

# 2020 Senior Course Selection Handbook

## Roncalli College

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## HOW TO CHOOSE YOUR SUBJECTS

- Step 1**
  - Use the Subjects Available page of the Student handbook to: List the subjects you enjoy studying AND List the subjects you achieve well in
- Step 2**
  - Ask your subject teachers: Do they recommend you continue with the subject? and Would you meet the entry requirement?
- Step 3**
  - Discuss your choices with your parents/caregivers.
- Step 4**
  - CHECK:** Do your choices fit in with your possible subjects in years to come? Some subjects require you to have studied the subject at a lower level.
- Step 5**
  - CHECK:** Do your subject choices open or close career possibilities for you? Some careers require you to study certain subjects - see Recommended Background Subjects page and possible career pathways page.
- Step 6**
  - CHECK:** If you are planning to go to University or a Polytechnic, do your subject choices ensure you get entry to the courses you would like to study?
- Step 7**
  - CHECK:** Have you looked at the information on the Roncalli College Website - [www.roncalli.school.nz](http://www.roncalli.school.nz) Academic tab - Career Development
  - Roncalli College Facebook Page: go to the Career Development team page and 'like' us to get regular career updates
- Step 8**
  - CHECK:** Have you made the right choices for YOU - rather than what your friends are doing? Remember - you can talk over your subject choices with Mrs Rooney the Academic Advisor or Mr Jones members of the Academic committee.

IF YOU NEED MORE HELP TO GET STARTED you may like to use the CAREERSNZ website [www.careers.govt.nz](http://www.careers.govt.nz) that has information regarding subjects, careers, job outlook, pay, working conditions etc. This is the national website. 'Careerquest' is part of this website and is an online careers tool. It will link your areas of interest to careers and the subjects you need.



All curriculum standards fall within one or more of these vocational pathways.

Vocational Pathways relate the standards you are learning to future study options and job opportunities. The pathways provide clear study options that are valued by employers and show you what employers expect to see you achieve in your learning.

The pathways cover six broad industry sectors:

- **Manufacturing and technology**
- **Construction and infrastructure**
- **Creative industries**
- **Primary industries**
- **Social and community services**
- **Services industries.**

<http://www.careers.govt.nz/education-and-training/still-at-school/vocational-pathways/>

**LINK YOUR SUBJECTS TO CAREER AREAS**

Look down the subject column for the ones you enjoy, then look at the possible career pathways:

| SUBJECT                                 | CERTIFICATES AND DIPLOMAS Level 2-5   | DEGREES AND UNIVERSITY/POLYTECHNIC Level 7+   |
|---|---|---|
| Visual Arts, Music or Performing Arts   | Animator, Artist, Signmaker, Monumental Mason, Jeweller, Hairdresser, Photographer, Screen Printer, Musician, Singer, Actor, Radio Broadcaster, Production Designer, Film Editor, Camera Operator, Lighting Technician,               | Curator, Music Teacher, Conductor, Composer, Film Director, Radio Producer, Record Producer, Production Assistant   |
| Accounting, Economics, Business Studies | Legal Executive, Insurance Claims Officer, Personal Banker, Accounting Technician, Share Broker, Travel Agent, Wool Buyer, Livestock Agent/Buyer, Purchasing Officer, Office Manager, Human Resources Officer, Recruitment Consultant | Financial Officer, Accountant, Insurance Loss Adjuster, Market Researcher, Employment Relations Manager, Teacher, Hotel Manager, Farm Consultant, Property Valuer, Mortgage Broker, Quantity Surveyor   |
| Biology                                 | Meat Inspector, Farm Manger, Ranger, Farrier, Veterinary Nurse, Massage Therapist, Health Promoter, Fitness Instructor, Professional Sports Coach, First Aid Tutor  | Veterinarian, Agricultural Scientist, Quarantine Inspector, Biosecurity Officer, Brewer, Ambulance Paramedic, Medical Radiation Technologist, Radiation Therapist, Medical Laboratory Scientist, Science Technician, Pharmacist, Dietician, Midwife, Nurse, Dental Technician, Optometrist, Podiatrist, Physiotherapist, Occupational Therapist, Speech Language Therapist, Teacher |
| Chemistry                               | Medical Laboratory Technician, Pharmacy Technician, Optician, Winemaker   | Dentist, Optometrist, Podiatrist, Veterinarian, Agricultural Scientist, Environmental Health Officer, Teacher, Metallurgist, Science Technician, Dietician, Pharmacist, Midwife, Nurse  |
| English                                 | Legal Executive, Communications Officer, Copywriter, Radio Broadcaster, TV Presenter, Author, Critic, Reviewer, Signer, Actor, Theatre Producer, Film Editor  | Magazine Editor, Publishing Editor, Librarian, Curator, Teacher, Speech Language Therapist, Technical Communicator, Arbitrator, Policy Analyst, Solicitor, Barrister, Radio/TV Journalist, Film Producer/Director, Account Manager, Marketing Manager, Press Secretary, Diplomat, Mediator  |
| Graphics, Food                          | Film Editor, Website Developer, Graphic Pre-press worker, Animator/ Cartoonist, Photographer, Screen Printer, Hat Maker, Tailor, Dressmaker, Clothing Designer, Upholsterer, Baker, Chef, Caterer, Butcher, Food and Beverage Manager | Landscape Architect, Architectural Draughtsperson, Interior Designer, Industrial Designer, Graphic Designer, Map Maker, Advertising Art Director, Account Manager, Teacher  |
| Green Jobs                              | Natural Health Therapist, Sustainable Recreation Manager, Natural History Photographer, Green Keeper, Organic Orchardist/Farmer, Zookeeper, Ranger, Fishery Officer, Water/Waste Water Treatment Operator                             | Planner, Urban Designer, Landscape Architect, Renewable energy broker, Carbon Trader, Energy Auditor, Solar Energy Technician, Biosecurity Officer, Teacher, Environmental Education Officer/Policy Analyst, Life Cycle Assessment Specialist, Farm Consultant, Sustainable business consultant, Resource Management Planner  |
| Health and Physical Education           | Detective, Police Officer, Personal Protection Officer, Health and Safety Officer, First Aid Tutor, Massage Therapist, Beauty Therapist, Fitness Instructor,  | Public Health Nurse, Ambulance Paramedic, Occupational Therapist, Physiotherapist, Acupuncturist, Dietician, Speech Language Therapist, Teacher, Social Worker, Midwife, Nurse  |

| SUBJECT                                     | CERTIFICATES AND DIPLOMAS Level 2-5   | DEGREES AND UNIVERSITY/POLYTECHNIC Level 7+   |
|---|---|---|
|   | Snowsport Instructor, Sports Coach, Community Worker, Rest Home Manager   |   |
| History, Geography, Classical Studies       | Ranger, Survey Technician, Travel Agent, TV Presenter, Radio Broadcaster, Minister of Religion, Legal Executive, Member of Parliament, Immigration Officer, Importer/Exporter   | Map Maker, Land Surveyor, Market Researcher, Social Worker, Journalist, Teacher, Librarian, Conservator, curator, Valuer, Press Secretary, Diplomat, Policy Analyst, Planner, Demographer                                       |
| Languages                                   | Minister of Religion, Counsellor, Career Consultant, Community Worker, Health Promoter, Teacher Aide, Event Manager, Travel Agent, Immigration Officer, Fishery Officer, Police Officer, Interpreter, Radio Broadcaster   | Mental Health Nurse, Social Worker, Diplomat, Arbitrator, Mediator, Translator, ESOL Teacher, Librarian   |
| Mathematics and Statistics                  | Lift Technician, Electronics Technician, Locksmith, Builder, Plumber and Gasfitter, Electrician, Lighting Technician, Survey Technician, Navigator, Pilot, Accounting Technician, Personal Banker, Financial Adviser, Sharebroker, Underwriter, Insurance Claims Officer  | Database Manager, Programmer, Systems Analyst, Financial Accountant, Mortgage Broker, Property Valuer, Quantity Surveyor, Map Maker, Demographer, Market Researcher, Teacher, Industrial Designer, Architectural Draughtsperson |
| Physics                                     | Mechanical Services Tradesperson, Refrigeration Service Engineer, Lift Technician, Aircraft Engineer, Electrical Fitter, Engineering Draughtsperson, Merchant Navy officer, Tug Master, Pilot, Biomedical Technician, Anaesthetic Technician, Electronics Technician, Computer Systems Technician, Telecommunications Engineer, Lighting Technician, Sound Operator | Land Surveyor, Engineer, Food Technologist, Pharmacist, Optometrist, Radiation Therapist, Science Technician, Design Engineer, Oceanographer, Volcanologist, Weather Forecaster, Architect                                      |
| Technology, Manufacturing, ICT, Electronics | Watchmaker & Repairer, Monumental Mason, Pattern Maker, Gunsmith, Composite Engineer, Toolmaker, Security Systems Technician, Industrial Measurement and Control Technician, Domestic Appliance Serviceperson, Electronics Technician, Printer, Website Administrator/Developer, Computer Systems Technician  | Air Traffic Controller, Medical Radiation Technologist, Industrial Designer, Database Administrator, Software Architect, Systems Analyst, Teacher, Programmer   |
| Vehicles, Construction, Electrical          | Automotive Engineer, Panelbeater, Motorcycle Engineer, Fabrication Engineer, Boat Builder, Engineering Draughtsperson, Civil Engineering Technician, Construction Site Manager, Builder, Cabinet Maker, Plasterer, Locksmith, Plumber and Gasfitter, Refrigeration Service Engineer, Lift Technician, Electrician, Electrical Fitter, Line Mechanic                 | Navy Engineering Officer, Land Surveyor, Quantity Surveyor, Teacher, Mechanical Engineer, Structural Engineer, Fire Protection Engineer   |

### RECOMMENDED BACKGROUND SUBJECTS

Below is a list of major subjects offered by the Universities and recommended school subjects which students should take to prepare themselves for their tertiary studies. These are recommended background subjects for Year 13 students.

|                           | <i>Chemistry</i> | <i>Biology</i> | <i>Physics</i> | <i>Statistics</i> | <i>Calculus</i> | <i>English-rich*</i> | <i>Other</i>                  |
|---------------------------|------------------|----------------|----------------|-------------------|-----------------|----------------------|-------------------------------|
| Health Science First Year | ++               | ++             | ++             | ++ or             | +               | +                    |                               |
| Medical Radiation Therapy |                  | ++             | ++             | ++ or             | ++              | ++                   | Yr 13 Physics or Biology req. |
| <b>BPhEd Majors</b>       | <i>Chemistry</i> | <i>Biology</i> | <i>Physics</i> | <i>Statistics</i> | <i>Calculus</i> | <i>English-rich*</i> | <i>Other</i>                  |
| Exercise & Sports Science |                  | ++             |                | +                 |                 |                      | PE; Sciences                  |
| <b>BSc Majors</b>         | <i>Chemistry</i> | <i>Biology</i> | <i>Physics</i> | <i>Statistics</i> | <i>Calculus</i> | <i>English-rich*</i> | <i>Other</i>                  |
| Biochemistry              | ++               | ++             |                | +                 |                 |                      |                               |
| Chemistry                 | ++               |                | +              | +                 | +               |                      | Yr 12 Maths and Physics       |
| Computer Science          |                  |                |                | +                 | ++              | +                    |                               |
| Genetics                  | ++               | ++             |                | +                 | or              | +                    |                               |
| Mathematics               |                  |                |                | ++                | ++              |                      | Computer Studies              |
| Microbiology              | ++               | ++             |                |                   |                 |                      |                               |
| Neuroscience              | ++               | ++             | +              | +                 |                 |                      |                               |
| Psychology                |                  | ++             |                | ++                |                 | +                    |                               |
| Zoology                   |                  | ++             |                | ++                |                 |                      |                               |
| <b>BAppSci Majors</b>     | <i>Chemistry</i> | <i>Biology</i> | <i>Physics</i> | <i>Statistics</i> | <i>Calculus</i> | <i>English-rich*</i> | <i>Other</i>                  |
| Energy Management         |                  |                | ++             |                   | ++              |                      |                               |
| Environmental Management  |                  | +              |                | ++ or             | ++              |                      | Geography, Sciences           |

|                                |                  |                |                |                   |                 |                      |                               |          |
|--------------------------------|------------------|----------------|----------------|-------------------|-----------------|----------------------|-------------------------------|----------|
| Geographic Information Systems |                  |                |                | +                 | ++              |                      | Computer Geography            | Studies, |
| <b>BCom Majors</b>             | <i>Chemistry</i> | <i>Biology</i> | <i>Physics</i> | <i>Statistics</i> | <i>Calculus</i> | <i>English-rich*</i> | <i>Other</i>                  |          |
| Accounting                     |                  |                |                | ++                | +               | +                    | Accounting                    |          |
| Economics                      |                  |                |                | ++                | ++              | +                    | Economics                     |          |
| Finance                        |                  |                |                | ++                | ++              | +                    | Accounting, Economics         |          |
| <b>Others</b>                  | <i>Chemistry</i> | <i>Biology</i> | <i>Physics</i> | <i>Statistics</i> | <i>Calculus</i> | <i>English-rich*</i> | <i>Other</i>                  |          |
| Law (LLB)                      |                  |                |                | + or              |                 | ++                   | Drama, Debating               |          |
| Nursing                        | ++               | ++             |                |                   |                 | ++                   | P.E. (ARA)                    |          |
| Social Work (BSW)              |                  |                |                |                   |                 | +                    | Social Sciences               |          |
| Teaching (Secondary)           |                  |                |                |                   |                 | +                    | Focus on teaching areas       |          |
| Teaching (Primary) (ECE)       |                  |                |                |                   |                 | +                    | Yr 12 English, Maths, Science |          |
| Engineering                    | ++               |                | ++             |                   | ++              |                      |                               |          |
| Veterinary                     | ++               | ++             | ++             |                   |                 | ++                   |                               |          |

