



CAMPION COLLEGE

**Year
9 & 10**

**MODULE and PROJECT
BOOKLET 2022**

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Campion College Graduates

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

2016 - 2020

Disciples of Christ who...

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



Compassionate individuals who..

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

Committed learners who...

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

Community focussed individuals who...

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

IN CHRIST WE ARE ALIVE

YEAR 9 & 10 COMPULSORY REQUIREMENTS

ALL STUDENTS IN YEARS 9 AND 10 MUST:

1. Take one Religious Education Module per semester
2. Take one English module per semester
3. Take one Mathematics module per semester
4. Take two Impact Projects
5. Ensure that over the year you have taken each of the following learning areas at least once through the modules: Health and Physical Education, Science, Social Sciences, Technology, The Arts.

ALL STUDENTS ARE ENCOURAGED TO TAKE:

1. Leadership of one hour per week.
2. A sports or arts extra-curricular activity.

SECTION A CURRICULUM OVERVIEW

VERTICAL FORM TIME

Students meet in groups of 20 – 25 students with two teachers. Each group is comprised of Year 7 to 13 students. The students and the teachers remain in the same vertical form for the durations of their time at Campion. Each vertical form is part of a House – Hato Maria, McKillop, Marcellin, or Gregory.

WRO (WARNING REPORT OUT)

This forms part of our discipline system based on restorative practices. If a student is disrupting in class they are given a warning, repeated offenses result in a report. This means that the student is required to meet with their teacher and their learning mentor to discuss the situation and resolve it. Repeated offending during a lesson may result in an out; the student is required to leave the classroom

PERSONALISED PROGRAMMES

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

MULTI LEVEL STUDY

Students may study at any level as long as they meet the prerequisites for the module. Year 8 students can take Year 9 & 10 modules if they have consistently high level for the Learning Areas in the modules. Year 9 & 10 students can take an NCEA Level 1 course if they have consistently achieved highly in the Learning Area for that subject. Please see your learning mentor for further details.

VIABILITY OF MODULES

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

CURRICULUM LEVELS

Modules and NCEA subjects are mostly taught at one of six levels:

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

YEAR 9 & 10 MODULES AND PROJECTS

SEMESTER ONE 2022

Choose one module per line (vertical). You must include one Religious Education per semester, one English per semester, one Mathematics per semester.

Line One	Line Two	Line Three	Line Four	Line Five	Line Six
ENERGY IN, ENERGY OUT TECN (food)/HLPE Helm/Gavin EIEO	SUPERBUGS SCIE/SOSC Rossouw/Williams SUPB	LET'S MAKE A GAME OF IT HLPE/SOSC McDonald/Williams GAME	GHOSTWHISPERERS ARTS/ARTS Seaton/Sparks GHST	SUPERHUMANS SCIE/HLPE Gavin/Rossouw SHUM	ENGINEERING FOR THE FUTURE SCIE/TECN (Dig) Jethwa/Spooner ENGN
I DON'T NEED MATH TO PLAY... MATH Roets/Vorster PLAY	WINE AND CHEESE TECN (Bio)/SCIE Jethwa/Spooner WINE	DESIGN DREAMS MATH Li/Vorster DESD	HE TAONGA SOSC/TECH Chater/Spooner HETA	UNDER ENEMY FIRE ENGL Barker/Andrew FIRE	ON STAGE! ARTS/TECN Sparks/Francis STAG
CLOSE TO HOME ENGL Andrew/Gedye HOME	JUST UNJUST ENGL Barker/Gedye JUST	OUR STORY RELG Spring/Tiepa OURS	CHANGEMAKERS RELG Antony/Tiepa MAKE	CHANGEMAKERS RELG Antony/Tiepa MAKE	LOST IN SPACE MATH Li/Roets LOST
				LEARNING LANGUAGES ON LINE LANG Li LOLL	
				INTRODUCTORY CHINESE LANG Li CHIN	

YEAR 9 & 10 MODULES AND PROJECTS

SEMESTER TWO 2022

Choose one module per line (vertical). You must include one Religious Education per semester, one English per semester, one Mathematics per semester.

