master
Caritas	Peer Mentor	Orchestra Ambassador
Sports Coach	Cafe Ambassador	Hospitality Ambassador
Sports Manager	Library Ambassador	Magazine Committee
Sports Referee or Umpire	Administration Ambassador	RockQuest Student Mentor
Student Ambassador	Parish Ambassador	Chamber Music
Classroom Ambassadors	Assembly Ambassador	Music for Liturgy
Peer Tutoring St Mary's Students	Hospice Youth Ambassador	Music Technician
Gymnastics Tutor	Lifesaving Ambassador	Computer Technicians
Extension Art Tutor	Student 'runner'	Grounds Duty
Kapa Haka Tutor	Drama Props Organiser	

DETAILED DESCRIPTIONS

ACTIVITY	DESCRIPTION	YEARS	TIME
Peer Tutoring	Offering assistance to a student in a specific curriculum area or with students with specific learning needs	7-13	In class co-ordinated by classroom teacher. (during non-teaching time)
Homework Assistance Tutor	To provide assistance for students during after school homework classes	10-13	After school
Young Vinnies	A service group that provides support for families in need mostly within the Gisborne region	7-13	Lunch times or after school
Caritas	A service group promoting social justice issues and fundraising for caritas NZ	10-13	Lunch times or after school
Sports Coach	Coach for a named sports team. The coach provides technical skills for them	9-13	Lunch times or after school
Sports Manager	Manager for a named sports team. The manager provides administrative support for the team	9-13	Lunch times or after school
Sports Referee or Umpire	Referee or umpire for a named sport	9-13	Lunch times or after school
Student Ambassador	Students who provide assistance with College wide activities	7-13	During class time and outside class time
Classroom Ambassadors	Students who provide assistance with classroom maintenance and routines and hospitality in the class. (i.e. equipment, tidying up)	7-13	During class time for that curriculum area
Peer Tutoring for St Mary's School	Offering assistance with reading, writing and maths to students at St Mary's School	12-13	Non-teaching time or as negotiated with Home Room teacher
Gymnastic Tutors	Providing assistance in training and administration for the College gymnastics festival, Term 1	9-13	Lunch times or after school
Extension Art tutor	Providing assistance for students in the Art Extension class	9-13	Lunch times or after school
Kapa Haka Tutor	Providing assistance and leadership with College Kapa Haka	7-13	Lunch times or after school
Pasifika Polyclub Tutor	Providing assistance and leadership with College Pasifika Polyclub	7-13	Lunch times or after school
Music Tutor	Providing instrumental tuition to students	7-13	Lunch times or after school
Peer Support	A programme providing support for students new to the College. This programme runs in Term 1 with training in Term 4 of the previous year	12-13	During non-teaching class time
Peer Mentor	One on one support given to some students within the College		Lunch times or during non-teaching class time
Cafe Ambassador	Students who provide assistance for the daily running of the cafe	10-11	Interval and Lunch times
Library Ambassador	Students who provide assistance for the daily functioning of the library and with issuing books from the library	7-13	Interval and Lunch times
Administration	Students who provide assistance with routine tasks from the	7-13	Interval and Lunch times

ACTIVITY	DESCRIPTION	YEARS	TIME
Ambassador	Main Office		
Parish Ambassador	Students who provide assistance with the Parish Masses by distributing leaflets, being an altar server or assisting with children's liturgy	7-13	Saturday or Sunday at Mass
Assembly Ambassador	Ensuring the Gym is set up for assembly and tidied up after assembly	7-9	Assembly and Lunch time
Hospice Youth Ambassadors	Providing assistance to Hospice Tairawhiti with activities such as: promotion of events, street collections, fundraising events, non-direct support for families	12-13	Negotiated. Outside class time
Lifesaving Ambassador	In water support given for junior classes at the beach. Students must hold relevant qualifications	12-13	During non-teaching class time
Student 'runner'	Providing assistance with 'running' messages for the office staff. Limit of one school day per semester	9	Two school days per year
Drama Props organiser	To oversee use of Drama props, return of items and organisation of costumes and props	7-13	Flexible, during non-teaching class time
Drama Stage Manager	Stage Manager for school productions (i.e. Arts night, Shakespeare, College Play)	11-13	Lunch times or after school
Shakespeare in Schools Director	Organise and direct the College Shakespeare in Schools production	12-13	Lunch times or after school
Orchestra Concert Manager	To help get the orchestra ready for performance	10-13	Lunch times or after school
Orchestra Ambassadors	To provide assistance with setting out chairs, stands, handing out notices, taking attendance for orchestra rehearsals	7-9	Lunch times or after school
Hospitality Ambassadors	To provide assistance with College and Parish functions as required. This may involve assistance with catering, setting up venues, clearing up etc	7-13	As required but with an emphasis on outside of class time
Magazine Committee	To provide assistance with producing the College magazine	7-13	Lunch times, after school or during non-teaching class time
RockQuest Student Mentor	To provide mentoring for students competing in RockQuest	7-13	Lunch times, after school or during non-teaching class time
Chamber Music	To practice and perform in the College Chamber music group	7-13	Lunch times, after school or during non-teaching class time
Music For Liturgy	To provide accompaniment in College and Parish liturgies	7-13	Lunch times, after school or during non-teaching class time

YEAR 12 & 13 CAMPION GOLD CARD

The Campion Gold Card is intended to assist students in managing their own learning. It encourages students to make decisions about how and when to effectively engage in learning.

Students in Years 12 & 13 or those studying a full Level 2 or Level 3 programme may apply for a Gold Card.

- The Gold Card allows the student to move freely on and off site during non-class times. The student does not need to attend Prep classes.

To qualify and retain the Gold Card the following conditions are required:

- The student maintains an overall work attitude grade equivalent to a B+.
- The student maintains an overall work effort grade equivalent to a B+.
- The student maintains an overall behaviour in class grade equivalent to a B+.
- The student maintains a 95% attendance record. For clarification this means that the student has less than 5% absences on the official register that have not been approved by the College. Gold Card absences are College approved absences.
- The student signs in and out each time they enter or leave the College site. This is a safety requirement.
- The student always wears the correct College uniform.
- The student is active in at least one College extra-curricular area (sport, culture) or in a spiritual area associated with the Catholic faith.
- The student makes a minimum commitment of one period per week to a College approved student leadership programme.
- The student attends all College wide activities including but not limited to: weekly assemblies, College Special Assemblies, retreat, liturgies, athletics day, cross country run.
- The student does not bring themselves or the College into disrepute through any actions taken either on or off site. This includes showing compassion for and maintaining good relationships with others.