



CAMPION

COLLEGE

LEVEL 1

NCEA SUBJECT

BOOKLET

2022

Campion College Graduates

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

2016 - 2020

Disciples of Christ who...

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



Committed learners who...

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

Compassionate individuals who..

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

Community focussed individuals who...

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

IN CHRIST WE ARE ALIVE

CONTENTS

Contents	Page	Friday Projects	Page
Timetable Structure	4		
NCEA Subject & Project Selection Form	5		
Compulsory & Recommended Requirements	6		
Planning Your Course of Study	7		
Religious Studies	15	Sacramental Programme Care for Others Stewardship of Earth SVA Service Award	15 16 16 16
Careers	17	Careers Trades Academy	17 18
Design & Technology	20	Build My Own Construction Zone Innovators Robotics & Coding Stitched Up	25 25 25 25 25
English	26		
Health & Physical Education	28	Rising Sports Stars Duke of Edinburgh Award Food, Finance & Flattening	30 30 30
Languages	31	Learning Languages OnLine	31
Mathematics	32		
Performing Arts	34	College Drama Production Film Extension Making Music Performing Arts Extension Shakespeare in Schools	36 36 36 36 36
Science	37	Environmental Science Health Science	38 38
Social Sciences	39	Citizenship Media Studies Young Enterprise Scheme (YES)	44 44 44
Visual Arts	45	Art Design Art Extension Whakairo – Māori Carving	46 46 46

CAMPION COLLEGE TIMETABLE STRUCTURE 2022

TIMETABLE 2022

NB: On Friday mornings all classes begin at 9.30am except for Trade training at EIT. This starts at 9.00 am

MONDAY 50 minute Blocks	TUESDAY 75 minute Blocks	WEDNESDAY 75 minute Blocks	THURSDAY 75 minute Blocks	FRIDAY
Vertical Form Time (VFT) 8.30-8.40am				Late Start
Block 1 8.40-9.30am	Block 1 8.40am- 9.55am			
Block 2 9.30-10.20am				VFT 9.30-9.40am
	Interval 9.55am-10.15am			Block 1 9.40-10.20am Wellbeing
Interval 10.20-10.40am	Block 2 10.15am-11.30am			Interval 10.20-10.40am
Block 3 10.40-11.30am	Block 3 11.30am-12.45pm			Block 2 10.40-12.20pm
Block 4 11.30-12.20pm				Lunch 12.20-1.10pm
Lunch 12.20-1.10pm				Lunch 12.45pm-1.35pm
Block 5 1.10-2.00pm	Block 4 1.35-2.50pm			Block 3 1.10-2.50pm
Block 6 2.00-2.50pm				
WRO 2.50-3.15pm				

NCEA SUBJECT and PROJECT SELECTION

Select Religious Education, 4 or 5 other subjects and 1 or 2 projects. (Highlight or tick your choices). Highlight or tick the last column if you are taking NCEA credits with your project.

Subjects	Level 1	Level 2	Level 3	Friday Project	Tick for NCEA
Religious Studies					
T Religious Education	RELG1	RELG2	RELG3	T Sacramental Programme	
				S Care for Others	
				S Stewardship of Earth	
				S The SVA Service Award	
Careers					
T Gateway	GATE2	GATE2	GATE3	T Careers	
				T Trade Academy Name:	
Design & Technology					
T Digital Technology	DTEC1			S Build my own Project	
T Design & Visual Communication	DVCO1	DVC02	DVC03	S Construction Zone	
T Food Technology	FOOD1	FOOD2	FOOD3	T Innovators	
T Hard Materials	HARD1			T Robotics & Coding	
T Textiles Technology	TEXT1	TEXT2	TEXT3	T Stitched Up	
English					
T English	ENGL1	ENGL2	ENGL3		
T Elements of English	EMPL1	ELEM2			
Health & Physical Education					
T Physical Education	PHED1	PHED2	PHED3	T Rising Sports Stars	
T Sports Science (T)	SPSC1			S Duke of Edinburgh Award	
				T Food, Finance & Flating	
Languages					
Te Reo Maori	MAOR1	MAOR2	MAOR3	S Languages On-Line	
Mathematics					
T Mathematics	MATH1				
T Math with Calculus		MATC2	MATC3	S	
T Math with Statistics	MATS1	MATS2	MATS3		
Performing Arts					
T Drama	DRAM1	DRAM2	DRAM3	T College Drama Production	
T Music	MUSC1	MUSC2	MUSC3	S Film Extension	
				T Making Music	
				S Performing Arts Extension	
				T Shakespeare in School	
Science					
T Science	SCIE1			S Health Science	
T Biology		BIOL2	BIOL3	T Environmental Science	
T Chemistry		CHEM2	CHEM3		
T Physics		PHYS2	PHYS3		
Social Sciences					
T Accounting	ACCO1	ACCO2	ACCO3	S Citizenship	
T Business Studies	BUSN1	BUSN2	BUSN3	T Media Studies	
T Classical Studies		CLST2	CLST3	T Young Enterprise (YES)	
T Economics	ECON1	ECON2	ECON3		
T History	HIST1	HIST2	HIST3		
T Geography	GEOG1	GEOG2	GEOG3		
Visual Arts					
T Visual Art	ARTC1			T Art Design	
T Painting		ARPA2	ARPA3	S Art Extension	
T Photography		ARTP2	ARTP3	T Whakairo - Carving	

COMPULSORY & RECOMMENDED REQUIREMENTS

COMPULSORY: ALL STUDENTS IN YEARS 11 MUST:

1. Take Religious Education and 4 or 5 other NCEA subjects.
2. Take one full year or two half year Friday projects.
3. Take subjects and projects that will give you a total of 100-120 NCEA credits at Level 1 or 100 credits at NCEA Level 2 or 100 credits at NCEA Level 3 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.

ALL STUDENTS ARE ENCOURAGED TO TAKE:

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

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 subjects that:

- ✓ are compulsory
- ✓ are of interest to them
- ✓ they are good at
- ✓ they enjoy
- ✓ are a requirement for learning in future years

PART 2: CHOOSING YOUR SUBJECTS

You should choose a combination of subjects that provide you with a total of 100-120 credits at NCEA Level 1 or 100 credits at NCEA Level 2 or 100 credits at NCEA Level 3 for the year.

Remember that NCEA Level 1 is based on 80 credits and NCEA Levels 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 Level 1 (or higher) credits, with at least 10 credits in literacy and 10 credits in numeracy.

NCEA LEVEL 2

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

NCEA LEVEL 3

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

NCEA CERTIFICATE ENDORSEMENT

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

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

NCEA SUBJECT ENDORSEMENT

Subject endorsement provides recognition for a student who has performed exceptionally well in an individual subject.

Students will gain an endorsement for a subject 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 subjects are endorsed through internal standards only. (You can individually add external standards to a subject if there are none allocated).

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

NCEA VOCATIONAL PATHWAYS AWARD

Vocational Pathways are good for students thinking of not going to university. 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. Vocational Pathways are offered in six areas these are: Social and Community Services, Service Industries, Primary Industries, Construction and Infrastructure, Manufacturing and Technology and Creative Industries.



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.

PREREQUISITES TO STANDARDS

Some standards have prerequisites that must be undertaken before progression into the subject. 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 subject that follows.