Line One	Line Two	Line Three	Line Four	Line Five	Line Six
ENERGY IN, ENERGY OUT TECN (food)/HLPE Helm/Gavin EIEO	LIVING OFF THE LAND/RONGOA SOSC/SCIE Jethwa/Spooner RONG	WORLD OF WEARABLE ARTS ARTS/TECN Francis/KIng WWAR	SELFIES AND BEATS ARTS/ARTS Seaton/Chater SELF	TO BE THE BEST SCIE/HLPE Gavin/Rossouw BEST	SURVIVAL OF THE FITTEST SOSC/HLPE McDonald/Williams SURV
PREDATOR FREE 2050 TECH/SOSC Venter/Smith PRED	IN TROUBLE ENGL Barker/Gedye TROB	OUR PLACE MATH Li/Vorster PLAC	LEARNING LANGUAGES ON LINE LANG Li LOLL	TE REO MANAWA TAHI LANG Tiepa REOT	THE ADVENTURERS SOSC/SCIE Spooner/Chater ADVN
DYSTOPIA ENGL Andrew/Gedye DYST	THE BODY OF CHRIST RELG Hughey/Seaton BODY	HAPPILY EVER AFTER ENGL Andrew/Barker EVER	INTRODUCTORY CHINESE LANG Li CHIN	TE REO MANAWA RUA LANG Tiepa REOR	OUR PEOPLE MATH Li/Roets
			IMAGES OF GOD RELG Antony/Tiepa IMAG	IMAGES OF GOD RELG Spring/Antony IMAG	
			SPORT, SPORT, SPORT MATH Hyland/Vorster SPOR		

YEAR 9/10 IMPACT PROJECT SELECTION 2022

Please choose two Impact Projects. Descriptors are in Section C (Page 19). (S) is Student directed, (T) is Teacher directed.

UMBRELLA	PROJECT TITLE	Student or Teacher Directed	PAGE
Build My Own Project	Build my Own project	(S)	21
	Early Entrepreneurs	(S)	21
	Innovators	(T)	21
Stewardship of Our Earth	Stewardship of our Earth	(S)	22
	Enviro School	(T)	22
	Community Garden	(T)	22
Care for Others	Care for Others	(S)	23
	Caritas, Vinnies and More	(T)	23
	Sacramental Programme	(T)	23
Performing Arts	Performing Arts	(S)	24
	College Drama Production	(T)	24
	Film Making	(T)	24
	Making Music – Rockquest and Bandquest	(T)	25
SPORT, SPORT, SPORT	Sport, Sport, Sport	(T)	25
SCIENCES	Science Experiments	(T)	25
DESIGN, ARTS & TECHNOLOGY	Construction Zone	(S)	26
	Art Ability	(S)	26
	Master Chef	(T)	26
	Media and Magazine	(T)	26
	Murals for our Community	(T)	27
	Robots, Drones and Coding	(T)	27
	Stitched Up	(T)	27
	Whakairo – Māori Carving	(T)	27

YEAR 9 & 10 TIMETABLE STRUCTURE

The Year 9 and 10 timetable runs on a semester basis. Modules will change at the end of Term Two.

Monday	Tuesday	Wednesday	Thursday	Friday
VFT 8:30 – 8:40	VFT 8:30 – 8:40	VFT 8:30 – 8:40	VFT 8:30 – 8:40	Late start 8.30-9.30am
Module 1 8.40-9.30am	Module 1 8.40-9.55am	Module 5 8.40-9.55am	Module 3 8.40-9.55am	VFT 9.30-9.40am
Module 2 9.30-10.20am	Interval 9.55-10.15am	Interval	Interval	
Interval 10.20-10.40am	Module 2 10.15-11.30am	Module 6 10.15-11.30am	Module 4 10.15-11.30am	Interval 10.20-10.40am
Module 3 10.40-11.30am	Module 3 11.30- 12.45pm	Module 1 11.30-12.45pm	Module 5 11.30-12.45pm	Impact Project 10.40-12.20pm
Module 4 11.30-12.20pm				Lunch 12.20-1.10pm
Lunch 12.20-1.10pm	Lunch 12.45-1.35pm	Lunch 12.45-1.35pm	Lunch 12.45-1.35pm	Impact Project 1.10-2.50pm
Module 5 1.10-2.00pm	Module 4 1.35-2.50pm	Module 2 1.35-2.50pm	Module 6 1.35-2.50pm	
Module 6 2.00-2.50pm				
WRO 2.50-3.10pm	WRO 2.50-3.10pm	WRO 2.50-3.10pm	WRO 2.50-3.10pm	WRO 2.50-3.10pm