\* Category includes 'language rich' such as English, History and Geography etc.

(+) Background learning useful (++) Background learning recommended

## 1 OVERVIEW

Mrs Rooney is the school Principal's Nominee. If you have questions or concerns about NCEA, you should talk to her. For matters regarding individual subjects, you should first talk to your subject teacher, and the Curriculum Leader.

Most senior students at Roncalli College work towards NCEA Level 1, 2 or 3 by gaining credits from either Achievement Standards or Unit Standards. A Standard describes what a student should know and be able to do. Each standard is worth a certain number of credits. Some subjects also offer additional or alternative qualifications to NCEA.

The following are important points about the NCEA system at Roncalli College:

- All students in years 11 and 12 are expected to take a full complement of 5 courses in addition to Religious Education.
- Year 13 students have the option of studying:
  - RE/Theology plus five courses; or
  - RE/Theology plus four courses plus Gateway (by application); or
  - RE/Theology plus four courses plus one Individual Learning Programme (ILP)
- All courses offer at least 16-20 credits which will count towards Level 1, Level 2, or Level 3 NCEA. These credits will be attained through passing standards.
- Some of these standards will be assessed internally by classroom teachers and some will be assessed externally by NZQA examinations in November and December.
- The requirements for each qualification are listed below.

### 1.1 COURSE AVAILABILITY AND CONTENT

After students have indicated their choice of courses, every effort is made to timetable the classes requested. However, please be aware some courses may only run if there is sufficient demand. This is at the discretion of the Principal.

Students who select to study an Individual Learning Programme as part of their Year 13 programme are able to negotiate the focus of this class with their Line Mentor. Options for study may include self-directed learning, alternative subjects not currently offered at Roncalli College (eg. Correspondence School), University distance bridging courses, Multi-level/NCEA Level 2 subjects or other forms of self-directed learning negotiated on a case by case basis. This flexible option is only available at year 13.

Course content may change as a result of curriculum reviews; students will be advised of any changes.

### 1.2 QUALIFICATIONS

| CERTIFICATE                               | CREDITS REQUIRED  | COMPULSORY  |
|---|---|---|
| NCEA Level 1                              | 80 credits from Level 1 Achievement and/or Unit Standards   | 10 credits in Literacy; 10 credits in Numeracy.   |
| NCEA Level 2                              | 80 credits from Achievement and/or Unit Standards   | 60 credits must be from Level 2 (or above) standards. Level 1 Literacy and Numeracy requirements must be met. |
| NCEA Level 3                              | 80 credits from Achievement and/or Unit Standards   | 60 credits must be from Level 3 (or above) standards.   |
| University Entrance (please refer to 4.1) | <ul style="list-style-type: none"> <li>NCEA Level 3 plus <ul style="list-style-type: none"> <li>Three subjects – at <b>Level 3 or above</b>, made up of a minimum of 14 credits in at least three separate university approved domains</li> <li>Literacy – 10 literacy credits at <b>Level 2 or above</b>, from specific standards, made up of 5 credits in reading and 5 credits in writing</li> <li>Numeracy – 10 numeracy credits at <b>Level 1 or above</b>, from specific achievement standards or three specific numeracy unit standards. (The Level 1 numeracy requirements meet this criteria)</li> </ul> </li> </ul> |   |

|             |  |
|-------------|--|
| Scholarship | There are separate NCEA Scholarship examinations run by NZQA for the highest achieving students. These will be available for most Level 3 subjects and will be examined at the end of the year. Teachers of Level 3 subjects where Scholarship examinations are available will advise students on details. |
|-------------|--|

### 1.3 CERTIFICATE ENDORSEMENT

Candidates studying for NCEA Levels 1, 2 and 3 certificates are able to achieve these qualifications with Merit or Excellence endorsements. A certificate will be endorsed with Excellence where a student has 50 excellence credits at the level of the NCEA certificate or above. Where the student has a combination of 50 credits of Merit or Excellence at the level of the certificate or above they will be awarded a Merit endorsement. Credits used towards a certificate endorsement may be gained over longer than one calendar year.

### 1.4 SUBJECT ENDORSEMENT

A single course/subject may be endorsed with either Merit or Excellence. With subject Endorsement, students will receive an Excellence endorsement if they gain 14 or more credits at Excellence level, while students gaining 14 or more credits at Merit (or Merit and Excellence) will gain a Merit endorsement. For subject endorsement, at least 3 of the 14 credits must be from internally assessed Achievement standards, and 3 from externally assessed Achievement standards – all within the one subject domain. The exception to this is PE and RE, which do not have externally assessed standards. Merit or Excellence endorsements are only able to be counted towards a subject endorsement in a single calendar year.

### 1.5 EXTERNAL EXAMINATIONS

All external standards are assessed at the end of the year by NZQA. Please refer to the timetable on the NZQA website. Formative assessments occur often throughout the year. It is important students adhere to the deadlines for formative assessments as set down by the Curriculum Leaders and subject teachers as the grades gained during these assessments may be required if a student is unable to sit the end of year examination.

## 2 NCEA LEVEL 1

At Roncalli College all students must study Religious Education, English (or Literacy) and Mathematics. Science is recommended. Staff will help you select the most appropriate English, Mathematics and Science course. Some of these will be totally NCEA Achievement Standards based. Others will include a mix of Achievement Standards or Unit Standards. To achieve success in all subjects and reach their academic potential, students will need to manage their work load well and balance their co-curricular and paid work commitments.

### 2.1 LITERACY AND NUMERACY FOR LEVEL 1

Students can achieve the literacy and numeracy requirement for NCEA Level 1 by:

- literacy requirement - using either the 10 credit literacy unit standards or by achieving 10 credits in achievement standards nominated by NZQA as literacy rich.
- numeracy requirements - using either the 10 credit numeracy unit standards or by achieving 10 credits in achievement standards nominated by NZQA as being numeracy rich.

## 3 NCEA LEVEL 2

Students must study Religious Education and English (or Literacy). Students are encouraged to study at the highest level possible. Career interests will have an important impact on choices so please spend some time viewing the subject “Where To” sheets. Some of these are on display in the Library. You can also go to the [Careers NZ Website](#).

Level 2 results are important! They can affect scholarship applications, applications for University Residential Halls and many more applications as they showcase the academic rigor of the candidate.

## 4 NCEA LEVEL 3

For NCEA Level 3, students will need to achieve 80 credits, of which 60 must be at Level 3 or above and 20 at Level 2 or above.

### 4.1 UNIVERSITY ENTRANCE REQUIREMENTS

University Entrance (UE) is the minimum requirement to go to a New Zealand university. To be awarded 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 literacy credits at Level 2 or above** made up of:
  - 5 literacy credits identified by NZQA as meeting the reading requirement
  - 5 literacy credits identified by NZQA as meeting the writing requirement
- Numeracy - **10 numeracy 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.

Only achievement standards will contribute to the approved subjects.



Credits can be accumulated over more than one year provided they are within the expiry date. However credits can only be counted towards a subject endorsement in one calendar year. Where a Unit Standard and an Achievement Standard assess the same learning outcome they are mutually exclusive for NCEA and University Entrance purposes.

#### 4.2 UE APPROVED SUBJECTS CURRENTLY AVAILABLE AT RONCALLI COLLEGE

|  |   |  |
|--|---|--|
| Accounting<br>Art Design<br>Art Painting<br>Art Photography<br>Biology<br>Business<br>Chemistry<br>Design Visual Communication | Digital Technology<br>Drama<br>Economics<br>English<br>French<br>Geography<br>History<br>Mathematics with Calculus<br>Mathematics with Statistics | Media<br>Music<br>Physical Education<br>Physics<br>Religious Education<br>Societies & Citizenship<br>Young Enterprise Scheme |
|--|---|--|

#### 4.3 SCHOLARSHIP

Scholarship is designed to challenge and financially reward very able students who are going on to Tertiary study. Students can be entered in one or more Scholarship standards as well as their *full* Level 3 programme in consultation with their subject teachers. All assessment will be external. Please check the NZQA examination timetable for Scholarship examination dates. Two levels of achievement can be gained; Scholarship or Outstanding performance. Please refer to the NZQA website for full detail regarding the monetary awards available and criteria.

#### 4.4 DISTANCE LEARNING

The College is committed to meeting the needs of our students within the limited resources that we possess. As the College embraces the digital learning environment we have become more agile in facilitating learning for students in areas of interest to them.

One of these resources is the ability for students to learn using [Te Kura](#) whereby students may choose to take a subject that is not offered by the College. The College is open to supporting students who have a particular passion from [the courses that Te Kura offers](#).

In order to be considered for Distance Learning students must have demonstrated a high degree of self management, independence and be computer literate. Whilst students will be provided with a space to work and supervised, learning is supported online by subject specialists. It is important to note that students are not able to study with Te Kura if a subject is offered at the College and it simply does not fit within a student's desired timetable.

#### 4.5 QUALIFICATION FOR ENTRY TO UNIVERSITY/POLYTECHNIC (BACHELOR/DEGREE COURSES)

If you are contemplating going on to tertiary study when you leave school, remember that there are specific entry requirements from Polytechnics and Universities. To apply for a Bachelor (degree) course, all applicants must gain the University Entrance qualification. **Note: Students are often placed by their Level 2 results for Halls of Residence and some courses like Nursing and Teaching.**

##### **GUARANTEED ENTRY SCORE (University Only)**

The process for entering some courses at University also requires a (GES – Guaranteed Entry Score).

There are a number of points required between 150 – 180 which depends on the course and university.

Your top 80 credits are taken (no more than 24 per subject) and given a score depending on the level attained.

Excellence – 4 points per credit

Merit – 3 points per credit

Achieved - 2 points per credit

## SENIOR SUBJECT AVAILABILITY IN 2020

- Select 6 subjects (including your compulsory subjects).
- All courses offer at least 16-20 credits which will count towards Level 1, Level 2, or Level 3 NCEA. These credits will be attained through passing standards.
- Curriculum Leaders MUST sign approval into all courses. Once Curriculum Leaders approval is obtained, take a note of what you have selected, write your name on the form, then hand your form in.
- Students then log onto the Edge portal and enter selected subjects. Instructions have been emailed to your Roncalli email address.
- Complete this process by Wednesday 23 October 2019.