LEVEL 1 SUBJECTS

In general, a satisfactory effort at Year 10 is the prerequisite for students undertaking Level 1 subjects. If a student in Year 9 or 10 has shown the ability to consistently work at level 5 Extended Abstract or higher of the New Zealand Curriculum in a particular learning area they can take NCEA Level 1 subjects providing that evidence of ability is in the learning area of the subject. Standards requiring a specific prerequisite will have this detailed in the description for that subject.

LEVEL 2 SUBJECTS

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

LEVEL 3 SUBJECTS

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

When a student does not meet the prerequisite for a subject 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.

FRIDAY PROJECTS

Projects are important because they explicitly aim to develop the 21st century skills students require as fully contributing citizens of the world. These key skills are: collaboration, communication, critical thinking, creativity and citizenship. They also include building your resilience in learning and strengthening your leadership skills. The projects have 7- 8 NCEA credits attached which give a total of 15 credits over the year. The projects can provide the literacy credits required for university entrance. The credits place an emphasis on communication, investigation and the presentation of your project.

Some of the projects are teacher facilitated (T) projects and others are student facilitated (S) projects. Teacher facilitated projects involve the teacher setting the direction and tasks of the project. Student facilitated (S) projects involve the student setting the direction and tasks of the project under the educational guidance and critical inquiry of the teacher. It is our goal for all students to advance their learning to the student facilitated level. Teacher facilitated projects will last for one trimester. Student facilitated projects can take either one trimester or last all year and are dependent upon the project outline.

SUBJECT COSTS AND DONATIONS

Campion College is part of the Ministry of Education Donations scheme and as such we do not charge for, or ask for a donation towards, subject materials for in class activities.

However, a number of subjects have an optional workbook or stationery pack which falls within the requirements of the scheme.

Optional workbooks will be automatically issued to students; however, the students may choose to treat them as a text book and return at the end of the subject in good condition (and not written in) and no charge will be incurred. Experience shows us that most students prefer to write in the workbook rather than on their own stationery, in this case a charge is incurred, and the workbook remains the property of the student.

Similarly, with Art or Graphics stationery packs. Students can elect to supply their own or take the opportunity to purchase the high-quality pack on offer, again incurring a charge.

Where a subject has an overnight camp/trip then a donation towards the additional costs of this trip will be requested.

PERSONALISED PROGRAMMES

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

MULTI LEVEL STUDY

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

VIABILITY OF SUBJECTS

Where the number of students choosing a particular subject 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

Subjects are taught at one of five levels:

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

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

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

Projects: Students are able to choose NCEA credits from a range of levels or they can choose to not do NCEA and instead focus solely on the project assessment matrix.

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. It is expected that the students will have achieved at the excellence level in external NCEA assessments where these are offered. A timetabled scholarship class will be offered. This scholarship class will be for the equivalent of one hour per week and will operate outside the normal timetabled class time for senior students (between 3.30pm and 5.00pm 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 – 120 NCEA credits for Year 11 students and 100 NCEA credits for Year 12 & 13 students over the year.

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 subjects 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 subjects from Level 1 to Level 3 providing they have met the appropriate prerequisites.

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

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

HOMWORK REQUIREMENTS

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

- Level 1 subjects have a homework component of 80 minutes per week.
- Level 2 subjects have a homework component of 100 minutes per week.
- Level 3 subjects have a homework component of 120 minutes per week.
- Impact Projects at levels 1, 2 and 3 have a homework component of 100 - 120 minutes per week.

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

COMPULSORY REQUIREMENTS

YEAR 11:

You must take:

- Religious Studies as a subject.
- Four or five subjects.
- One or two projects.
- Subjects and projects that allow you to achieve 110 NCEA credits at Level 1 OR 100 NCEA credits at Level 2 & 3.

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 by the end of Year 13 (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.

STUDY 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 spend time preparing for their subjects. This may involve completing assignments, doing extra reading, continuing with classwork etc. This is called study time.

Students who have study;

- Will be allocated a class to attend during this study time.
- Are expected to bring their work with them to the class.
- Must attend the class that they have been assigned to.
- Students who hold Gold Cards are not required to attend study classes but they are welcome to attend 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 subjects 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 subject until the completion date for the subject. 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.

ASSESSMENT COMPLETION DATES

It is the policy of Campion College that where possible students will only be assessed for an internally assessed standard when the teacher is confident that achievement of the standard at the level of the student's goal is within their reach, or until the final deadline for assessment, if it is necessary to have one.

If a student is not likely to achieve the standard to the level of their goal by the timetabled submission date for that standard then the student should approach their teacher to see if another submission date can be negotiated. This would normally be a reasonable amount of time to complete the assessment given the reasons for non-completion.

If the student is not likely to achieve the standard to the level of their goal by the second renegotiated date then the teacher will refer the student's lack of progress to the learning mentor. The learning mentor will liaise with the teacher, the student and the parent(s) to negotiate a third submission date. At this stage it may be necessary to put in further requirements on the student such as closer supervision at home, remaining after school at school to complete the work.

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.

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.

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

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 2018.

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](#)

RELIGIOUS EDUCATION - LEVEL 1

RELG 1

Content:	<p>This subject covers the following topics:</p> <ul style="list-style-type: none"> • Understanding the New Testament – The Gospel Story • Key beliefs of the Catholic Church • Conscience, Morality & Values <p>The subject provides students with the opportunity to confront and cope with the challenge of accepting responsibility for their personal lives. Students will explore the nature and purpose of the Gospels and will develop an understanding of Catholic key beliefs.</p>
Stationery:	Chrome book or laptop

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

SACRAMENTAL PROGRAMME

SACRP

– Baptism, Reconciliation, Eucharist and Confirmation

Content:	<p>Would you like to know more about the Catholic faith at a deep level? Find out why we are called to be a people of hope. How can we help make God's kingdom a reality on earth? Before we can help others, we must know ourselves. There is an opportunity to learn about the Sacraments of Baptism, Reconciliation, Eucharist and Confirmation. This is a personalised, flexible programme in consultation with the Director of Religious Studies. This could be your Impact Project or completed at another time of your choosing. Students may go on to receive the Sacraments in a celebration with the Bishop in the middle of the year.</p>
-----------------	--

PROJECT - CARE FOR OTHERS (FRIDAY)

Project:	Care for Others (S)
Content:	<p>Care for others is a key focus area within the College. It emphasises the preferential option that we should give to the poor and vulnerable in the world.</p> <p>In this project you can take on any activity of interest to you that supports or assists a group in our community, nationally or internationally. The project should be able to be assessed at the full range of the 21st century key skills matrix. These key skills are: collaboration, communication, critical thinking, creativity and citizenship. The project does need to be approved by the teacher responsible for the project.</p>
Stationery:	Chrome book or laptop

PROJECT - STEWARDSHIP OF OUR EARTH (FRIDAY)

Project:	Stewardship of Our Earth (S)
Content:	<p>Can you help stop global warming? Are you passionate about reducing consumption of single use plastics in our community? Do you want to get rid of possums from our native bush? Focus on bringing back our native birds. Stop rubbish going into our ocean. Promote the 3 R's: reduce, reuse, recycle.</p> <p>Stewardship is a key focus area within the College. In this project students have the flexibility to develop any project that is of interest to them.</p> <p>You can take on any project that is of interest to you that enhances our environment. The project should be able to be assessed at the full range of the 21st century key skills matrix. These key skills are: collaboration, communication, critical thinking, creativity and citizenship. Turn your ideas into reality and produce a benefit for our environment.</p>
Stationery:	Chrome book or laptop

PROJECT – THE SVA SERVICE AWARD (FRIDAY)

Project	The SVA Service Award: (S)
Content:	<p>The SVA (Student Volunteer Army) Service Award is a national award that recognises students' service to others through volunteer work. Our aim is for all students to register and work towards achieving the awards. The awards are given as Bronze (32 hours volunteering), Silver (250 hours volunteering) and Gold (500 hours volunteering).</p>
Stationery:	Chromebook or laptop.