SECTION B

YEAR 9 and 10 RELIGIOUS EDUCATION MODULES

SEMESTER ONE

Choose one Religious Education module for Semester One

Title	Context	Semester	Strands
OUR STORY	<p>Belonging to a family, school, country and religion all shape a person's identity. In this module we will explore themes of identity and growth.</p> <p>We each have a unique personal identity and this can be understood through a relationship with God, oneself, others and the created world. Our school and our country also have a unique identity and our appreciation of this can be deepened through an understanding of the beginnings and development of the Catholic Church in Aotearoa, New Zealand and the influence that the Treaty of Waitangi has had on today's society. We will study the impact of the Josephite Sisters, Marist Brothers, Bishop Pompallier and Suzanne Aubert.</p>	One	<p>Human Experience</p> <p>Church History</p>
CHANGE MAKERS	<p>We can all bring about change for the good of others. What we find important is a reflection of who we are. In this module we will explore what makes us unique and how we can use our gifts from God to help others.</p> <p>Our school and our country are also the result of people who have used their gifts to make change. We will look at the influence of some change makers in Aotearoa, New Zealand. These will include: Bishop Pompallier, Peter Chanel, Mary MacKillop, Marcellin Chanpagnat and Suzanne Aubert. We will also look at the influence of other significant political figures in New Zealand history and the change they helped bring about. We will explore how we can be a change maker to enhance the lives of others.</p>	One	<p>Human Experience</p> <p>Church History,</p> <p>Social Justice</p>

YEAR 9 and 10 RELIGIOUS EDUCATION MODULES SEMESTER TWO

Choose one Religious Education module for Semester Two

Title	Context	Semester	Strands
IMAGES OF GOD	<p>. In this module we will develop our understanding of the different images we have of God; God the Father, God the son and God the Holy Spirit. We will explore the different parts of the Mass and aspects and images of the Eucharist; as thanksgiving, a meal, the bread of life, a farewell gift, the presence of Christ, the promise of eternal life and a sign of unity. We will recognise the significance of the Eucharist in the lives of individuals. We will also explore the images we have of the Holy Spirit and how the Holy Spirit has formed the Church from its beginnings at Pentecost to the present day. We will develop our visual art skills to produce a product that portrays an image of God. This could be in the form of a painting or a 3-D image.</p>	Two	Sacrament and Worship Theology Church History
THE BODY OF CHRIST	<p>“Christ has no body now but yours. No hands, no feet on earth but yours. Yours are the eyes through which he looks compassion on this world. Yours are the feet with which he walks to do good. Yours are the hands through which he blesses all the world. Yours are the hands, yours are the feet, yours are the eyes, you are his body.” — Teresa of Avila</p> <p>In this module we will look at how people throughout history have lived their lives as the body of Christ. We will begin with Christ’s gift of the Eucharist and how this is expressed in the Mass. We will look at how this gift was expressed in different people throughout the history of the Church from its beginnings at Pentecost to the present day. As part of this module we will take action to be the body of Christ to others.</p>	Two	Sacrament and Worship Theology Church History Social Justice