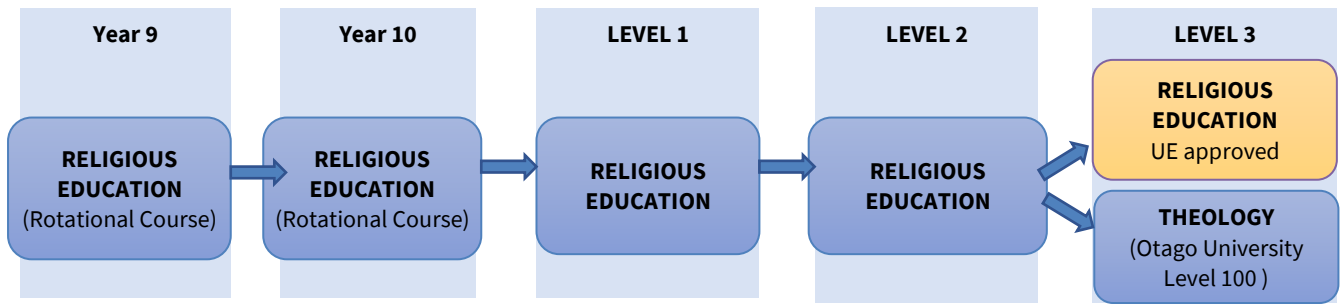
STUDENT NAME:

| Level 1<br>Compulsory   | Level 2<br>Compulsory  | Level 3<br>Compulsory  |
|---|--|--|
| <input type="checkbox"/> Religious Education  | <input type="checkbox"/> Religious Education   | <input type="checkbox"/> Religious Education<br><input type="checkbox"/> Theology  |
| <input type="checkbox"/> English<br><input type="checkbox"/> Literacy   | <input type="checkbox"/> English<br><input type="checkbox"/> Media<br><input type="checkbox"/> Literacy  |  |
| <input type="checkbox"/> Mathematics 101<br><input type="checkbox"/> Mathematics 102<br><input type="checkbox"/> Mathematics 103                      |  |  |
| Options   | Options  | Options  |
|   |  | <input type="checkbox"/> English *UE<br><input type="checkbox"/> Media *UE   |
| <input type="checkbox"/> Business   | <input type="checkbox"/> Economics<br><input type="checkbox"/> Young Enterprise Scheme   | <input type="checkbox"/> Economics *UE<br><input type="checkbox"/> Young Enterprise Scheme *UE                               |
| <input type="checkbox"/> Design Visual Communication  | <input type="checkbox"/> Design Visual Communication   | <input type="checkbox"/> Design Visual Communication *UE   |
| <input type="checkbox"/> Drama  | <input type="checkbox"/> Drama   | <input type="checkbox"/> Drama *UE   |
| <input type="checkbox"/> Engineering  | <input checked="" type="checkbox"/> Engineering (available 2021)   |  |
| <input type="checkbox"/> ESOL (International Students)  | <input type="checkbox"/> ESOL (International Students)   | <input type="checkbox"/> ESOL (International Students)   |
| <input type="checkbox"/> Food and Hospitality   | <input type="checkbox"/> Food and Hospitality  | <input type="checkbox"/> Food and Hospitality  |
|   | <input type="checkbox"/> Gateway (by application)  |  |
| <input type="checkbox"/> Geography  | <input type="checkbox"/> Geography   | <input type="checkbox"/> Geography *UE   |
| <input type="checkbox"/> History  | <input type="checkbox"/> History   | <input type="checkbox"/> History *UE   |
|   | <input type="checkbox"/> Mathematics 201 <b>HIGHLY</b><br><input type="checkbox"/> Mathematics 202 <b>RECOMMENDED</b>                          | <input type="checkbox"/> Mathematics with Calculus *UE<br><input type="checkbox"/> Mathematics with Statistics *UE           |
| <input type="checkbox"/> Music  | <input type="checkbox"/> Music   | <input type="checkbox"/> Music *UE   |
| <input type="checkbox"/> Outdoor Education  | <input type="checkbox"/> Outdoor Education   | <input type="checkbox"/> Outdoor Education   |
| <input type="checkbox"/> Physical Education 101<br><input type="checkbox"/> Physical Education 102  | <input type="checkbox"/> Physical Education 201<br><input type="checkbox"/> Physical Education 202   | <input type="checkbox"/> Physical Education 301 *UE<br><input type="checkbox"/> Physical Education 302                       |
| <input type="checkbox"/> Resistant Materials Technology   | <input type="checkbox"/> Resistant Materials Technology  | <input type="checkbox"/> Resistant Materials Technology *UE  |
| <input type="checkbox"/> Science 101<br><input type="checkbox"/> Science 102 <b>HIGHLY</b><br><input type="checkbox"/> Science 103 <b>RECOMMENDED</b> | <input type="checkbox"/> Biology<br><input type="checkbox"/> Chemistry<br><input type="checkbox"/> Physics<br><input type="checkbox"/> Science | <input type="checkbox"/> Biology *UE<br><input type="checkbox"/> Chemistry *UE<br><input type="checkbox"/> Physics *UE       |
| <input type="checkbox"/> Societies & Citizenship  | <input type="checkbox"/> Societies & Citizenship   | <input type="checkbox"/> Societies & Citizenship *UE   |
| <input type="checkbox"/> Spanish  | <input type="checkbox"/> Spanish   | <input checked="" type="checkbox"/> Spanish *UE (available 2021)   |
| <input type="checkbox"/> Visual Arts  | <input type="checkbox"/> Art Design<br><input type="checkbox"/> Painting<br><input type="checkbox"/> Photography                               | <input type="checkbox"/> Art Design *UE<br><input type="checkbox"/> Painting *UE<br><input type="checkbox"/> Photography *UE |

\*UE – to use the subject for University Entrance, students must achieve a minimum of 14 credits from one domain in their chosen subject.

**Please be aware that while every effort will be made to provide the subjects advertised subjects will only run if certain criteria are met.**

*Religious Education is an integral part of the life of students at Roncalli College.*



**RELIGIOUS EDUCATION – LEVEL 1**

**COURSE DESCRIPTION:**

Critical thinking, decision making, valuing, relating, use of language, symbols/text, self-management, participation and contribution, leadership. A Retreat day is part of this programme. Topics cover reverence for life, conscience/morality/values, the Spirit at work in our world, Reformation and beyond, Ecumenism and Catholic identity, understanding the Gospel story. You will broaden your understanding of Catholic traditions, biblical studies, liturgy, philosophical ethics and social justice.

**COURSE PREREQUISITES:**

This is a compulsory course. This course builds on the Religious Education taught in Years 9 and 10. It will help students to continue to internalise and use the ideas, values and skills from these programmes and to continue on their growth and spiritual awareness.

**RELIGIOUS EDUCATION – LEVEL 2**

**COURSE DESCRIPTION:**

Skills include critical thinking, decision making, valuing, relating, use of language, symbols and text, self-management, participation and contribution, leadership. A Social Justice retreat is part of this integrated programme. Topics include a selection from justice and peace, religions of the world, the modern age, architecture and music, commitment and ministry, Christian morality and moral development, biblical studies, Christian art, and loss, death, grief and dying.

**COURSE PREREQUISITES:**

This compulsory course builds on the Religious Education taught in Years 9, 10 and 11. It will help students to continue to internalise and use the ideas, values and skills from these programmes and to continue on their growth and spiritual awareness.

**RELIGIOUS EDUCATION – LEVEL 3**

**COURSE DESCRIPTION:**

Retreat and Leadership days are part of this programme. A selection from the following: biblical studies, new religious movements, making meaning in today’s world-philosophy, ethics and ethical issues. Skills include critical thinking, decision making, valuing, relating, use of language, symbols and text, self-management, participation and contribution, leadership.

**COURSE PREREQUISITES:**

This is a compulsory course. Preparation for life. Success may lead to the study of Theology, Philosophy, Ethics and other Humanities at a Tertiary Institute.

**COURSE COST:** \$50 (3 day Retreat at Raincliff)

**THEOLOGY – LEVEL 4**

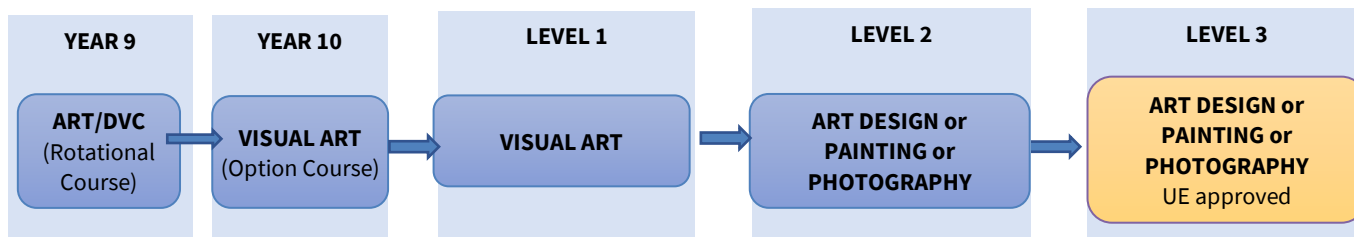
**COURSE DESCRIPTION:**

This subject is intended for academically able and interested students who have achieved high academic success at Level 2. Furthermore, account will be taken of the number of Merit and Excellence credits achieved. Students need to satisfy literacy and numeracy requirements as this is an Otago University Distance Learning course. This is a single University-semester course and does not count towards NCEA.

**COURSE PREREQUISITES:**

Students taking this course will need to be an independent, self-directed learner with a high level of literacy skills and interested in the history of Christianity or ethics (depending on the year the paper is offered).

**COURSE COST:** \$50 (3 day Retreat at Raincliff)



**VISUAL ARTS – LEVEL 1**

**COURSE DESCRIPTION:**

Emphasis is placed on observational drawing skills, development of ideas, technical skills, decision making and planning art work. Students also apply theoretical and historical knowledge of practical art to their own work. The course offers students a full art programme with both internal and external credits. This programme should be considered if students are intending on taking Visual Art to Level 3 and beyond. Independent, resourceful and creative learners achieve best in this subject.

**COURSE PREREQUISITES:**

Students achieve best in art when they have a practical background in learning art and have an interest in art. Independent, resourceful and creative learners achieve best in this course.

**COURSE COST:** \$20 take home component

**ART DESIGN / PAINTING / PHOTOGRAPHY – LEVEL 2**

**COURSE DESCRIPTION:**

Art Design / Painting / Photography offers students a full course including external credits and is the prerequisite for a Level 3 Visual Arts course. Emphasis will be placed on observational skills, technical skills, and development of ideas, decision making and planning art work. Students also apply theoretical and historical knowledge of practical art to their own work.

**COURSE PREREQUISITES:**

Students achieve best in art when they have a practical background and interest in art. Independent, resourceful and creative learners achieve best in this course. This course focuses on the practical areas of Design/Painting/Photography. This course presents making and appraising experiences through a diverse range of two-dimensional art and design approaches with emphasis on diversification and experimentation. Only one Art course at Level 2 is permitted.

**COURSE COST:** \$60 take home component

**ART DESIGN / PAINTING / PHOTOGRAPHY – LEVEL 3**

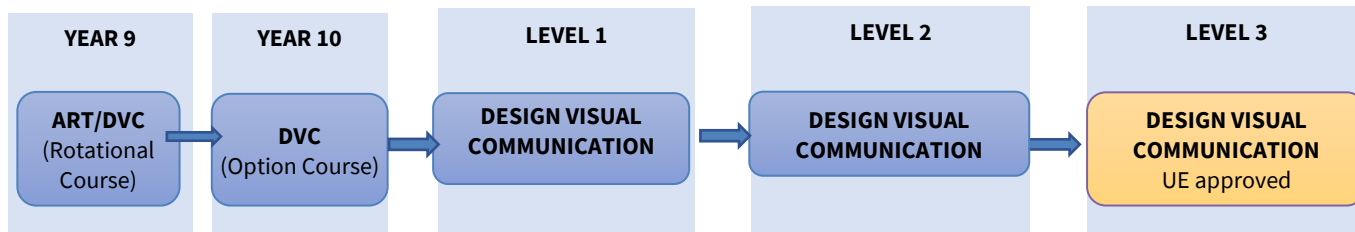
**COURSE DESCRIPTION:**

Emphasis will be placed on observational skills, technical skills and development of ideas, decision making and planning art work. Students also apply theoretical and historical knowledge of practical art to their own work. There is a considerable part of this course that requires the student to develop an independent and consistent approach to the work and therefore the student will be required to work at a high level to achieve the best possible result.