PROJECT - CAREERS (FRIDAY)

Project:	Careers (S)
Content:	Do you know what you want to do when you leave school? Discover what your skills are and what is expected in the workplace. Investigate your career options, trial parts of it to see if it still appeals and begin your journey towards achieving it. The project should be able to be assessed at the full range of the 21st century key skills matrix. These key skills are: collaboration, communication, critical thinking, creativity and citizenship.
Stationery:	Chrome book or laptop

TRADES ACADEMY (FRIDAY)**TRAD2**

Content:	The Trades Academy programmes are designed to help you in your chosen vocational pathway. The Trades Academy programme is a year-long subject offered through EIT. It will take place each Friday. Students must commit to the subject for the full year. Student numbers are restricted. Consultation with the Careers Team is required prior to enrolment in these subjects. These subjects will be completed as an impact project and will require an on-going diary and a completed proposal. See your Learning Mentor for further details. The Trade Academy programmes are:
Stationery:	Chrome book or laptop
Assessment:	20 Unit Standard NCEA credits. The Standards will be finalised once the project outline is completed.

Trade Academy	What Will You Do?	Vocational Learning Area
Integrated Trade Skills Level 2	Have you thought of a career in automotive, building or engineering? You will perform a service check on a motor vehicle, construct timber garden furniture, learn to weld and create a simple engineering project.	Construction and infrastructure
Engineering Level 3	Interested in creating and designing an Engineering Project? <ul style="list-style-type: none"> • Use CAD software • Shape and fabricate metal • Use welding techniques. 	Construction and Infrastructure
Agriculture Academy Level 2 & 3	Kickstart your future in farming! Do you enjoy working with animals, being outdoors and want to work on a farm? You will learn a whole bunch of practical skills such as handling and checking on livestock, farm safety, maintaining water supply systems on a farm, feeding animals, managing grazing and using quad bikes	Primary Industries
Automotive Level 2	Are you interested in cars, engines and how they work? Maybe thinking of a career in the motor industry? During this hands-on subject you will learn how to repair and maintain an engine, to use common tools of the motor industry, auto workshop safety and how engines work.	Manufacturing and Technology
Building and Construction Level 2	Do you enjoy making things and working with others to complete projects? Are you interested in working in the building and construction industry? While studying in this subject you will learn practical building and construction skills like how to safely use hand and power tools, how to read and implement drawings and plans, work with others on projects and completing building projects.	Construction and Infrastructure
Computer Technician Level 2	In this hands-on subject you will learn a variety of technical computer skills including assembling computers and robotics and coding.	Manufacturing and Technology, Creative Industries, Construction and Infrastructure
Computer Technician Level 3	Program your pathway to technology. Do you have a passion for new technology? In this subject you will learn skills in researching new technologies, creative and design, drones and robotic rovers and developing A.I.	Manufacturing and Technology, Creative Industries, Construction and Infrastructure
Forestry Level 3	Are you interested in plants, trees and the outdoors? Do you enjoy working with chainsaws, tools and machinery? In this subject you will learn skills in tree pruning, felling, cutting and trimming, using a chainsaw safely and health and safety requirements in the forest. (Will be dependent on numbers).	Primary Industries
Hair and Beauty Services Level 2	Do you have a flare for Hair and an appreciation for the benefits of keeping your skin and body in top condition? You will learn; <ul style="list-style-type: none"> • A range of hairdressing techniques • To provided client services in Salon treatments • How the body influences hair and body treatments • Get creative sculpting beards and moustaches. 	Service Industries
Hair and Beauty Services Level 3	Let your passion for hair and beauty shine through. Do you like creating different hairstyles and doing makeup for yourself and others? Do you get pleasure out of making people feel and look good? You will be able to build on the skills learnt from level 2 and further develop long and short hairstyling, including blow-drying, braiding and hair up. During this practical hands on subject you will develop short and long hairstyling, learn how to self-style with makeup and hair and gain the skills to work in a salon.	Service Industries

Hauora Level 3	<p>Are you interested in your own and other's health? In this course you will;</p> <ul style="list-style-type: none"> • Develop your skill and consumer rights in a Health and Wellbeing setting • Manage your own Health and Wellbeing of your whanau • Learn about hygiene and infection control • Understand and apply first aid concepts. 	Service Industries
Sport Level 2	<p>Do you enjoy being active and healthy? Do you believe a healthy body and mind are essential to good living? In the Health and Fitness Level 2 subject you will learn how to manage your own fitness, how to use basic gym and exercise equipment correctly, how to instruct others in basic gym work and exercising the relationship between exercising and how the body works and how a fitness centre operates.</p>	Service Industries
Exercise Level 3	<p>Do you have a passion for health and fitness? You will cover nutrition, exercise testing, monitoring clients and advise clients on health and fitness.</p>	Service Industries
Horticulture Level 2	<p>Grow your career in horticulture. Are you interested in planting, growing and harvesting crops? Does driving tractors, motorbikes and heavy machinery interest you? In this Horticulture subject you will learn skills in using tractors for horticultural work, fruit production in the local region, propagating and growing plants, maintaining fencing and irrigation systems.</p>	Primary Industries
Hospitality Level 2	<p>Do you like cooking food for other people.? If you are a foodie, this course will introduce to the skills for a career in hospitality. You will learn;</p> <ul style="list-style-type: none"> • Cooking • Using kitchen equipment safely • Preparing and presenting food • Preparing and serving drinks including coffee • Servicing customers. 	Service industries
Bakery – rise to the challenge Level 3	<p>Are you interested in baking? Do you want to work as a baker? In this subject you will learn skills in:</p> <ul style="list-style-type: none"> • Baking breads and pastries • Cookies and cakes • Product presentation • Working safely <p>*entry conditions may apply.</p>	Service industries
Services Preparation Level 3	<p>Best Foot Forward For The Forces. You will learn;</p> <ul style="list-style-type: none"> • Build the confidence to enable you to apply for training in the Arm Forces or Police • Learn how to manage your own fitness • Gain skills in communication • Learn outdoor orientation skills. 	Service Industries
Pikitoi Level 2&3	<p>Explore the vibrancy and creativity of Māori art. Come and explore Maori concepts within Toihoukura, EIT's School of Māori Visual Arts. Toihoukura offers a practical, 'hands on experience' to exploring indigenous art mediums.</p>	Creative Industries

DESIGN & TECHNOLOGY

DIGITAL TECHNOLOGY

DTEC1

Content: Almost every aspect of daily life – food, health care, transport, communications – uses technology. This technology is constantly evolving. Today's 'new technology' may be superseded tomorrow or in a year's time.
Students will brainstorm and develop their own ideas for a project, and then use this proposal to go on and develop a digital outcome for a defined purpose as well as to manage data.