YEAR 9 and 10 ENGLISH MODULES

Choose one English module per semester

Title	Content	Semester	Strands
<p>Under Enemy Fire</p> <p>FIRE</p>	<p>Ever felt under attack? Have you found yourself in the middle of conflict? Explore texts from New Zealand and around the world that show just how quickly conflict can arise, and how it impacts people and places. Share your opinions and points of view on current issues of conflict and controversy. Students will have the opportunity to share their views through a portfolio of work.</p>	<p>One</p>	<p>Reading, writing and presenting</p>
<p>Just Unjust</p> <p>JUST</p>	<p>Ever thought about how truly lucky we are to live where we live? Social justice is an area that many young people are developing an interest in. Explore written and visual texts from New Zealand and abroad that show just how lucky we are and encourage us to think critically about how others live and the role we can play. Students will create a portfolio of work that explores social justice issues that they care about.</p>	<p>One</p>	<p>Reading, writing and presenting</p>
<p>Close to Home</p> <p>HOME</p>	<p>We don't have to look overseas to find examples of significant issues, events and stories that are important to us as New Zealanders. In this module we will explore texts that have helped to shape our nation. Students will show how they too can help to shape the nation through a portfolio of work.</p>	<p>One</p>	<p>Reading, writing and presenting</p>

Title	Content	Semester	Strands
<p>In Trouble</p> <p>TROB</p>	<p>Ever been blamed for something that you just didn't do? Ever think that you were doing the right thing for yourself and others but you maybe weren't? This module will explore texts and characters who find themselves in trouble or in troubling situations. Students will create a portfolio of 'troubling work' and/or solutions.</p>	<p>Two</p>	<p>Reading, writing and presenting</p>
<p>Dystopia</p> <p>DYST</p>	<p>In a perfect world people follow rules and everything works out exactly as you expect it to work out. In a perfect world there is enough food for everyone, people live in normal homes and you seek and receive medical attention as needed. But ... these are not normal worlds or normal times. Discover alternate worlds and times through a range of texts in this module then create a portfolio of work to showcase the less than perfect.</p>	<p>Two</p>	<p>Reading, writing and presenting</p>
<p>Happily Ever After</p> <p>EVER</p>	<p>We've been brought up on stories of princes and princesses, the land of far, far away, of towers and castles, white horses and happy endings. This module will explore the world of fairy tales, heroes and villains through a variety of text types. Students will then have the opportunity to create their own tales of happily ever after to be presented as a portfolio at the end of the semester.</p>	<p>Two</p>	<p>Reading, writing and presenting</p>

YEAR 9 and 10 MATHEMATICS MODULES

Choose one Mathematics module per semester

Title	Context	Semester	Strands
Design Dreams DESD	Use the design process to enhance your understanding of geometry and measurement and number skills. Look at designing a small space (e.g. home, playground, food truck).	One	Number Geometry and Measurement
I don't need math to play... PLAY	How is mathematics used in the sporting arena. Can an understanding of geometry, measurement and number allow you to improve your sporting skills?	One	Number Geometry and Measurement
Lost in Space LOST	Investigate our planet and look at its place in the universe through a mathematical lens, strengthening your understanding of geometry and measurement and number	One	Number Geometry and Measurement
Title	Context	Semester	Strands
Our People PEOP	Who are we, who are you, and where are we going? How does knowing all this 'stuff' help us?	Two	Statistics and Probability Algebra
Our Place PLAC	Let's look at our environment, at school, at home and in the wider community, using statistics. How can our investigations be used for good?	Two	Statistics and Probability Algebra
Sport, Sport, Sport SPOR	Can understanding the statistics of the sports we play help our understanding of the game? Let's collect and investigate a variety of data so we can find out.	Two	Statistics and Probability Algebra