**COURSE PREREQUISITES:**

Students achieve best in a Visual Arts medium when they have a practical background in learning art and have an interest. Independent, resourceful and creative learners achieve best in this course. Due to the requirements of all Visual Arts courses, students are only able to select one Visual Arts course – Design, or Painting, or Photography. This course is recommended for students who have had significant success obtaining all standards at Level 2.

**COURSE COST:** \$80.00 take home component



**DESIGN VISUAL COMMUNICATION – LEVEL 1**

**COURSE DESCRIPTION:**

Common core of Graphics, Spatial/Environmental, Product/Technological design, and Media design. The design brief approach is used to allow students to develop a solution based on their own individual skills, interests and knowledge. Students will learn the principles/elements of design and apply a design process to solve product, system, and environmental problems, learn about other designers, consider society’s needs and environmental concerns to become more aware of aesthetics and values.

**COURSE PREREQUISITES:**

Students will have successfully completed Year 10 DVC and enjoy working with a creative flair. This course focuses on where visual literacy and creative thinking is developed, using visual and written communication techniques. Good organisational skills and self-motivation are needed and developed through the on-going thinking through practical processes. It would suit students who wish to build the skills and knowledge necessary for developing design ideas.

## DESIGN VISUAL COMMUNICATION – LEVEL 2

**COURSE DESCRIPTION:**

The level two course is structured to enable students to extend their understanding and skills in designing to special requirements and graphical communication from research, conceptual ideas, development, evaluation and presentation. There are two main design briefs covered; Product and Spatial.

**COURSE PREREQUISITES:**

Students need to have a sound understanding in DVC at Level 1. Good organisational skills and self-motivation are needed and developed through on-going thinking and drawing through practical processes. These course options follow a similar format to the NCEA Level 1 DVC prescription with four common sections studied.

## DESIGN VISUAL COMMUNICATION – LEVEL 3

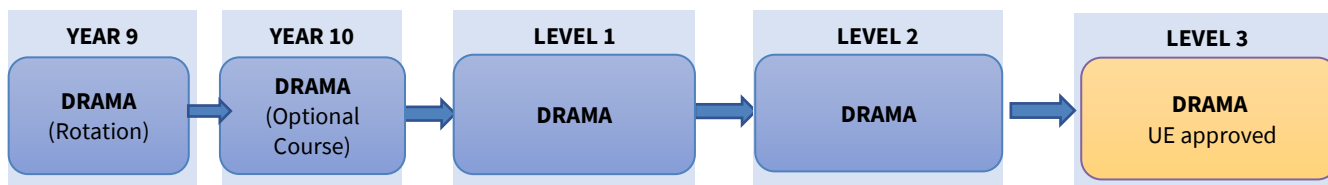
**COURSE DESCRIPTION:**

The course is structured to enable students to extend their understanding and skills through resolving the designs for specific needs and graphical communication from research, conceptual ideas, development, evaluation and presentation. There are two streams of assessment for this course. DVC301 consists of both internal & external standards. DVC302 offers a reduced selection of standards and recommended for students who have struggled with the volume of work and complexity of skills at Level 2.

**COURSE PREREQUISITES:**

Students are required to have a sound understanding of Graphics at Level 2. Good organisational skills and self-motivation are needed. Students will learn how to communicate ideas and present information to a real client. It is intended for students who would like to pursue a career in Graphics at Tertiary level or the workforce. This course follows a similar format to the NCEA Level 2 DVC prescription with four common sections studied.

## DRAMA – CURRICULUM LEADER: MS NIKKI HALL



## DRAMA – LEVEL 1

**COURSE DESCRIPTION:**

Developing a practical understanding of the many facets of performance and becoming increasingly aware of the tools you have as an actor are a focal point of this course. Students will use reflections from live performances to inform their performance decisions. This is a great course to develop confidence and communication skills, as well as learning how to effectively and positively work with and relate to others.

**COURSE PREREQUISITES:**

Students need to be risk-takers, committed to work both inside and outside the classroom, focused, responsible and self-motivated.

**COURSE CONTRIBUTION:** \$20 - viewing live performances is compulsory for the external, and is beneficial for each student's own performance development.

Generally, we travel to one or two shows in Christchurch throughout the year which cost approximately \$45 per student/ show. Where possible, we make the most of travelling theatre companies, so the cost is lower. This varies from year to year.

## DRAMA – LEVEL 2

**COURSE DESCRIPTION:**

Developing a toolbox of skills to use as an actor, creator and artist, as well as building an understanding of reflective practice will underpin this course. Students will become increasingly aware of the many aspects that need to be considered in performance. This is a great course to develop confidence and communication skills, as well as learning how to effectively and positively work with and relate to others.

**COURSE PREREQUISITES:**

It is recommended students have completed Level 1 Drama. Students need to be risk-takers, committed to work both inside and outside the classroom, focused, responsible and self-motivated.

**COURSE CONTRIBUTION:** \$20 - viewing live performances is compulsory for the external, and is beneficial for each student's own performance development.

Generally, we travel to one or two shows in Christchurch throughout the year which cost approximately \$45 per student/ show. Where possible, we make the most of travelling theatre companies, so the cost is lower. This varies from year to year.

## DRAMA – LEVEL 3

### COURSE DESCRIPTION:

This course is adaptable to each student's individual skills and passions. A developing understanding of drama theory will allow students to forge connections between their knowledge and practice, developing their performance and directing/playwriting. There will be a continued focus on self-reflection and live performance analysis.

### COURSE PREREQUISITES:

Students need to have done Level 2 Drama, be risk-takers, committed to work both inside and outside the classroom, focused, responsible and self-motivated.

**COURSE CONTRIBUTION:** \$20 - viewing live performances is compulsory for the external, and is beneficial for each student's own performance development.

Generally, we travel to one or two shows in Christchurch throughout the year which cost approximately \$45 per student/ show. Where possible, we make the most of travelling theatre companies, so the cost is lower. This varies from year to year.

## MUSIC – CURRICULUM LEADER: MS NIKKI HALL



## MUSIC – LEVEL 1

### COURSE DESCRIPTION:

Performing, composing, listening to and notating music, working with others and also independently Standards consist of solo and group performances, two compositions, aural transcription, reading and interpreting written music. There are workshop opportunities and visits to concerts.

### COURSE PREREQUISITES:

Those students who have learned a musical instrument (voice is an instrument) for approximately two years who enjoy listening to and making music.

**COURSE CONTRIBUTION:** \$20 towards digital tools that the students use.

## MUSIC – LEVEL 2

### COURSE DESCRIPTION:

The structure of Level 2 Music is flexible so that individual student's strengths and needs are met. The course comprises solo and group performance, two compositions, instrumentation and research, working with others, working independently, reading and writing music notation.

### COURSE PREREQUISITES:

This course is designed for students who have already learned a musical instrument for at least three years (voice is an instrument), enjoy composing their own music and would like to study pieces of music, enjoy listening to and making music.

**COURSE CONTRIBUTION:** \$20 towards digital tools that the students use.

## MUSIC – LEVEL 3

### COURSE DESCRIPTION:

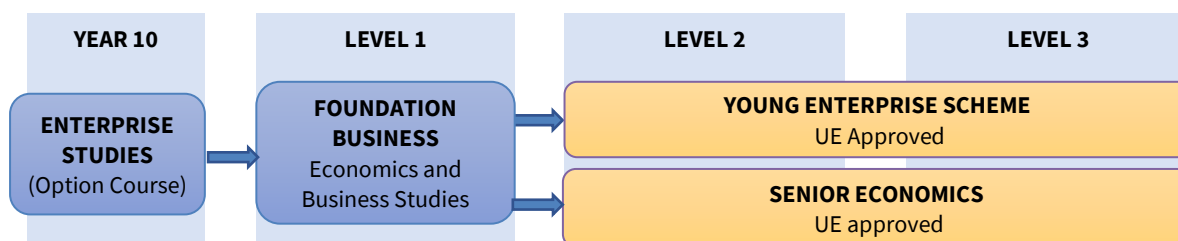
Solo and group performance, composition, arrangement and research, working independently and with others. The course is flexible to meet individual student needs and strengths.

### COURSE PREREQUISITES:

Have learned a musical instrument for approximately four years, enjoy listening to music, interested in studying music works or history, wish to compose own music, research a music topic or arrange an existing piece of music for other instruments.

**COURSE CONTRIBUTION:** \$20 towards digital tools that the students use.

## COMMERCE – CURRICULUM LEADER: MICHEAL JOHNSTON



## FOUNDATION BUSINESS – LEVEL 1

### COURSE DESCRIPTION:

Business activity affects the daily lives of all people, as they work, spend, save, invest, travel, and play. In this course, students will learn how a small business operates, how financial decisions are made and the importance of human resources. Students will develop skills for working with people and for effective decision-making. This course includes a combination of both Economics and Business Studies, where students will learn about the NZ economy and their role in it as a consumer.

### COURSE PREREQUISITES:

You need **ENERGY** and **DRIVE** to succeed in this class. A desire to understand the business world and how you can prepare to participate in it, are important reasons to opt for this subject. Students should also have a positive attitude towards learning and a commitment to succeeding at the highest level they are capable of.

**COURSE CONTRIBUTION:** \$10 (E-Textbook )

## SENIOR ECONOMICS – LEVEL 2 AND 3

### COURSE DESCRIPTION:

Economics is a science which studies human behaviour as a relationship between desires and scarce means which have alternative uses. Students will study how societies use scarce resources to produce valuable commodities and distribute them among different groups in society. You will analyse economic issues and investigate New Zealand economic policies. The course will enable you to gain subject endorsement in Economics. This course is for both L2 and L3 students.

### COURSE PREREQUISITES:

Foundation Business courses MUST have been undertaken. Students must have a commitment to doing the best they can so that they can succeed at the highest level for them. Students must also be willing to participate fully in all aspects of the course if they are to get the most out of it. This course is for students who are considering undertaking a Commerce degree at university.

**COURSE CONTRIBUTION:** \$45.00 (\$35 Workbook and \$10 E-Textbook )

## YOUNG ENTERPRISE SCHEME - LEVEL 2 AND 3

### COURSE DESCRIPTION:

The Young Enterprise scheme is an experiential programme where students set up and run a **REAL** business. This course offers a mixture of assessment opportunities, negotiated with the group, depending on needs. Students will work with others to form a company, create real products or services, develop real budgets, implement real marketing plans, and possibly earn real money. The success of their company will rest on their business skills, which will develop throughout the year.

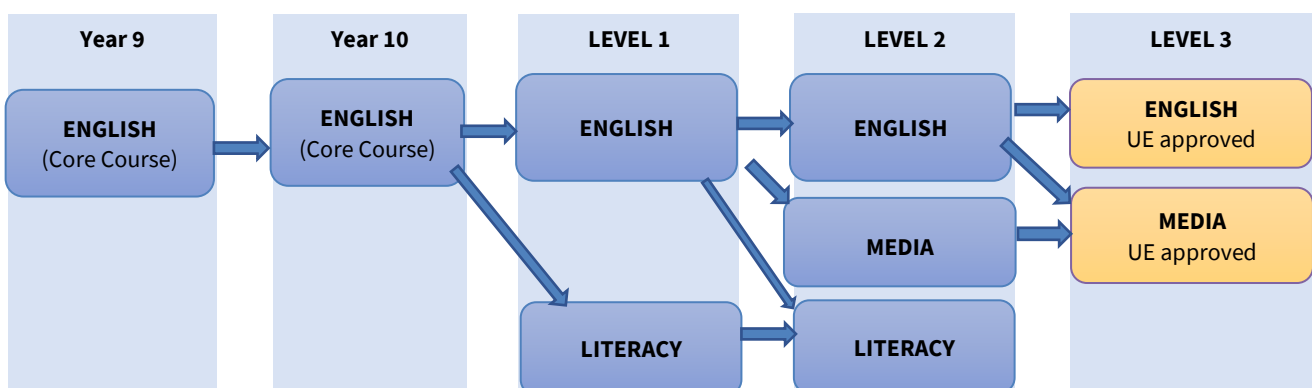
### COURSE PREREQUISITES:

You must have **ENERGY** and **DRIVE** to be part of YES. You must be self-managing, able to take initiative and to work well in a group, as well as independently at times. Students need to have good time and resource management and a can-do attitude. To be successful, having an entrepreneurial (risk-taking) attitude is a must!