Name of Standard	Standard Number	Version	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Expected Assessment date or end of standard assessment
Develop a proposal for a digital outcome	AS91877	1	3	Internal	None	No	No	Ongoing
Develop a design for a digital outcome	AS91878	1	3	Internal	None	No	No	Ongoing
Develop a digital media outcome	AS91880	1	4	Internal	None	No	No	Ongoing
Use basic iterative processes to develop a digital outcome	AS91884	1	6	Internal	None	No	No	Ongoing
Demonstrate understanding of human computer interaction	AS91886	1	3	External	None	No	No	November

Content:	This subject allows students to develop a portfolio of skill-based achievements, using research and design tools and methods. In this subject you will design a product, for example, a study desk and/or a sleep out.
Optional DVC kit:	\$20.00 for a DVC Kit which includes drawing materials and A3 drawing pads.
Stationery:	Chrome book or laptop

Name of Standard	Standard Number	Version	Credits	Assessment	Prerequisite Standards	Level 1 Literacy	Level 1 Numeracy	Expected Assessment Date or End of Standard Assessment
Produce freehand sketches that communicate design ideas.	AS91063	5	3	External	Nil	No	No	Term 4, Week 3
Produce instrumental, multi-view orthographic drawings that communicate technical features of design ideas.	AS91064	5	3	External	Nil	No	Yes	Term 4, Week 3
Produce instrumental paraline drawings to communicate design ideas.	AS91065	5	3	External	Nil	No	Yes	Term 4, Week 3
Use rendering techniques to communicate the form of design ideas.	AS91066	4	3	Internal	Nil	No	No	Term 2, Week 8
Undertake development of design ideas through graphics practice.	AS91068	5	6	Internal	Nil	No	No	Term 2, Week 8

Content:	This subject involves <ul style="list-style-type: none"> • Developing practical cooking skills • Making products to meet specifications • Preserving • Understanding food safety and hygiene.
Stationery:	Chrome book or laptop

Name of Standard	Standard Number	Version	Credits	Assessment	Prerequisite Standards	Level 1 Literacy	Level 1 Numeracy	Expected Assessment Date or End of Standard Assessment
Implement a multi-unit manufacturing process.	AS91056	4	4	Internal	Nil	No	No	Term 1 Week 8
Demonstrated understanding of basic concepts used in preservation and packaging techniques for product storage.	AS91084	4	4	Internal	Nil	Yes	No	Term 2 Week 8
Implement procedures to process a specified product.	AS91082	4	4	Internal	Nil	No	No	Term 3, Week 10
Demonstrate understanding of basic concepts used in processing.	AS91083	4	4	Internal	Nil	Yes	No	Term 3, Week 10

Content:	Learn design techniques and planning methods to produce a hard materials product and construct a prototype. The combination of standards is matched to the student's interest and skills. In this subject you will make a personal product of your own choice. You may want to make a bedside table, or a cupboard to store gear in or a box to place items in. The choice is yours.
Materials:	Students are to provide their own timber for their project.
Stationery:	Chrome book or laptop

Name of Standard	Standard Number	Version	Credits	Assessment	Prerequisite Standards	Level 1 Literacy	Level 1 Numeracy	Expected Assessment Date or End of Standard Assessment
Undertake development to make a prototype to address a brief.	AS91047	4	6	Internal	Nil	No	No	Term 4, Week 3
Implement basic procedures using resistant materials to make a specified product.	AS91057	4	6	Internal	Nil	No	No	Term 2, Week 8
Demonstrate understanding of basic concepts used to make products from resistant materials.	AS91059	4	4	Internal	Nil	Yes	No	Term 2, Week 8

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. Students may complete three or four of the standards available.
Materials:	Students to provide their own material for the garment that they will make.
Stationery:	Chrome book or laptop.

Name of Standard	Standard Number	Version	Credits	Assessment	Prerequisite Standards	Level 1 Literacy	Level 1 Numeracy	Expected Assessment Date or End of Standard Assessment
Implement basic procedures using textile materials to make a specified product.	AS91058	4	6	Internal	Nil	No	No	Term 2, Week 3
Make basic adaptations to a pattern to enable a design to fit a person or item.	AS91096	4	4	Internal	Nil	No	No	Term 3, Week 9
Demonstrate understanding of how materials enable technological products to function.	AS91049 (Optional)	4	4	External	Nil	Yes	No	Ongoing throughout the year
Demonstrate understanding of basic concepts used to make products from textile materials.	AS91060	4	4	Internal	Nil	No	No	Ongoing throughout the year

PROJECT - CONSTRUCTION ZONE (FRIDAY)

Project:	Construction Zone (S)
Content:	Do you have a passion for designing and building? Use your skills and design and make a construction project that benefits our community. You may create something for a kindergarten or primary school or for a park. The ideas are only limited by your imagination. Join the nationwide BCITO build – ability competition and compare your creations with others across the country. The project should be able to be assessed at the full range of the 21st century key skills matrix. These key skills are: collaboration, communication, critical thinking, creativity and citizenship. The project does need to be approved by the teacher responsible for the project.
Stationery:	Chrome book or laptop

PROJECT - INNOVATORS (FRIDAY)

Project:	Innovators (T)
Content:	Be an innovator! This project offers a hands-on learn-by-doing experience encouraging problem solving based on solving local issues. Design the solution and present it.
Stationery:	Chromebook or Laptop

PROJECT - ROBOTICS & CODING (FRIDAY)

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

PROJECT - STITCHED UP (FRIDAY)

Project:	Stitched Up (T)
Content:	Learn to make fabric products to suit your own interests and style. Display your completed garments to highlight your passion for fashion.
Stationery:	Chromebook or laptop

PROJECT - BUILD MY OWN (FRIDAY)

Content:	Build My Own Project is a key focus area within the College. In this project students have the flexibility to develop any project that is of interest to them. You can design something that is unique or that you have been thinking about for a while or something that has recently caught your interest. The project should be able to be assessed at the full range of the 21st century key skills matrix. These key skills are: collaboration, communication, critical thinking, creativity and citizenship. Turn your design ideas into reality.
Project:	Build my own project (S)
Stationery:	Chrome book or laptop

Content:	So many issues in the world today deserve to have the spotlight put on them. Find your voice, offer your opinion and have your say through writing, reading and speaking about them. Explore the inhumanity of the past and the strength of character that the survival of extreme events creates through our non-fiction text 'Night' written by Nobel Peace Award for Literature recipient, Elie Wiesel. Reflect on how our actions impact others through the medium of film. There's something here for everyone.
Stationery:	Chrome book or laptop
Assessment:	Students will choose 15 -20 credits from the following range of Standards.