YEAR 9 AND 10 MODULES SEMESTER ONE

Choose 3 modules for Semester One

Title	Content	Subjects	Strands
Energy In, Energy Out EIEO	What is in the food we eat? What foods do we need to fuel us? Design and prepare a range of dishes and investigate how you can make delicious nutritious meals. Do different athletes need different food requirements? Design and develop your own menu.	Technology (Food) Health and Physical Education	Nature of Technology Healthy Communities and Environments Personal Health and Physical Development
Engineering for the Future ENGN	Investigate how buildings are designed to withstand a range of forces and events, then learn how to build a working prototype that involves energy and electricity.	Science Technology (Digital)	Physical World Planet Earth and Beyond Technological Structure Technological Knowledge
Ghost Whisperers GHST	Study ghost stories and perform a scene incorporating dramatic conventions and “Ghostly” music and sound effects designed and created within the module. You will create soundscapes and music to represent your world.	Arts	Music Drama
He Taonga HETA	Create your own taonga (bone or wood) representing your personal history and future. Develop your knowledge of Aotearoa, local stories, Tikanga Maori and Te Reo Maori as you develop your creative side.	Technology Social Science	Technological Practice Continuity & Change Identity, Culture & Organisation
Introductory Chinese CHIN	An introduction to Chinese (Mandarin) - develop your skills in one of the most widely spoken languages.	Languages	Communication Cultural Knowledge
Learning Languages onLine LOLL	Learn the language of your choice - German, Italian, French, Chinese (Mandarin), Spanish. This is an online course using Education Perfect.	Languages	Communication Cultural Knowledge

<p>Let's Make a Game of it</p> <p>GAME.</p>	<p>Run your own sporting event to raise awareness for a local social issue. How can you promote community well-being? Look into the process of running a successful event.</p>	<p>Health and Physical Education</p> <p>Social Science</p>	<p>Personal Health and Physical Development</p> <p>Healthy communities and Environments</p> <p>Identity, Culture and Organisation</p>
<p>On Stage</p> <p>STAG!</p>	<p>Design and create a performance. Perform a scene from Shakespeare using a costume or mask designed and created within the module.</p>	<p>Arts</p> <p>Technology</p>	<p>Drama</p> <p>Nature of Technology</p>
<p>Superbugs</p> <p>SBUG</p>	<p>Learn about deadly microbes, famous pandemics throughout history - the black plague, Spanish flu, smallpox, Ebola, and covid. Look at modern medicine and what the future could hold. What have these incidents done to our country and what will they mean for mankind in the future</p>	<p>Science</p> <p>Social Science</p>	<p>Nature of Science</p> <p>Living World</p> <p>Identity, Culture and Organisation</p>
<p>Superhumans</p> <p>SHUM</p>	<p>Let's improve our performance skills in a variety of activities. Develop a comprehensive understanding of body systems and how this can influence performance. What if you had what it takes to be a sports hero? Were you born an athlete or do you have to work at it?</p>	<p>Science</p> <p>Health and Physical Education</p>	<p>The Living World</p> <p>Movement concepts and Motor skills</p> <p>Personal Health and Physical Development.</p>
<p>Wine and Cheese</p> <p>WINE</p>	<p>Take advantage of our local knowledge and industry. Investigate wine making from beginning to end and then match with your school made cheese. Learn the science that makes these processes work. Experiment until you get it right and share your results with whanau</p>	<p>BioTechnology</p> <p>Science</p>	<p>Technological Knowledge</p> <p>Nature of Science</p> <p>Living World</p>

YEAR 9 AND 10 MODULES SEMESTER TWO

Choose three modules for Semester Two.

Title	Content	Subjects	Strands
The Adventurers ADV N	The stories of the people and the scientific discoveries that made it all possible. Uncover stories of past great adventurers and the adventures still to come.	Social Science Science	Place and Environment Identity, culture and organisation Planet Earth and Beyond Material World
Energy In, Energy Out EIEO	What is in the food we eat? What foods do we need to fuel us? Design and prepare a range of dishes and investigate how you can make delicious nutritious meals. Do different athletes need different food requirements? Design and develop your own menu.	Technology (Food) Health and Physical Education	Nature of Technology Healthy Communities and Environments Personal Health and Physical Development
Introductory Chinese CHIN	An introduction to Chinese (Mandarin) - develop your skills in one of the most widely spoken languages.	Languages	Communication Cultural Knowledge
Learning Languages onLine LOLL	Learn the language of your choice - German, Italian, French, Chinese (Mandarin), Spanish. This is an online course using Education Perfect.	Languages	Communication Cultural Knowledge
Living off the Land and Rongoa RONG	Cultivate the garden and the native area, Fish, gather and hunt. Leave no trace. Investigate the concept of kaitiakitanga, respect for whenua and understand the importance of land for tangata whenua and other cultures. Explore the history of rongoa/medicines and their importance in indigenous cultures.	Social Science Science	Place & Environment Continuity & Change Identity, Culture & Organisation The Living World The Nature of Science
Predator Free 2050 PRED	Investigate, design, draw plans on SketchUp and make predator traps to catch pests in their own backyard.	Technology (Hard Materials/DVC) Social Science	Technological Practice Place & Environment