**COURSE CONTRIBUTION:** \$35.00 (Young Enterprise Registration)

## ENGLISH – CURRICULUM LEADER: CONNAIRE ROUGHAN

*In English students study, use, and enjoy language and literature, communicated orally, visually and in writing through Reading, Writing, Listening, Speaking, Viewing and Presenting*



## ENGLISH – LEVEL 1

### COURSE DESCRIPTION:

Level 1 English builds on the skills learnt in the junior school - *Reading, Writing, Listening, Speaking, Viewing and Presenting*. The curriculum is split into Visual text, Written text and Oral text and so students study a film, poetry or novel, and learn to write both formally and creatively. To achieve, students need to be focused, think for themselves, work independently and take responsibility for their own learning and be prepared to constantly revise work based on the teacher feedback given.

### COURSE PREREQUISITES:

This is a compulsory course for students completing Level 1 and are not taking Level 1 Literacy.

## ENGLISH – LEVEL 2

### **COURSE DESCRIPTION:**

Level 2 English builds on the skills learnt in Level 1. Students will study written texts, write both formally and creatively, and analyse connections between different types of texts such as films, short stories, song lyrics, biographies, and articles. Achieving in English at Level 2 provides the foundations needed for further study in the Humanities and the recognised University Entrance literacy skills.

### **COURSE PREREQUISITES:**

To gain entrance into Level 2 English, you must have gained 14 credits in Level 1 English. To achieve at Level 2 English students need to be focused, think for themselves, work independently and take responsibility for their own learning and be prepared to constantly revise work based on the teacher feedback given. Students wanting to take Level 3 English must attempt both and achieve at least 1 External Level 2 English Standard.

## ENGLISH – LEVEL 3

### **COURSE DESCRIPTION:**

A firm and confident command of written and spoken English is an increasingly rare commodity and is in high demand by employers and tertiary providers alike. Level 3 English builds on the skills you learnt at Level 2 and provides the foundation for the communication skills valued by the world beyond school. You will study written, visual, and oral texts in order to write both formally and visually and give a presentation to gain both internal and external credits.

### **COURSE PREREQUISITES:**

To gain entrance to Level 3 English, students you must have gained at least 14 Level 2 English credits. You must have attempted both Level 2 externals and have achieved at least one of them. To achieve in Level 3 English you must be prepared to work hard, think critically, work independently and maintain your focus for the whole year. This course is aimed at Level 3 students who wish to finely tune their thinking, reading and writing skills.

## LITERACY – LEVEL 1

### **COURSE DESCRIPTION:**

This subject builds on students' current skills. An emphasis is placed on the development of study and work skills, literacy and life skills. Topics of study include: practical literacy, goal setting, time management, assertiveness, communication and study skills, work readiness skills and life skills. Literacy also attempts to provide students with vocational knowledge and skills that will enable them to participate successfully in the workforce.

### **COURSE PREREQUISITES:**

Literacy aims to provide students with a practical programme of study specifically designed to meet their individual needs. This course enables students to meet the Literacy requirements for NCEA Level 1. Students who take this course may take Literacy at Level 2. Students who enjoy learning at their own pace, are motivated and keen to learn, experience success in this subject.

## LITERACY – LEVEL 2

### **COURSE DESCRIPTION:**

Level 2 English Literacy places emphasis on the development of literacy, study and work skills. It is designed for students who have taken an alternative English Literacy programme at Level 1. Students have the opportunity to work at a less pressured pace. Students who complete this course will gain transferable skills which will enable them to participate more easily in the workforce. An emphasis is on preparing students to use functional literacy skills in everyday life.

### **COURSE PREREQUISITES:**

This is a practically based communications course integrating reading, writing and speaking. Achieving in this course enables students to meet the Literacy requirements for University Entrance. This gives students an alternative pathway to attain further literacy skills and knowledge in order to fulfil on-going course requirements for study at a tertiary level. Students who enjoy learning at their own pace, are motivated and keen to learn experience success in this subject.

## MEDIA STUDIES – LEVEL 2

### **COURSE DESCRIPTION:**

Media Studies is a course that is based on what is happening now. We will look at a wide range of media, including films, podcasts, albums and the music industry. In this subject, your task is to think critically about different aspects of the media and how they impact society. Level 2 Media Studies will give you the foundations students need for further study in the Humanities and provide a pathway towards the approved University Entrance Media course at Level 3.

### **COURSE PREREQUISITES:**

**Students intending studying English at Level 3 should study the Level 2 English course.** Media Studies is designed for Level 2 students with an interest in visual texts and provides University Entrance Literacy Writing skills. To achieve at Level 2 Media Studies students will need to be focused, think for themselves, work independently taking responsibility for their own learning and be prepared to constantly revise work based on the teacher feedback.

## MEDIA STUDIES – LEVEL 3

### **COURSE DESCRIPTION:**

Level 3 Media builds on the skills you learnt in Level 2 Media Studies, with a special emphasis on media production. This course combines theoretical study with practical application.

### **COURSE PREREQUISITES:**

To gain entrance into Level 3 Media Studies, you must have achieved 14 credits in Level 2 in either English or Media Studies. Media contains a lot of independent, self-directed work. You are responsible for your learning and you will need to keep on top of all coursework.



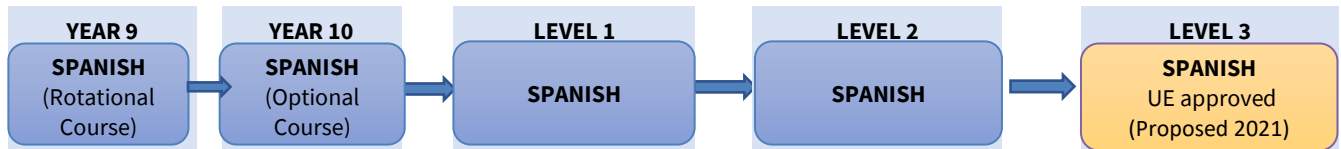
**COURSE DESCRIPTION:**

English listening, reading, writing and speaking skills. Grammar and vocabulary are studied in context of the chosen topics for the units of work. Topics are chosen to suit academic needs and interests of students. This may include units from higher or lower levels depending on ability. Assessments are accumulative and portfolios of work are collected during the year. Students can work towards an IELTS score, Speech New Zealand examinations or receive support in mainstream subjects.

**COURSE PREREQUISITES:**

This course is suitable for International Fee Paying Students and Migrant Students. The more fluent you are in English (reading, writing, speaking, listening) the better. However, there is an intensive programme for absolute beginners in English. You need to have an interest in improving your English speaking, reading, writing and listening skills, part of which is grammar and vocabulary in context.

**LEARNING LANGUAGES – TEACHER IN CHARGE: MR REUBEN FLETCHER**



SPANISH – LEVEL 1

**COURSE DESCRIPTION:**

Level 1 Spanish builds on the skills and content developed in Yr 10 Spanish. Curriculum strands involve *reading, writing, speaking, listening, presenting, and viewing*. The overall focus of the course is to refine and advance the communication skills developed in Yr 10 through these strands, and to integrate them authentically to achieve convincing communication in Spanish in a variety of meaningful contexts. Developing student confidence in using Spanish independently is also a primary focus.

**COURSE PREREQUISITES:**

Students must have completed **both** semesters of Year 10 Spanish. They also need to be comfortable attempting to use language, making mistakes, managing their learning needs outside of the classroom, and supporting classmates to do the same.

**COURSE COST:** \$20 - Language Perfect Digital Programme

SPANISH – LEVEL 2

**COURSE DESCRIPTION:**

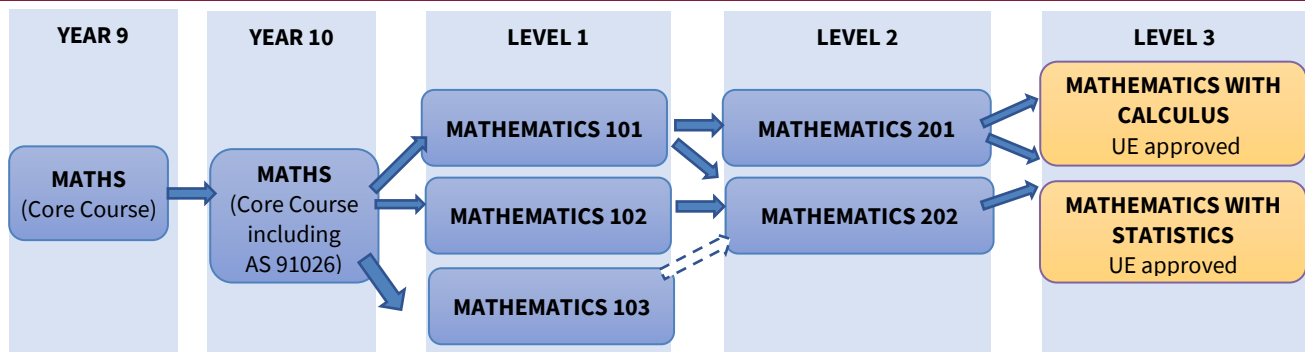
Level 2 Spanish continues to build on the skills developed in previous years. The main curriculum strands involve *reading, writing, speaking, listening, presenting, and viewing*. The overall focus of the course is to refine and advance the communication skills and to integrate them authentically to achieve convincing communication in Spanish in a variety of meaningful contexts. Extending student confidence in using Spanish independently is also a primary focus.

**COURSE PREREQUISITES:**

Level 1 Spanish.

**COURSE COST:** \$20 - Language Perfect Digital Programme

**MATHEMATICS – CURRICULUM LEADER: MRS GEORGIA MCEWEN**



MATHEMATICS 101 – LEVEL 1

**COURSE DESCRIPTION:**

Students who enter this course will have a sound knowledge of basic mathematical skills and concepts, be critical thinkers, have strong numerical skills and enjoy the ongoing challenge of mathematics and possess an aptitude for this subject. This is an academic course that allows varied options for further studies in Levels 2 and 3 (and tertiary studies). This is designed for students who are self-managers and motivated to develop their skills in all areas of Mathematics, especially Algebra.

**COURSE PREREQUISITES:**

Students will need to have gained Level 5 in most Year 10 assessments, with at least Level 5 Proficient in the Year 10 Algebra units and Merit/Excellence in AS91026 (Numeric Reasoning). Curriculum Leader discretion otherwise.

**COURSE CONTRIBUTION:** \$14 (Workbook), \$15.50 (D&D Revision Workbooks)

## MATHEMATICS 102 – LEVEL 1

### **COURSE DESCRIPTION:**

The content of the course is based around five internals and one external paper. The five internals are: Linear Algebra, Trigonometry, Measurement, Bivariate Data & Transformation Geometry; the external is Chance and Data. The students will have completed one Internal paper in Year 10 - Numeric Reasoning.

### **COURSE PREREQUISITES:**

Students who enter this course have ability in Maths, but lack extended thinking especially in respect to Algebra. They must have passed AS91026 in Year 10 with at least Achieved and have shown they can work at Level 5 of the curriculum.

**COURSE CONTRIBUTION:** \$6.50 (Workbook), \$5.50 (D&D Revision Workbook)

## MATHEMATICS 103 – LEVEL 1

### **COURSE DESCRIPTION:**

The content of the course is based around five internal standards: Linear Algebra, Trigonometry, Measurement, Bivariate Data and Number. There is an optional paper of Transformation Geometry available should it be required. The students will have attempted the Number paper in Year 10.

### **COURSE PRE-REQUISITES:**

Students who enter this course have will have not achieved AS 91026 in Year 10 or are recommended by their teacher to be in this course.