Name of Standard	Standard Number	Version	Credits	Assessment	Prerequisite Standards	Level 1 Literacy	Level 1 Numeracy	Expected Assessment Date or End of Standard Assessment
Produce creative writing	AS90052	5	3	Internal	Nil	Yes	No	Term 1, Week 8
Produce formal writing.	AS90053	5	3	Internal	Nil	Yes	No	Term 1, Week 4
Construct and deliver an oral text.	AS90857	2	3	Internal	Nil	Yes	No	Term 2, Week 3
Form personal responses to independently read texts, supported by evidence.	AS90854	2	4	Internal	Nil	Yes	No	Term 1 and Term 2 and Term 3 2x responses are due at the end of each term.
Show understanding of specified aspect(s) of studied written text(s), using supporting evidence.	AS90849	3	4	External	Nil	Yes	No	Term 4 November
Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence.	AS90850	4	4	External	Nil	Yes	No	Term 4 November

Content: This subject is designed to help students understand the demands of the working world. Every Campion College student is expected to graduate and be in a career or employment at some stage in their lives and this subject will educate them on work preparation, fundamentals of work place safety and other associated possibilities. The subject is not limited to the standards below and includes standards to complete Level 1 Literacy.

The three Literacy unit standards must all be achieved in order to attain Level One Literacy

Stationery: Chrome book or laptop

Name of Standard	Standard Number	Level	Version	Credits	Assessment	Prerequisite Standards	Level 1 Literacy	Level 1 Numeracy	Expected Assessment
Write to communicate ideas for a purpose and audience.	US26622	1	4	4	Internal	Nil	Yes	No	Term 2 Week 3
Read texts with understanding	US26624	1	3	3	Internal	Nil	Yes	No	Term 2 Week 9
Actively participate in spoken interactions.	US26625	1	3	3	Internal	Nil	Yes	No	Term 3 Week 6
Demonstrate knowledge of workplace health and safety requirements.	US497	1	8	3	Internal	Nil	No	No	<i>Teacher assisted self-paced learning. Assessment dates are negotiated on an individual basis.</i>
Produce a CV (curriculum vitae).	US504	1	7	2	Internal	Nil	No	No	
Apply safe work practices in the workplace.	US17593	2	4	4	Internal	Nil	No	No	

HEALTH & PHYSICAL EDUCATION

PHYSICAL EDUCATION - LEVEL 1

PHED1

Content:	My Sporting Self: Students will examine factors that affect their participation in physical activity through a wide range of sporting contexts. They will gain an understanding of how the body functions during physical activity in relation to their chosen sport. Students will also develop interpersonal skills through working as a team, training for a class tournament. They will act responsibly to manage risks and perform and develop their motor skills necessary to mountain bike in the Redwood Forest, Rotorua.
Stationery:	Chrome book or laptop
Overnight Camps:	A \$600.00 donation will be requested for Mountain Biking in the Redwoods, Rotorua. (Optional participation. NB: Confirmation of the trip is dependent on student numbers participating and will not be finalised until 2021)

Name of Standard	Standard Number	Version	Credits	Assessment	Prerequisite Standards	Level 1 Literacy	Level 1 Numeracy	Expected Assessment Date or End of Standard
Demonstrate understanding of the function of the body as it relates to the performance of physical activity.	AS90963	3	5	Internal	Nil	Yes	No	Term 3, Week 2
Demonstrate quality movement in the performance of a physical activity.	AS90964	3	3	Internal	Nil	No	No	Term 3, Week 4
Demonstrate interpersonal skills in a group and explain how these skills impact on others.	AS90966	3	4	Internal	Nil	Yes	No	Term 1, Week 7
Participate actively in a variety of physical activities and explain factors that influence own participation.	AS90962	3	5	Internal	Nil	No	No	Term 2, Week 10

Optional

Take purposeful action to assist others in physical activity.	AS90969	3	2	Internal	Nil	No	No	Term 2, Week 2
Perform a physical activity in an applied setting.	AS91330	4	4	Internal	Nil	No	No	Term 1, Week 9

Content:	Focussing questions: How does an athlete's body work? How does an athlete keep a healthy body? In this subject you will examine the human circulatory system, skeletomuscular system and digestive system. You will look at participating and improving in sport and investigating the biological effects of exercise. NB: alternative assessments can be negotiated on an individual basis.
Optional Workbooks:	ESA Biology AS 90925, ESA Science AS 90949 - \$10.00 each.
Over night camp:	A \$600.00 donation will be requested for Mountain Biking in the Redwoods, Rotorua. (Optional participation. NB: Confirmation of the trip is dependent on student numbers participating and will not be finalised until 2021)
Stationery:	Chrome book or laptop
Assessment:	Students will choose 15 -20 credits from the following range of Standards.

Name of Standard	Standard Number	Version	Credits	Assessment	Prerequisite Standards	Level 1 Literacy	Level 1 Numeracy	Expected Assessment Date or End of Standard Assessment
Participate actively in a variety of physical activities and explain factors that influence own participation.	AS90962	3	5	Internal	Nil	No	No	Term 2, Week 10
Demonstrate understanding of the function of the body as it relates to the performance of physical activity.	AS90963	3	5	Internal	Nil	Yes	No	Term 3, Week 3
Carry out a practical investigation in a biological context, with direction.	AS90925	3	4	Internal	Nil	No	No	Term 1 Week 9
Investigate life processes and environmental factors that affect them.	AS90949	3	4	Internal	Nil	No	No	Term 3 Week 9

PROJECT - RISING SPORTS STARS (FRIDAY)

Project:	Rising Sports Star (S)
Content:	Are you passionate about a sport! Develop your potential to the fullest. In this project you will develop your strength and conditioning, develop your skill level in your chosen sport, learn about the mental skills required for elite sports (the top 2%), understand nutritional needs of athletes and use your passion to run a sports programme for others.
Stationery:	Chrome book or laptop

PROJECT - DUKE OF EDINBURGH AWARD (FRIDAY)

Project:	Duke of Edinburgh Award (S)
Content:	This is an international award that recognises students' involvement in extracurricular activities. You will be involved in a physical activity, an adventurous journey, development of skills and voluntary service. The award is given at the Bronze, Silver and Gold levels.
Stationery:	Chrome book or laptop

PROJECT - FOOD, FINANCE & FLATTING (FRIDAY)

Project	Food, Finance & Flattening (T)
Content:	Let's get ready to learn the things we really need to survive life beyond home. How do I budget? What are the pitfalls and advantages of borrowing money, lease agreements, insurance? Can I make cheap nutritious meals? What are my rights and responsibilities? Create a cook book with cheap meals or a guide for others to follow.
Stationery:	Chromebook or Laptop

PROJECT - LEARNING LANGUAGES ONLINE (FRIDAY)

LANG1

Project:	Learning Languages Online (S)
Content:	Learn the language of your choice – German, Mandarin, French, Spanish, Japanese, Italian or Latin. This is an online project using Education Perfect. Develop it into a personal project.
Stationery:	Chrome book or laptop
Assessment:	This subject does not qualify for NCEA assessment.