World of Wearable Arts WWAR	Create sustainable designs and products either through upcycling or with end-of-life value in mind (can it be recycled and or composted)	Technology Arts	Nature of Technology Visual Art
Survival of the Fittest SURV	Inquire into the geography of Lake Waikaremoana and understand why Lake Waikaremoana has been given the legal status of a person. Identify the different ways that people interact with Lake Waikaremoana, and the social, economic and cultural effects. Examine different values and attitudes in how the Lake is being managed and consider future implications. Demonstrate survival skills necessary to participate in Camp Waikaremoana.	Health and Physical Education Social Science	Personal Health and Physical Development Place and Environment
Selfies and Beats SELF	Explore self-portraiture skills and create a personal theme song while developing your music skills.	Arts	Visual Art Music
Te Reo Manawa Rua REOR	Develop your previous knowledge of Kaupapa Māori and foster an understanding of cultural identity for all learners and promote positive relationships	Te Reo Māori	Cultural Knowledge Communication
Te Reo Manawa Tahī REOT	Integrate Kaupapa Māori into your learning and make it an everyday part of your life.	Te Reo Māori	Cultural Knowledge Communication
To Be The Best BEST!	How do we get maximum speed from throwing a ball? How do we hit the longest ball? How do we measure performance through action? Determine your actual forces measured during your sporting performance. How much energy are you exerting? Can you improve on this number? Use the physics of motion and power to accurately measure activity	Science Health and Physical Education	The Physical World Movement concepts and motor skills

SECTION C

IMPACT PROJECTS

UMBRELLA PROJECTS

A project is important because it explicitly aims to develop the 21st century skills you require for further study and careers. 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 for 2022 are grouped under 7 umbrella themes. This allows you to choose an area of learning that you have an interest in. The 3 key focus umbrella projects for the College are: Care for others, Stewardship of our Earth and Build my own project. These three umbrella themes most closely align with the goals of our graduate profile.

Some of the projects are teacher 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 semester. Student facilitated projects can take either one semester or last all year and are dependent upon the project outline.

UMBRELLA PROJECTS



1. Build My Own Project



2. Stewardship of our Earth



3. Care For Others



4. Performing Arts



5. Sports.



6. Sciences



7. Design, Arts & Technology

UMBRELLA 1: BUILD MY OWN PROJECT



BUILD MY OWN PROJECT

Project: Build my own project (S)

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.

Stationery: Chrome book or laptop

EARLY ENTREPRENEURS

Project Early Entrepreneurs (S)

Content: Become an enterprising trader, deal maker, self-promoter and go-getter. Work with others to create a new product or service. Learn about business, product development, marketing and financial management. Sell your product or service.

Stationery: Chromebook or Laptop

INNOVATORS

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

UMBRELLA 2: STEWARDSHIP OF OUR EARTH



STEWARDSHIP OF OUR EARTH

Project: Stewardship of our Earth (S)

Content: 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.

Stewardship of our Earth is a key focus area within the College. In this project you have the flexibility to develop any project that is of interest to you. The project must focus on improving our environment.

This key 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.

Stationery: Chrome book or laptop

ENVIRO SCHOOL

Project: Enviro School (T)

Content: Take on a project that protects our native bush. Develop the native reserve being created between the College and the river. How can we protect our native birds and other animal species? Investigate the corridors developed for native birds. Consider other environmental projects in the wider community and add your enthusiasm and ability to learn to the mix.