## MATHEMATICS 201 – LEVEL 2

### **COURSE DESCRIPTION:**

Students who enter this course will have a sound knowledge of basic mathematical skills and concepts, be critical thinkers, have strong numerical skills and enjoy the ongoing challenge of mathematics. This is an academic course that allows varied options for further studies in Calculus and/or Statistics (and tertiary studies). This course is designed for students who are self-managing and motivated to develop their skills in all areas of Mathematics, especially Algebra.

### **COURSE PREREQUISITES:**

Students will need to have gained a minimum of 16 credits in Level 1 Mathematics and at least a Merit grade in AS 91027 (Algebra), and an Achieved grade or better in AS 91028 (Tables, equations & graphs). Curriculum Leader discretion may be applied.

**COURSE CONTRIBUTION:** \$14 workbook, \$15 D&D Revision Workbooks

## MATHEMATICS 202 – LEVEL 2

### **COURSE DESCRIPTION:**

This course is designed for students who require Level 2 Mathematics credits for entry into tertiary study, and may wish to study Level 3 Statistics. The bulk of the course (13 credits) is internally assessed, with one 4 credit external. The course covers networks, trigonometry, co-ordinate geometry, sequences and series, statistics, and probability.

### **COURSE PREREQUISITES:**

Students will need to have gained a minimum of 14 credits in Level 1 Mathematics. Curriculum Leader discretion may be applied.

**COURSE CONTRIBUTION:** \$34.00 workbook, \$5 D&D Revision Workbook

## MATHEMATICS WITH CALCULUS – LEVEL 3

### **COURSE DESCRIPTION:**

This course is intended for students who wish to study Mathematics at a tertiary level or for students who require Calculus as a prerequisite for entry into particular Level 4 courses of study. This will include students who are seeking to become advanced technical specialists in a field of their choice, such as Engineering, Architecture, Economics. This course offers enough credits to gain University Entrance in Calculus.

### **COURSE PREREQUISITES:**

A minimum of 16 credits in Level 2 Mathematics Achievement Standards with at least a Merit grade in Algebra and at least an Achieved grade in Calculus and Graphing. Curriculum Leader discretion otherwise.

**COURSE CONTRIBUTION:** \$20 (Workbook), \$15 (D&D Revision Workbook)

## MATHEMATICS WITH STATISTICS – LEVEL 3

### **COURSE DESCRIPTION:**

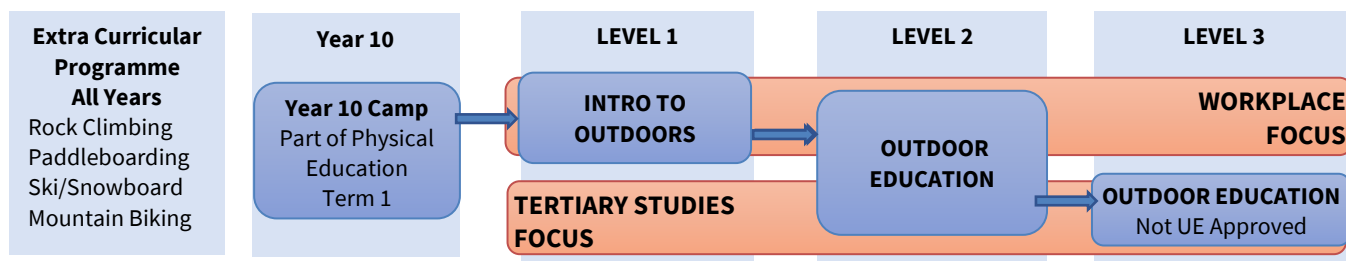
This course is intended for students who intend to study Mathematics/Statistics at a tertiary level or for students who require Statistics as a prerequisite for entry into particular Level 4 courses of study such as Psychology, Social Sciences and Economics. This course offers enough credits to gain University Entrance in Mathematics.

### **COURSE PREREQUISITES:**

Students require a minimum of 14 credits in Level 2 Mathematics Achievement Standards with at least an Achieved grade in each of the Statistics and Probability Standards. Curriculum Leader discretion otherwise.

**COURSE CONTRIBUTION:** \$23 (Workbooks), \$10 (D&D Revision Workbook)

**OUTDOOR EDUCATION – TEACHER IN CHARGE: MR GUY SUTHERLAND**



**OUTDOOR EDUCATION – LEVEL 1**

**COURSE DESCRIPTION:**

OED involves working in groups & individually, planning for & participating in a range of outdoor experiences, reflecting on your experiences whilst gaining key skills such as: confidence in yourself, going outside your comfort zone, learning strategies to cope in challenging situations, communication skills. You will be assessed on demonstrating practical skills & knowledge in Mountain biking & bike maintenance 3 days, Tramping 5 days, Rock Climbing/Abseiling 3 day trips, Snow Caving 2 days.

**COURSE PREREQUISITES:**

Students who have a keen interest in the outdoors. A solid level of physical ability and fitness is needed. Those who enjoy working in a practical environment. Students will complete practical components for each unit of work and they will also be required to complete a digital workbook. Assessment activities are dependent on students participating in the planning of and attending scheduled activities.

**COURSE COST:** \$150 Mountain biking, \$100 Tramp, \$80 Snow Caving, \$20 Rock Climbing

**OUTDOOR EDUCATION – LEVEL 2**

**COURSE DESCRIPTION:**

At L2 the main focus is on more independent group planning of, participating in, and reflecting on trips. Aim is on improving individual outdoor skills, risk assessment/safety, communicating effectively with others, self-management and organisational skills. Assessment activities are dependent on students participating in the planning of & attending activities: First Aid 2 days T1, Paddleboarding 3 days T1, Tramping/Navigation 5 days, T3, Skiing/Snowboarding 5 days T3, opt, Kayaking 4 days T4, opt.

**COURSE PREREQUISITES:**

While there are no specific prerequisites for this course, a keen interest in the outdoors is essential as well as a reasonable level of physical ability and fitness. Taking Level 1 Outdoor Education while not essential, is desirable.

**COURSE COST:** \$150 Tramp, \$260 Kayak, \$420 Ski Trip

**OUTDOOR EDUCATION – LEVEL 3**

**COURSE DESCRIPTION:**

This course is designed to further students confidence and ability to independently plan and prepare for, lead and participate in, reflect on, and enjoy the outdoors safely. Students create their own personal learning plan at the start of the year based on what activities they would like to be involved in each Term. Students will be assessed in the following activities Year 10 Camp 5 days, Tramping 5 days opt, Skiing/snowboarding 5 days opt, Primary School Rock Climbing Leadership 2 x ½ days

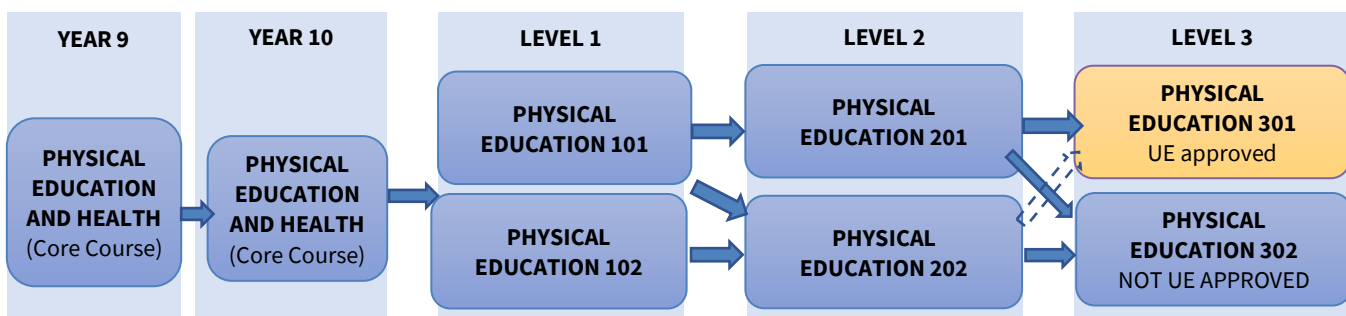
There is also an optional opportunity to participate in a Kayaking Trip in Term 4 (4 days) should the students show commitment and motivation in this course.

**COURSE PREREQUISITES:**

Students should have taken Outdoor Education at Level 1 or Level 2 to do this course. If not some experience in outdoor based activities is required. Assessment activities are dependent on students participating in the planning of and attending scheduled activities.

**COURSE COST:** \$270 Camp, \$150 Tramp, \$420 Ski Trip, plus optional Kayak trip \$260 approx.

**PHYSICAL EDUCATION – CURRICULUM LEADER: MR BRYCE CAIRD**



## PHYSICAL EDUCATION 101 – LEVEL 1

### **COURSE DESCRIPTION:**

Level 1 PE is about developing knowledge and understanding of movement. This course is practical based and involves taking part in a range of activities and examining factors that influence a person's participation. Students complete Achievement Standards around skills analysis, demonstrating practical skills, reflecting on influences on participation, and examining training principles and techniques.

### **COURSE PREREQUISITES:**

For students who have an interest in sport, fitness and health, or wish to pursue a career in these areas. Students will need to have a positive attitude towards practical activities and will need to be able to complete a range of academic assignments.

## PHYSICAL EDUCATION 102 – LEVEL 1

### **COURSE DESCRIPTION:**

Students will develop skills in self management to enable them to overcome barriers and maximise participation in a range physical activity contexts. They will develop social skills in a team based setting, and identify ways to improve personal well being. This is an alternative course to Physical Education 101, offering more practical based Achievement Standards. This course involves understanding the factors that influence participation and taking action to improve these.

### **COURSE PREREQUISITES:**

Level 1 students who have an interest in being physically active and developing a range of practical and social skills. This course requires students to be fully involved in a practical sense as a large degree of this course is practical and to reflect on their participation in order to complete assessment requirements. This course will give students the opportunity to continue with Level 2 Physical Education 202 and can lead to either further study or employment in the sport & fitness industry.

## PHYSICAL EDUCATION 201 – LEVEL 2

### **COURSE DESCRIPTION:**

This course builds on material covered in the PE Level 1 course. Level 2 Physical Education students continue to develop their knowledge and understanding of movement concepts through the application of bio-physical principles and socio-cultural factors. The course covers anatomy, physiology, leadership and fitness training assessments. There is a compulsory leadership trip that covers the course content of two Achievement Standards.

### **COURSE PREREQUISITES:**

This is an academic course for students who have an interest in physical activity, sport, health and the movement culture, or who wish to work in the Sport, Fitness or Leisure industry. To participate in this course students must have successfully completed AS 90963 in Level 1 Physical Education, or have gained Curriculum Leader approval.

**COURSE CONTRIBUTION:** \$21 Workbook, \$190 (Risk Management overnight trip to Christchurch)

## PHYSICAL EDUCATION 202 – LEVEL 2

### **COURSE DESCRIPTION:**

Students will participate in a range of practical contexts and gain credits in training principles, personal and social responsibility, nutrition and exercise technique. As part of assessment work students will plan, implement and evaluate training programmes, run lunchtime sport competitions, and examine personal activity experiences.

### **COURSE PREREQUISITES:**

You will need to have good communication skills, a good practical level of fitness and bring energy and enthusiasm to this course as well as an interest in fitness and health. This course has been designed for students who have successfully completed Level 1 Physical Education 102 and would like to work in the sport or fitness industry, or who have a strong interest in sport and fitness.

## PHYSICAL EDUCATION 301 – LEVEL 3

### **COURSE DESCRIPTION:**

Level 3 Physical Education students will, through participation in a range of activities, critically examine the movement culture and it's place in our society. Students will examine their own personal sport and physical activity experiences, participate in a skill based training programme, analyse the performance of a practical skill and look at an issue affecting sport in New Zealand.

### **COURSE PREREQUISITES:**

Students are strongly advised to have completed Level 2 Physical Education. Curriculum Leader approval is required for those students who have not previously taken Level 2 Physical Education.