TE REO MĀORI LEVEL 1

MAOR1

Content:	This subject is for broadening the student's language structures, vocabulary and competency. 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) and is undertaken with the assistance of Te Aho o Te Kura Pounamu.
Stationery:	Chrome book or laptop

Name of Standard	Standard Number	Version	Credits	Assessment	Prerequisite Standards	Level 1 Literacy	Level 1 Numeracy	Expected Assessment Date or End of Standard Assessment
Whakarongo kia mōhio ki te reo o tōna ao.	AS91085	2	6	Internal	Successful completion of Year 10 Maori is recommended. Acceptance into the subject will be at the discretion of the teacher.	Yes	No	Term 4, Week 2
Kōrero kia whakamahi i te reo o tōna ao.	AS91086	2	6	Internal		Yes	No	Term 4, Week 2
Pānui kia mōhio ki te reo o tōna ao.	AS91087	2	6	External		Yes	No	Term 3, Week 7
Tuhi i te reo o tōna ao.	AS91088	2	6	External		Yes	No	Term 3, Week 7

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

MATHEMATICS

MATHEMATICS - LEVEL 1

MATH1

Content: This subject includes Geometric Reasoning, Algebra and Algebraic Relationships. It leads to Level 2 Mathematics with Calculus or Level 2 Mathematics with Statistics. Linear Algebra will be taught concurrently with the external Algebra and external Relationships paper. Right Angle triangles will be taught concurrently with the external Geometric reasoning

Optional Workbooks:

Nulake book - Algebra (MCAT), Algebra (Tables, Equations and Graphs) and Geometric Reasoning - \$18, D & D Revision book - Preparation for MCAT - \$7, D & D Revision book - Tables, Equations and Graphs - \$7, D & D Revision book - Geometric Reasoning - \$7.

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

Name of Standard	Standard Number	Version	Credits	Assessment	Prerequisite Standards	Level 1 Literacy	Level 1 Numeracy	Expected Assessment Date or End of Standard Assessment
Apply geometric reasoning in solving problems.	AS91031	4	4	External	Nil	No	Yes	November exam
Apply right angle triangles in solving measurement problems	AS91032	3	3	Internal	Nil	No	Yes	Week 6, Term 1
Apply algebraic procedures in solving problems. (CAT)	AS91027	4	4	External	Nil	No	Yes	Term 3, Week 9
Investigate relationships between tables, equations and graphs.	AS91028	3	4	External	Nil	No	Yes	November exam
Apply linear algebra in solving problems	AS91029	3	3	Internal	Nil	No	Yes	Term 4, Week 2

Content:	This subject includes Statistics and Probability, Number and Algebra. It leads to Level 2 Mathematics with Statistics.
Optional	
Workbooks:	Walker Maths book - Number - \$8, Walker Maths book - Linear Algebra - \$8, Walker Maths book – Bivariate Data - \$8, Walker Maths Book – Elements of Chance - \$8 Walker Maths book - Chance and Data - \$8, D & D Revision book - Chance and Data - \$7
Stationery:	2 x 1E5 Exercise Books Graphics Calculator (Casio 9750G Plus II or equivalent) Chrome book or laptop

Name of Standard	Standard Number	Version	Credits	Assessment	Prerequisite Standards	Level 1 Literacy	Level 1 Numeracy	Expected Assessment Date or End of Standard
Apply numeric reasoning in solving problems.	AS91026	3	4	Internal	Nil	No	Yes	Term 1, Week 7
Apply linear algebra in solving problems.	AS91029	3	3	Internal	Nil	No	Yes	Term 2, Week 4
Investigate bivariate numerical data using the statistical enquiry cycle	AS91036	3	3	Internal	Nil	Yes	Yes	Term 2, Week 9
Investigate a situation involving elements of chance	AS91038	3	3	Internal	Nil	Yes	Yes	Term 3, Week 4
Demonstrate understanding of chance and data.	AS91037	4	4	External	Nil	No	Yes	November exam

PERFORMING ARTS

DRAMA - LEVEL 1

DRAM1

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. Students will have an opportunity to apply their theoretical knowledge through an external examination.

Stationery: Chrome book or laptop

Name of Standard	Standard Number	Version	Credits	Assessment	Prerequisite Standards	Level 1 Literacy	Level 1 Numeracy	Expected Assessment Date or End of Standard Assessment
Apply drama techniques in a dramatic context.	AS90006	6	4	Internal	Nil	Yes	No	Term 2, Week 2
Devise and perform a Drama.	AS90997	2	5	Internal	Nil	Yes	No	Term 3, Week 5
Use features of a drama/theatre form in a performance.	AS90999	4	4	Internal	Nil	Yes	No	Term 4, Week 2
Demonstrate understanding of features of a drama/theatre form.	AS90998	2	4	External	Nil	Yes	No	NCEA November Exam

Content:	In this subject, students will compose and record original music as a solo performer and in a group. Students will have the opportunity to develop appropriate imagery and format to produce the artwork to complement the promotion of their compositions. Students can also extend this subject and complete it as an Impact Project if they wish to.
Stationery:	Chrome book or laptop Strongly recommended to have access to an instrument at home.
Assessment:	Students will choose 15 – 20 credits from the following range of Standards.

Name of Standard	Standard Number	Version	Credits	Assessment	Prerequisite Standards	Level 1 Literacy	Level 1 Numeracy	Expected Assessment Date or End of Standard Assessment
Perform two pieces of music as a featured soloist.	AS91090	3	6	Internal	Nil	No	No	Assessment opportunities will be offered throughout the year.
Demonstrate ensemble skills through performing a piece of music as a member of a group.	AS91091	3	4	Internal	Nil	No	No	
Compose two original pieces of music.	AS91092	3	6	Internal	Nil	No	No	
Produce a finished work that demonstrated skills appropriate to cultural conventions.	AS 90917	3	4	Internal	Nil	No	No	

PROJECT - COLLEGE DRAMA PRODUCTION (FRIDAY)

Project:	Drama (T)
Content:	Do you enjoy being on stage? Join other potential cast members to put on a College drama production. If you aren't into acting, then help form part of the production team creating the set, lighting and make up.
Stationery:	Chrome book or laptop

PROJECT - FILM EXTENSION (FRIDAY)

Project:	Film Extension (S)
Content:	<p>Make the best film for Fair Go. Enter the 48 hour film making festival. Share your environmental message using film.</p> <p>Possible topics to develop could also include: freedom of speech in different countries, social justice, SADD, the use of 1080 poison, aliens, fluoride in water sugary foods, renewable energies, stress, smoking, the use of alcohol in society. The possibilities are only limited by your imagination.</p> <p>This is an opportunity to learn from experts the techniques necessary to make a high quality film and allows you to use equipment you may not have at home. Perhaps your career thoughts lean towards animation or special effects – this may help.</p>
Stationery:	Chrome book or laptop

PROJECT - MAKING MUSIC (FRIDAY)

Project:	Making Music (T)
Content:	Do you enjoy performing music, writing music or would you like to learn a musical instrument? This may be the project for you. Take your music to the world. Write your own song and perform it. Enter Rockquest and the Sing out For Justice competition and bring your message to the world.
Stationery:	Chrome book or laptop

PROJECT - PERFORMING ARTS EXTENSION (FRIDAY)

Project:	Performing Arts (S)
Content:	The performing arts are an important expression of our humanity. We can make a significant impact on others through music, drama and dance. We can work behind the scenes in directing, developing film & editing skills, lighting, electronics and publicity. This umbrella project encourages your artistic talent to shine. In this project you take on any performing arts activity that is of interest to you. The project should be able to be assessed at the full range of the 21st century key skills matrix. These key skills are: collaboration, communication, critical thinking, creativity and citizenship. The project does need to be approved by the teacher responsible for the project.
Stationery:	Chrome book or laptop

PROJECT - SHAKESPEARE IN SCHOOLS (FRIDAY)

Project:	Shakespeare in Schools (T)
Content:	"To be or not to be; that is the question". Learn about one of the works of Shakespeare and take your passion to the wider community. Enter the secondary schools competition.
Stationery:	Chrome book or laptop

Content: This subject covers an understanding of plant and human genetics and the mechanisms of genetics and variation. It investigates modern mechanisms in biotechnology and plant breeding. Students will investigate the global environment and the relation of carbon and its influence in the world both climatically and industrially. Part of the subject 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 and the Periodic Table. The physics topic concentrates on forces, motion and energy. Students will choose 16 – 20 credits from the following table.