Stationery: Chrome book or laptop

COMMUNITY GARDEN

Project: Community Garden (T)

Content: Do you like gardening? Is there a viable way to develop a community garden? The garden could be at school or at home. Maybe you could create a garden that provides healthy food for those who cannot access it or for your family or your wider whanau.

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

Stationery: Chrome book or laptop

UMBRELLA 3: CARE FOR OTHERS



CARE FOR OTHERS

Project: Care for Others (S)

Content: There are many people in our community who need help. 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.

You can take on any project that provides help for others in our community, especially our most poor and vulnerable.

Stationery: Chrome book or laptop.

CARITAS, VINNIES and MORE

Project: Caritas, Vinnies and More (T)

Content: Caritas is the Catholic aid agency focussed on international support. Vinnies is the youth arm of the St Vincent de Paul Society and is focussed on providing support within our local community.

In this project you will join either the College Caritas group or the College Vinnies group and provide help for others in our local community or in our international community and help make a difference for others.

Stationery: Chrome book or laptop.

SACRAMENTAL PROGRAMME

Project: Sacramental Programme (T)

Content: 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. This programme takes place in Semester One and covers the Sacraments of Baptism, Reconciliation, Eucharist and Confirmation. Students may go on to receive the Sacraments in a celebration with the Bishop in August. (NB: This programme can be taken on other days if the student wishes to take two other projects on Friday). Year 7 and 8 students will have the opportunity to complete this programme during Te Whare Houora.

UMBRELLA 4: PERFORMING ARTS



PERFORMING ARTS

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. You may want to 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

COLLEGE DRAMA PRODUCTION

Project: College Drama Production (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

FILM MAKING

Project: Film Making (T)

Content: Make the best film for Fair Go. Enter the 48-hour film making festival. Share your environmental message using film.

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

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

Stationery: Chrome book or laptop

MAKING MUSIC – ROCKQUEST AND BANDQUEST

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



UMBRELLA 5: SPORT, SPORT, SPORT

Project: Sport, Sport, Sport (T)

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



UMBRELLA 6: SCIENCES

Project: Science Experiments (T)

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

Stationery: Chrome book or laptop

UMBRELLA 7: DESIGN, ARTS & TECHNOLOGY



CONSTRUCTION ZONE

Umbrella: Construction Zone (S)

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

Stationery: Chromebook or Laptop

ART - ABILITY

Project: Art – Ability (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. Leave your mark by creating a talking point for the College community. Think sculpture, photography, painting or design.

Stationery: Chrome book or laptop

MASTER CHEF

Project: Master Chef (T)

Content: Do you enjoy cooking and eating food? Do you want to develop you cooking skills, design healthy meals and test your skill against others? Cook for others and run a fundraising cooking event.

Stationery: Chrome book or laptop

MEDIA and MAGAZINE

Project: Magazine Production (T)

Content: Do you enjoy communicating, writing articles for publishing, finding out and letting others know what is happening in our College? This could be the project for you. Add to your skills by creating the College magazine, publishing a College newspaper (online) or maybe you wish to produce a children's book.

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

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

MURALS FOR OUR COMMUNITY

Project: Murals for our Community (T)

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

Stationery: Chromebook or Laptop

ROBOTS , DRONES AND CODING

Project: Robots, Drones and 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: Chromebook or Laptop

STITCHED UP

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. Maybe you could model a wearable art creation.

Stationery: Chromebook or Laptop

WHAKAIRO – MAORI CARVING

Project Whakairo – Maori Carving (T)

Content: Join with Simon Lardelli, who is our resident artist in 2022, and learn the art of whakairo. Help create our waharoa at the entrance to the College.

Stationery: Chromebook or Laptop

SECTION D

NCEA LEVEL 1 SUBJECTS

A student in Year 9 or 10 is able to take an NCEA Level 1 subject in place of a module if the student has consistently achieved well in this subject throughout the previous year. A discussion should be held with the Learning Mentor and Head of Curriculum.