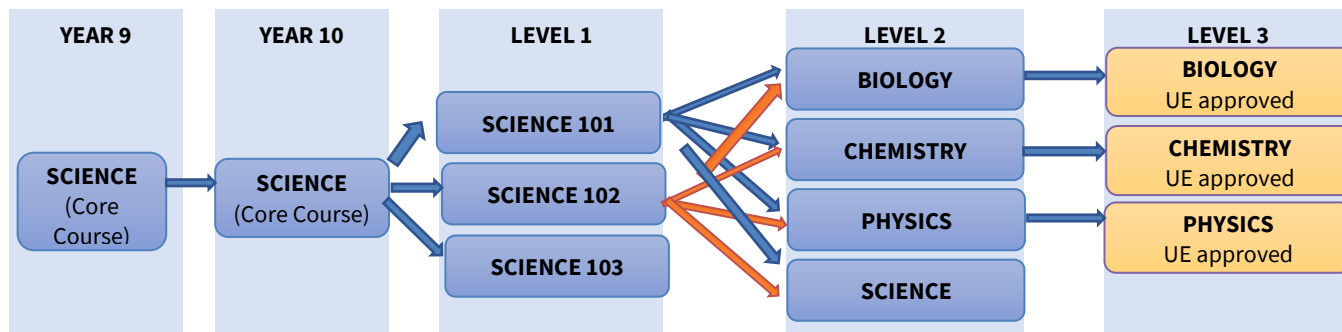
## PHYSICAL EDUCATION 302 – LEVEL 3

### **COURSE DESCRIPTION:**

This course offers practical based Unit Standards on exercise and coaching based activities. Students will take part in a range of fitness and sport activities to demonstrate competency in exercise techniques and coaching related skills. This course would suit students who have an interest in sport and fitness.

### **COURSE PREREQUISITES:**

You will need to be able to commit to a physical training programme and be prepared to communicate to a wide range of people. Students who are self motivated and have an interest in physical fitness and sport would benefit from this course. No prior Physical Education standards are required.



**SCIENCE 101 – LEVEL 1**

**COURSE DESCRIPTION:**

Interested in Science? This course covers topic from Biology, Chemistry, Physics, and Earth Science. It is for the student who wants to study science further in years 12 and/or 13. You will learn skills such as hypothesising, planning, data gathering, graphing, interpreting, research and writing skills, mathematics skills, balancing chemical equations, problem solving skills.

**COURSE PREREQUISITES:**

Students will need to have had a successful Year 10 as we stream the students for year eleven based on their year ten grades.

**COURSE CONTRIBUTION:** \$25.00 (Workbook)

**SCIENCE 102 – LEVEL 1**

**COURSE DESCRIPTION:**

Science is the basis for much of our life, but we don't all want to become serious scientists. This course is ideal for those of you who want to continue to know and understand how and why things work the way they do, but without the pressure of multiple exams. We look at mechanics, how viruses and bacteria affect us, different chemical reactions, and we will 'travel into space'.

**COURSE PREREQUISITES:**

Students will need to have had a successful Year 10 as we stream the students for year eleven based on their year ten grades.

**COURSE CONTRIBUTION:** \$25.00 (Workbook)

**SCIENCE 103 – LEVEL 1**

**COURSE DESCRIPTION:**

Skills include Experimental skills, forming hypotheses, planning, data collection, graphing, analysis etc. Topics include Heat, chemical investigations, animal and plant systems and processes, and topical science.

**COURSE PREREQUISITES:**

Intended for students who find externally assessed NCEA achievement standards difficult and who prefer a totally internally assessed course in bite sized pieces. A positive attitude and willingness to learn and apply yourself are very important entry requirements.

**SCIENCE – LEVEL 2**

**COURSE DESCRIPTION:**

This course is for students who would like to further their study of general science or students who would like to gain general science knowledge without having to take all three sciences. Skills include practical work, research, investigations, microscope skills, and graphing.

**COURSE PREREQUISITES:**

Intended for students who wish to further their study of science but may not want to specialize or students who would like to round out their science education without taking all three sciences. Students must have 12 credits of Level 1 Science.

**COURSE CONTRIBUTION:** \$30.00 (Workbook)

**BIOLOGY – LEVEL 2**

**COURSE DESCRIPTION:**

This course is for students who would like an introduction to the study of Biology. Skills include field work, graphing, investigation, microscope skills. Content includes ecology, cellular processes, genetic variation and practical investigations.

**COURSE PREREQUISITES:**

Students require 15 credits at Level 1 Science with preferably a Merit pass in 90948 or 90950, participate fully on the field trip and enthusiasm. **COURSE CONTRIBUTION:** \$37.00 (Workbook), \$8 (Rocky Shore trip)

**BIOLOGY – LEVEL 3**

**COURSE DESCRIPTION:**

Research skills, plant and animal experimental techniques. Research of a current issue, biotechnology techniques, animal plant responses, evolution of humans and how genes are expressed.

**COURSE PREREQUISITES:**

Students will need to gain 14 credits in Level 2 Biology and pass AS 91156 Level 2 Cells. This subject is intended for students who want to increase their knowledge and skills in Biology.

**COURSE CONTRIBUTION:** \$37.00 (Workbook), \$40 Orana Park education trip

## CHEMISTRY – LEVEL 2

### COURSE DESCRIPTION:

Chemistry deals with the composition, structure and behaviour of the atoms and molecules that make up all forms of matter.

### COURSE PREREQUISITES:

Chemistry is an academic subject. You need to be willing to think about the Chemistry concepts beyond the classroom, study regularly and at times, memorise information. To be successful in Chemistry, we expect you to have achieved a minimum of 14 credits in Level 1 Science including AS 90947. Students who study Science 102 often find Level 2 Chemistry very challenging. A good understanding of Level 1 Algebra should give you confidence in this course.

**COURSE CONTRIBUTION:** \$34.00 (Workbook)

## CHEMISTRY – LEVEL 3

### COURSE DESCRIPTION:

This course will teach you the chemistry you need to continue your studies at university. It is a highly academic course that will require a lot of thinking and some memorisation.

### COURSE PREREQUISITES:

Students will need to have at least 11 credits in Level 2 Chemistry. Those students who wish to build on their Level 2 Chemistry and are capable of taking a course where there are two externally assessed standards of 5 credits each and two internally assessed standards of 3 credits each.

**COURSE CONTRIBUTION:** \$34.00 (Workbook)

## PHYSICS – LEVEL 2

### COURSE DESCRIPTION:

In this subject you will learn how to use information and formulae to calculate answers to problems. You will learn and be able to use physical concepts to explain everyday scenarios. Forces and motion (including Newton's Laws), Energy and momentum conservation, Using experiments and graphs to predict/show relationships, Light reflection and refraction, Wave (water and seismic) phenomena, Charges and static electricity, Direct current electricity, Electromagnetism.

### COURSE PREREQUISITES:

To enter into this subject you will need an interest in physical science and have a good understanding of Sciences already studied, also a competency in Mathematics as Physics is largely a mathematical subject. This is an academic programme. The student needs to have achieved 16 credits in Level 1 Science (including AS90940) and 16 credits in Level 1 Mathematics (including AS91027/91028). Students who are successful in Physics will be taking an academic Mathematics programme at Level 2.

**COURSE CONTRIBUTION:** \$21.00 (Workbook), \$35.00 (Rutherford's Den trip)

## PHYSICS – LEVEL 3

### COURSE DESCRIPTION:

In this subject you will learn how to use information and formulae to calculate answers to problems. You will learn to be able to use physical concepts to explain everyday scenarios. Forces and motion (including Newton's Laws), Energy and momentum conservation, Simple harmonic motion, Using experiments and graphs to predict/show relationships, Light interference, The Doppler effect and sonic boom, Direct and alternating current electricity, Electromagnetism.

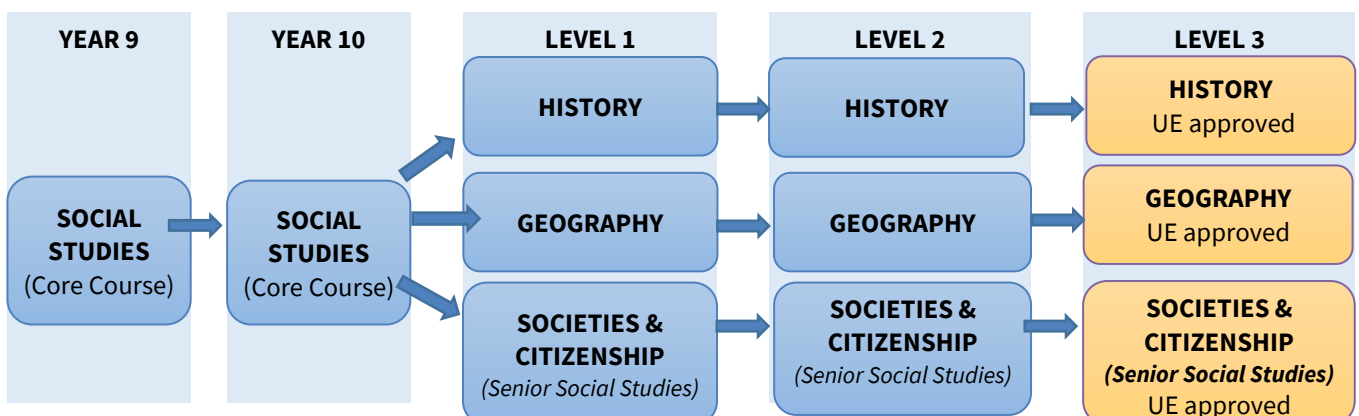
### COURSE PREREQUISITES:

To enter into this subject you will need 14 credits in Level 2 Physics, 14 credits in Level 2 Mathematics including Mathematics AS91261. You will also need to be studying Level 3 Mathematics with Calculus or Statistics. This subject is intended for students who are interested in the physical world around them. Students who would like to be able to explain some of the things they see.

**COURSE CONTRIBUTION:** \$30.00 (Workbook)

## SOCIAL SCIENCES – TIKANGA A IWI – CURRICULUM LEADER: MR MICHAEL JOHNSTON

*This faculty has several subject areas that are all to do with PEOPLE. In the world we live in it is important to develop the ability to work well with others and to be able to participate in society with confidence. Senior students especially, should consider including a Social Science in their course as future pathways usually involve interacting with others.*



## GEOGRAPHY – LEVEL 1

### **COURSE DESCRIPTION:**

The foundation course aims to build knowledge and skills of how people and places interact around the world, as a lead in to the two main branches of Geography: human and physical. Contexts include a study of ageing populations and of the Canterbury earthquakes. Geographic skills will be integrated throughout the course, including field work, research and geographic information systems (GIS).

### **COURSE PREREQUISITES:**

Being able to read and write and having some basic maths skills will help students succeed in this course. Curiosity, and an interest in what is going on in the world, are also of value.

**COURSE CONTRIBUTION:** \$30 (Field trip to Christchurch); \$5 (Field trip to dairy farm)

## GEOGRAPHY – LEVEL 2

### **COURSE DESCRIPTION:**

Transferable skills such as critical thinking, research, exploring values, and interpreting visuals will be further developed in this course. Literacy, numeracy and geographic skills will also be built on. A balanced programme of human and physical geography is being offered. The human geography semester focuses on a range of significant issues at local, regional and global scales. Physical geography looks at the dynamics of large natural environments in both the High Country and in Amazonia.

### **COURSE PREREQUISITES:**

It will be helpful if students have completed the Level 1 course. Students can pick the subject up at this level, but will need to have good literacy and numeracy skills, as it is an academic subject. A curious nature will help, as students seek to understand the wider world and develop a deeper understanding of people and places and the connections between both. Students must have a commitment to doing their best and to participating fully so they can succeed at the highest level.

**COURSE CONTRIBUTION:** \$60 (Overnight field trip to Mesopotamia); \$25 (Field trip to Tekapo)

## GEOGRAPHY – LEVEL 3

### **COURSE DESCRIPTION:**

This course provides a solid grounding for further study in both the Humanities and Earth Sciences. Tourism development is a key context for our Cultural Geography semester, which also looks at issues in national and international settings. Physical Geography focuses on building an understanding of the interacting processes that shape environments in Aoraki-Mount Cook National Park. Our four-day field trip to that locale addresses four of the five achievement standards being offered this year.