Optional

Workbooks: SciPad Mini Workbook, Genetics/ Science 1.9, SciPad Mini Workbook, Mechanics/Science1.1 - \$12.00 each.

Stationery: Chrome book or laptop

Name of Standard	Standard Number	Version	Credits	Assessment	Prerequisite Standards	Level 1 Literacy	Level 1 Numeracy	Expected Assessment Date or End of Standard Assessment
Carry out a practical chemistry investigation, with direction.	AS90930	3	4	Internal	Nil	No	Yes	Term 1, Week 6
Demonstrate an understanding of genetic variation.	AS90948	3	4	External	Nil	Yes	No	NCEA November Exam Term 3, Week 1
Investigate the implications of electricity and magnetism.	AS90941	3	4	Internal	Nil	Yes	Yes	Term 2, Week 10
Demonstrate an understanding of mechanics.	AS90940	3	4	External	Nil	Yes	Yes	NCEA November Exam Term 3, Week 9
Demonstrate an understanding of chemical reactions.	AS90947	3	4	Internal	Nil	No	No	Term 3, Week 5

PROJECT - ENVIRONMENTAL SCIENCE (FRIDAY)

Project:	Environmental Science (T)
Content:	Are you concerned about the environment? How can we leave our world in a better place than how we found it? Is 1080 the answer for the control of pests in our bush? Take action to help create a sustainable future. Develop a strategy to help bring about the changes needed. NB: This is a UE approved subject if you are completing it at NCEA level 3.
Stationery:	Chrome book or laptop

PROJECT - HEALTH SCIENCES (FRIDAY)

Project:	Health Sciences (S)
Content:	Why is rheumatic fever such a big issue in Gisborne? Is obesity an issue or are we making a big deal out of nothing? Do the "Climbing Mount Everest" or "Swim to Mahia" programmes make long term change or do they attract the same people over and over again? Is it possible that our society has caused the reduction in efficacy of antibiotics? Do sports drinks work? Are we dealing with mental issues compassionately and effectively? Look at health issues that interest you. Develop a health project that enhances your knowledge.
Stationery:	Chrome book or laptop

Content: Students will develop their understanding of the conceptual basis of accounting, including the accounting equation. Students will prepare cash journals, ledger accounts, the trial balance and understand how GST is dealt with in this respect. Students will learn how to prepare and interpret financial statements for a sole proprietor, so that effective financial decisions can be made. There is an emphasis on good accounting practice.

Optional Workbooks: There will be the option to purchase a Student Workbook in preparation for external exams \$20.00

Name of standard	Standard Number	Version	Credits	Assessment	Prerequisite Standards	Level 1 Literacy	Level 1 Numeracy	Expected Assessment Date of End of Standard Assessment
Demonstrate an understanding of accounting concepts for small entities.	AS90976	3	3	External	Nil	Yes	No	End of year examination
Process financial transactions for a small entity.	AS90977	3	5	Internal	Nil	No	No	June
Prepare financial statements for sole proprietors.	AS90978	3	5	External	Nil	No	No	End of year examination
Interpret accounting information for sole proprietors.	AS90980	3	4	External	Nil	Yes	No	End of year examination

Content: This subject will offer a deeper understanding of how small businesses operate. Internal features of a small business are examined. This includes employee/employer relationships, the role of an entrepreneur and learning about business success. Factors outside a firm's control are also studied. This can include legal influences, economic conditions, competition and stakeholder influence.

One of the most popular aspects of this subject involves students working in teams to plan, create and sell a product at a school market day. The emphasis is on the process of planning (not making a profit) as this is regarded as a cornerstone of successful businesses. This is a great introduction to the reality of running a business and is the gateway for students to enter the Young Enterprise Scheme. Students should select a programme consisting of between 14-18 credits and from the table below. **Please note** that expected dates for internal assessments can be negotiated depending on the selected programme of study.

Optional

Workbooks: Business Studies workbook \$25.00.

Stationary: Chrome book or laptop

Name of Standard	Standard Number	Version	Credits	Assessment	Prerequisite Standards	Level 1 Literacy	Level 1 Numeracy	Expected Assessment Date or End of Standard Assessment
Demonstrate an understanding of the internal features of a small business.	AS90837	2	4	External	Nil	Yes	No	November exam
Demonstrate an understanding of the external factors influencing a small business.	AS90838	3	4	External	Nil	Yes	No	November exam
Carry out and review a product-based business activity within a classroom context with direction.	AS90842	2	6	Internal	Nil	Yes	No	June
Apply the marketing mix to a new or existing product.	AS90840	3	3	Internal	Nil	Yes	No	September

Content: Students will study the economic problem of scarcity and how this problem impacts on consumer and producer decisions. Students will develop an understanding of how changes in the market affect supply and demand, and carry out an economic investigation into government choice.

Please note that expected dates for assessments can be negotiated depending on selected standards for programmes of study. Students studying a full year’s subject of Economics should select a programme consisting of between 14 - 18 credits from the table below in consultation with their Mentor and HOC Social Sciences.

Optional

Workbooks: There will be the option to purchase a Student Workbook in preparation for external exams \$20.00.

Name of standard	Standard Number	Version	Credits	Assessment	Prerequisite Standards	Literacy	Numeracy	Expected Assessment Date of End of Standard Assessment
Demonstrate an understanding of consumer choices, using scarcity and/or demand.	AS90983	3	4	External	Nil	Yes	No	End of year examination
Demonstrate understanding of decisions a producer makes about production.	AS90984	3	5	Internal	Nil	Yes	No	April
Demonstrate understanding of a government choice where affected groups have different viewpoints.	AS90987	3	4	Internal	Nil	Yes	No	July
Demonstrate understanding of producer choices using supply.	AS90985	3	3	External	Nil	Yes	No	End of year examination
Demonstrate understanding of how consumer, producer and/or Government choices affect society, using market equilibrium.	AS90986	3	5	External	Nil	Yes	No	End of year Exam
Demonstrate understanding of the interdependence of sectors of the NZ economy.	AS90988	3	3	Internal	Nil	Yes	No	September

Content: During this subject you 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 and 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).

Race relations in the 1970's: Develop your understanding of significant events and people including Bastion Point. The Land March, The Dawn Raids, Nga Tama Toa Polynesian Panthers and the establishment of the Waitangi Tribunal.