NCEA LEVEL 1 SUBJECTS FOR YEAR 9 – 10 STUDENTS	
Subject	Page
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NCEA OVERVIEW

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

NCEA LEVEL 1

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

NCEA LEVEL 2

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

NCEA LEVEL 3

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

NCEA CERTIFICATE ENDORSEMENT

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

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

RELIGIOUS EDUCATION - LEVEL 1

Content:	This course covers the following topics: <ul style="list-style-type: none">• Understanding the New Testament – The Gospel Story• The Trinity and the Resurrection• Conscience, Morality & Values The course 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 the key beliefs around the Trinity and the Resurrection.
Stationery:	Chrome book or laptop
Student Bible:	\$25.00 for the purchase of Good News Bible (if not previously purchased through the College). This bible becomes the property of the student.

ACCOUNTING – LEVEL 1

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

BUSINESS STUDIES - LEVEL 1

Content: This course 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 course 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, optional

Stationary: Chrome book or laptop

DESIGN AND VISUAL COMMUNICATION – LEVEL 1

Content: This course allows students to develop a portfolio of skill-based achievements, using research and design tools and methods. In this course you will design a product, for example, a study desk and/or a sleep out.

Optional Graphics kit: \$20.00 for a Graphics Kit which includes drawing materials and A3 drawing pads.

Stationery: Chrome book or laptop

DIGITAL TECHNOLOGY LEVEL 1

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 have to 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.

Stationery: Chrome book or laptop

DRAMA - LEVEL 1

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

ECONOMICS – LEVEL 1

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 course 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.

ENGLISH - LEVEL 1

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.

FOOD TECHNOLOGY – LEVEL 1

- Content:** This course involves
- Developing practical cooking skills
 - Making products to meet specifications
 - Preserving
 - Understanding food safety and hygiene.

Stationery: Chrome book or laptop.

GEOGRAPHY - LEVEL 1

Content: Students will develop core geography skills including practical mapping, interpretation and visual skills. This course will begin to develop students 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 course 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, optional.

Stationery: Chrome book or laptop

HARD MATERIALS - LEVEL 1

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 course 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

HISTORY - LEVEL 1

Content:	During this course you will be looking at key aspects of the 20 th Century. Time will also be spent on developing key history concepts.
Topics:	<p>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).</p> <p>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).</p> <p>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.</p>
Stationery:	Chrome book or laptop

MATHEMATICS - LEVEL 1

Content:	This course includes Geometric Reasoning, Number, Algebra and Algebraic Relationships. It leads to Level 2 Mathematics with Calculus or Level 2 Mathematics with Statistics. Students should be working at New Zealand Curriculum Level 5 Multistructural or above when entering this course.
Optional Workbooks:	Walker Maths book - Number - \$7 Nulake book - Algebra (MCAT), Algebra (Tables, Equations and Graphs) and Geometric Reasoning - \$16, D & D Revision book - Preparation for MCAT - \$6, D & D Revision book - Tables, Equations and Graphs - \$6, D & D Revision book - Geometric Reasoning - \$6
Stationery:	2 x 1E5 Exercise Books Graphics Calculator (Casio 9750G Plus II or equivalent) Chrome book or laptop

MUSIC LEVEL 1

Content:	In this course 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 course 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.

PHYSICAL EDUCATION - LEVEL 1

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)

SCIENCE - LEVEL 1

Content:	This course 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 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 and the Periodic Table. The physics topic concentrates on forces, motion and energy.
Optional Workbooks:	SciPad Mini Workbook, Genetics/ Science 1.9, SciPad Mini Workbook, Mechanics/Science1.1 - \$10.00 each.
Stationery:	Chrome book or laptop

TE REO MĀORI LEVEL 1

Content:	This course 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

TEXTILES - LEVEL 1

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 internal standards available.
Materials:	Students to provide their own material for the garment that they will make.
Stationery:	Chrome book or laptop.

VISUAL ART - LEVEL 1

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>
Stationery:	Art stationary \$110.00 (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 Chrome book or laptop