Stationery: Chrome book or laptop

Name of Standard	Standard Number	Version	Credits	Assessment	Level 1 Literacy	Level 1 Numeracy	Expected Assessment Date or End of Standard Assessment
Carry out an investigation of an historical event, or place, of significance to New Zealanders.	AS91001	3	4	Internal	Yes	No	Term 2, Week 3
Demonstrate understanding of an historical event, or place, of significance to New Zealanders.	AS91002	3	4	Internal	Yes	No	Term 2, Week 3
Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders.	AS91004	3	4	Internal	Yes	No	Term 3, Week 8
Describe the causes and consequences of an historical event.	AS91005	3	4	External	Yes	No	NCEA November Exam

Content: Students will develop core geography skills including practical mapping, interpretation and visual skills. This subject will begin to develop student's ability to view and interpret the world according to key geographic concepts such as patterns, environments, interaction, processes, change and sustainability.

Geography skills are then applied in the context of a research topic. Here students collect, present and evaluate their findings. Students will research weather and climate information using local weather forecasting information. This information is collected over a two week period using a homemade weather station at Campion. The findings are compared with data from the MetService and differences in data is explained and conclusions about the reasons for the variations are drawn.

Students are also encouraged to think of the global impacts of their purchasing decisions. They will investigate the various global patterns associated with the production and consumption of coffee.

Students studying a full year's subject of Geography should select a programme consisting of between 14-18 credits from the table below. Please note that expected dates for internal assessments can be negotiated depending on the selected programme of study.

Optional

Workbooks: Geography workbook \$25.00

Stationery: Chrome book or laptop

Name of Standard	Standard Number	Version	Credits	Assessment	Prerequisite Standards	Level 1 Literacy	Level 1 Numeracy	Expected Assessment Date or End of Standard Assessment
Demonstrate geographic understanding of the sustainable use of an environment.	AS91009	3	3	Internal	Nil	Yes	No	July
Apply concepts and basic geographic skills to demonstrate understanding of a given environment.	AS91010	2	4	External	Nil	No	Yes	November exam
Conduct geographic research, with direction.	AS91011	3	4	Internal	Nil	Yes	Yes	May
Describe aspects of a contemporary NZ geographic issue.	AS91012	3	3	Internal	Nil	Yes	No	September
Describe aspects of a geographic topic at a global scale.	AS91013	2	3	Internal	Nil	Yes	No	June
Apply spatial analysis with direction to solve a geographic problem.	AS91014	2	3	Internal	Nil	No	No	April

PROJECT - CITIZENSHIP (FRIDAY)

Project:	Citizenship (S)
Content:	Our world is constantly changing. Some of the changes are better for humanity, some are worse. Some people miss out on the benefits and can be exploited due to their vulnerability. In this project you will be encouraged to take on an action to promote social justice and human rights. What are our rights and responsibilities as members of our local and global community? Influence others to help bring about a better world for all.
Stationery:	Chrome book or laptop

PROJECT - MEDIA STUDIES (FRIDAY)

Project:	Media Studies (T)
Content:	<p>This project could include: writing articles for newspapers/magazines, developing the College magazine, publishing a College newspaper (online) or maybe you wish to produce a children's book.</p> <p>You may wish to develop your English skills or share your ideas. Introduce your fellow students to the big issues facing the world today and produce well researched interesting articles. It may be that journalism is your career path or you may just like writing.</p> <p>You may want to consider raising awareness about human trafficking, car crushing legislation, rest homes, vegan lifestyles, HPV vaccinations, astronomy, mental health, drinking age, driving age, minimum wage, recycling, the use of poisons on animal control or wind farms as a future energy source.</p>
Stationery:	Chrome book or laptop

PROJECT - YOUNG ENTERPRISE (FRIDAY)

Project:	Young Enterprise (S)
Content:	Do you want to develop and run a business? This Young Enterprise project will help you turn your ideas into reality. You will establish links with real business mentors and you will be able to compete at a regional and national level against other high schools for cash prizes, seed funding and awards. Become an ethical business entrepreneur.
Stationery:	Chrome book or laptop

VISUAL ART - LEVEL 1

ARTC1

Content:	<p>What is this subject about? You will develop a series of artworks in a range of wet and dry media based on a theme. The artworks will be influenced by at least four different art practices.</p> <p>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.</p>
Art Stationery:	Artist Zip A3 Bag, A3 clear file, 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. This can be optionally purchased through the College art department - \$110.00.
Stationery:	Preference is a Laptop (Please check with the Head of Curriculum).

Name of Standard	Standard Number	Version	Credits	Assessment	Prerequisite Standards	Level 1 Literacy	Level 1 Numeracy	Expected Assessment Date or End of Standard Assessment
Demonstrate understanding of artworks from Maori and another culture.	AS90913	4	4	Internal	Highly Recommend Year 10 Visual Arts	Yes	No	Term 3, Week 10
Use drawing methods and skills for recording information using wet and dry media.	AS90914	3	4	Internal	Highly Recommend Year 10 Visual Arts	No	No	Term 3, Week 10
Produce a body of work informed by established practice, which develops ideas, using a range of media.	AS90916	3	12	External	Highly Recommend Year 10 Visual Arts	No	No	Term 4, Week 2

PROJECT - ART DESIGN (FRIDAY)

Year 10 – 13 Only

Project:	Art Design (T)
Content:	Students will consider an issue that is of importance to them ie: the ocean. Using the lens of Catholic Social teaching they will then work with local organisations to develop graphic material that addresses an aspect of this issue. They will gather their own photographic resources and use drawing media and Photoshop to generate and develop ideas. NB: This is a UE approved subject if you are completing it at Level 3.
Stationery:	Design stationery (Purchased from the College Art Department) – Workbook, Clear files and pens. Markers, USB, SD card Chrome book or laptop

Subject Name	Standard Number	Name of Standard	Level	Credits	Assessment	Prerequisite Standards	UE Literacy	UE Numeracy	Onsite or Offsite Provider
Visual Arts	AS91305	Demonstrate an understanding of methods and ideas from established practice appropriate to design.	2,3	4	Internal	None	Yes	No	Onsite
Visual Arts	AS91310 AS91445	Use drawing methods to apply knowledge of conventions appropriate to design.	2,3	4	Internal	None	No	No	Onsite
Visual Arts	AS91315 AS91450	Develop ideas in a related series of drawings appropriate to established design practice.	2,3	4	Internal	None	No	No	Onsite
Visual Arts	AS91320 AS91455	Produce a systematic body of work that shows understanding of art making conventions and ideas within design.	2,3	14	External	None	No	No	Onsite

PROJECT - ART - EXTENSION (FRIDAY)

Project:	Art – Extension (S)
Content:	Do you have a passion for creating a piece of art? Use your skills to design an art work that can be displayed in the College or other community area. The project should be able to be assessed at the full range of the 21st century key skills matrix. These key skills are: collaboration, communication, critical thinking, creativity and citizenship. The project does need to be approved by the teacher responsible for the project.
Stationery:	Chrome book or laptop

PROJECT - WHAKAIRO – MAORI CARVING

Project	Whakairo – Maori Carving (T)
Content:	Join with Simon Lardelli, who is our resident artist in 2021, and learn the art of whakairo. Help create our waharoa at the entrance to the College.
Stationery:	Chromebook or Laptop