### **COURSE PREREQUISITES:**

It is possible to take the subject for the first time at this level but students will need to have solid literacy and numeracy skills. For success at high levels, it is necessary to show a deep understanding of key concepts, so it will help to be able to think logically, and formulate and justify opinions. Other important traits include being self-managing, being able to take initiative, and working independently at times.

**COURSE CONTRIBUTION:** \$270 (Three nights field trip to Mt Cook)

## HISTORY – LEVEL 1

### **COURSE DESCRIPTION:**

History is the study of past events, people and places through research, interpreting varied resources and effectively communicating in different ways including essay writing. You will develop all these skills over the course of the year. Contexts are chosen from local, national and global histories.

### **COURSE PREREQUISITES:**

Sound reading and writing skills are important in this subject. Effective management of your time and resources will also help you to cope. An interest in the past and in current events will help you do well in History.

**COURSE CONTRIBUTION:** \$40 (Seminar in Christchurch)

## HISTORY – LEVEL 2

### **COURSE DESCRIPTION:**

Useful skills like research; the ability to interpret resource materials; how to communicate clearly and effectively using a range of methods. Essay writing is a key skill that you will develop. Students should also become more confident, questioning and articulate. War and politics will be studied, particularly in Europe. The relevance to NZ and New Zealanders will become apparent as students gain an understanding of global history.

### **COURSE PREREQUISITES:**

Students who have completed Level 1 History will cope better with this course. Students can select History at this level but will need very good literacy skills as there are some major essays and assignments to complete. It is an academic course with a lot of material to cover which requires good time management skills and a positive commitment to achieving success at the highest level.

## HISTORY – LEVEL 3

### **COURSE DESCRIPTION:**

You will gain a sound understanding of past events and the different ways in which history can be interpreted through a study of national and international histories. Transferable skills will continue to be developed, such as research; the ability to critique and understand a wide range of perspectives and resource material, and how to communicate clearly and effectively through analytical writing.

### **COURSE PREREQUISITES:**

Level 1 or 2 History will be of great benefit to you in this course. It is possible to pick up History for the first time at Level 3, but it requires a high degree of literacy. Sound organisational and study skills and importantly, self-management skills, will be vital for success at this level. Attitude is very important - you need to be interested in learning and have a commitment to achieving to the best of your ability.

## SOCIETIES & CITIZENSHIP – LEVEL 1

### COURSE DESCRIPTION:

This course is for students who have a social conscience, an interest in social issues, and a desire to improve society. You will build on some of the content covered in junior Social Studies and extend your understanding of how societies function and how people participate in them. You will learn to analyse social change, explore different values, and take action to improve society.

### COURSE PREREQUISITES:

You should be curious and interested in people and how they get along. You will need to be able to read and write and you should have some basic maths skills. A knowledge of the news – what is going on in the world and where – is always useful in this subject. If you are positive about your learning, keen to participate in action aimed at improving lives, willing to put in the effort needed, and confident enough to seek help, you are more likely to succeed in this course.

## SOCIETIES & CITIZENSHIP – LEVEL 2

### COURSE DESCRIPTION:

This course will build on your interest in social issues, your desire to improve society, and continue to develop your social conscience. The course will focus on how communities and nations meet and exercise their rights and responsibilities. You will also develop a deeper understanding of values and of people's perspectives, as well as cultural beliefs and cultural conflict.

### COURSE PREREQUISITES:

It would be useful to have studied this subject at foundation Level 1, but you are able to pick it up for the first time at Level 2. You will need to have literacy skills as this is an academic subject. A knowledge of the news – what is going on in the world and where – is always useful. A curious nature and the ability to think and to question, plus a willingness to be directly involved in social action, will all help you to meet the requirements of this course.

## SOCIETIES & CITIZENSHIP – LEVEL 3

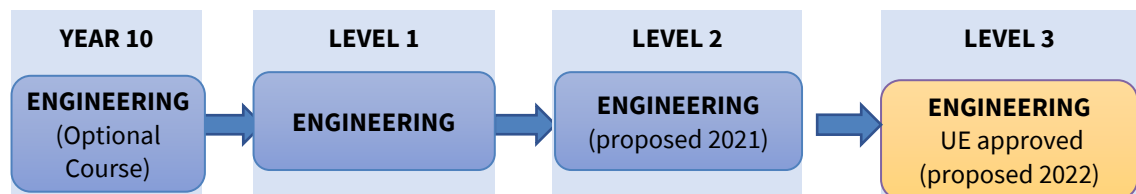
### COURSE DESCRIPTION:

This course will continue to develop your ability to think critically about social issues, to analyse complex situations and find ways of explaining them. You will become better at recognising your own values and the values of others. The course will encourage you to contribute to society by taking effective social action. This level of study provides you with a solid foundation for tertiary study in a variety of disciplines.

### COURSE PREREQUISITES:

It is always useful to have completed foundation courses in the subject, but you are able to pick it up for the first time at Level 3. You should be considering a career involving interaction with people. You must have a willingness to work cooperatively in groups, as well as a commitment to honest and accurate communication.

## ENGINEERING – CURRICULUM LEADER: MR MARK PRIBIS



## ENGINEERING – LEVEL 1

### COURSE DESCRIPTION:

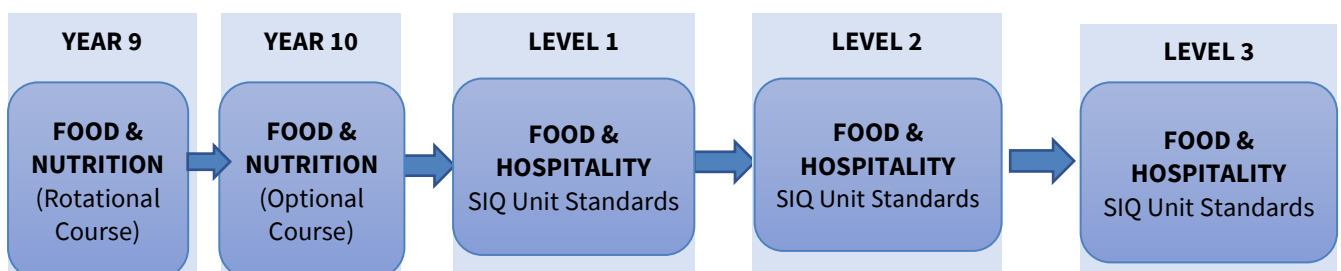
Interested in Computing? This course covers computer programming and electronics. Students will develop a digital circuit that measures an input using a sensor and provides output to a user. The students will then program a microprocessor to measure the input and manipulate/store the data to provide and output.

### COURSE PREREQUISITES:

Students will need to have had a successful Year 10. Students will have had to pass Year 10 Maths and be able to work independently.

**COURSE CONTRIBUTION:** \$50 for Arduino kit and electronic components.

## FOOD AND HOSPITALITY – CURRICULUM LEADER: MR MARK PRIBIS





## FOOD AND HOSPITALITY – LEVEL 1

### COURSE DESCRIPTION:

This course is divided into six units of learning, each with an opportunity to be assessed with Unit and Achievement Standards. Students who succeed in the course may want to work in a hospitality context that identifies opportunities and then uses their initiative to independently plan and trial solutions.

### COURSE PREREQUISITES:

This course is suitable for students who have a genuine interest in being creative with food preparation, presentation and service and want to learn how to create delicious and nutritious food for themselves and others.

**COURSE CONTRIBUTION:** \$70.00 (Workbook), \$150.00 (towards practical course component)

## FOOD AND HOSPITALITY – LEVEL 2

### COURSE DESCRIPTION:

The students enrolling in this NCEA Level 3 course must have an understanding of Food Safety. If this has not been achieved at Level 2 there is an opportunity to work towards it independently at the beginning of Term 1. Students must have a broad understanding of foods and cooking methods and need to be able to independently follow a recipe and cook without assistance, using a range of cooking skills.

### COURSE PREREQUISITES:

While having an interest in cooking and a desire to learn how to make delicious and nutritious food for himself/herself is essential, this course also teaches students a range of organisational and life skills. Assessment is through both unit and achievement standards. This course provides a valuable pathway into the hospitality industry.

**COURSE CONTRIBUTION:** \$60.00 (Workbooks), \$180.00 (towards practical course component)

## FOOD AND HOSPITALITY – LEVEL 3

### COURSE DESCRIPTION:

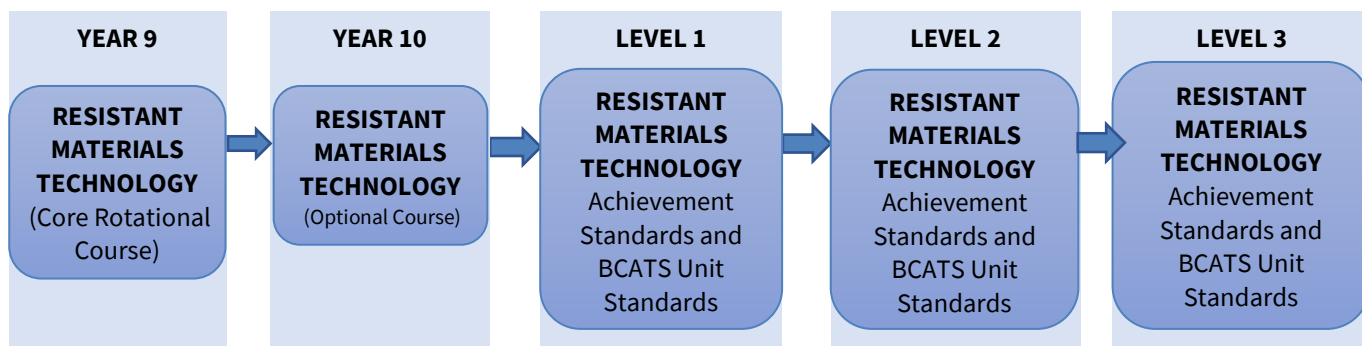
The students enrolling in this NCEA Level 3 course must have an understanding of Food Safety. If this has not been achieved at Level 2 there is an opportunity to work towards it independently at the beginning of Term 1. Students must have a broad understanding of foods and cooking methods and need to be able to independently follow a recipe and cook without assistance, using a range of cooking skills.

### COURSE PREREQUISITES:

While having an interest in cooking and a desire to learn how to make delicious and nutritious food for himself/herself is essential, this course also teaches students a range of organisational and life skills. Assessment is through both unit and achievement standards. This course provides a valuable pathway into the hospitality industry.

**COURSE CONTRIBUTION:** \$60.00 (Workbooks), \$200.00 (towards practical course component)

## RESISTANT MATERIALS TECHNOLOGY – CURRICULUM LEADER: MR MARK PRIBIS



## RESISTANT MATERIALS TECHNOLOGY – LEVEL 1

### COURSE DESCRIPTION:

Students will gain skills and knowledge in demonstrating safe work practices while implementing basic procedures that show competence in the areas of measuring, forming, joining, assembly, testing and finishing. This subject is helpful for students interested in moving into the trades, design and engineering. Students will achieve from a combination of written assignments and practical work, using the appropriate unit or achievement standards, depending on the needs of the individual student.

### COURSE PREREQUISITES:

Students must have a passion for using their creative skills in problem solving, designing, refining and completing practical tasks. They must be prepared to complete the planning processes **prior** to undertaking practical work.

**COURSE COST:** \$180 (Take home component)

## RESISTANT MATERIALS TECHNOLOGY – LEVEL 2

### COURSE DESCRIPTION:

Students will gain knowledge of increasingly complex practices and processes. They will build on their knowledge of materials, with an expectation of using this knowledge to make informed decisions when designing and planning projects to meet a brief. Students will gain credits from a combination of written assignments and practical work.

### COURSE PREREQUISITES:

Whilst completing the NCEA Level 1 course is not a strict prerequisite, in order to be considered students must have demonstrated an ability to work safely in a practical sense whilst also demonstrating an understanding of the planning process **prior** to starting practical work.

**COURSE COST:** \$200.00 (Take home component)

**COURSE DESCRIPTION:**

Level 3 Resistant Materials is for students who enjoy developing practical intelligence to problem solve through concept design and development. Students will operate within real world contexts, using their initiative to interview a client as to their needs. Students will gain credits from a combination of written assignments and practical work using the appropriate unit or achievement standards, depending on the needs of the individual student.

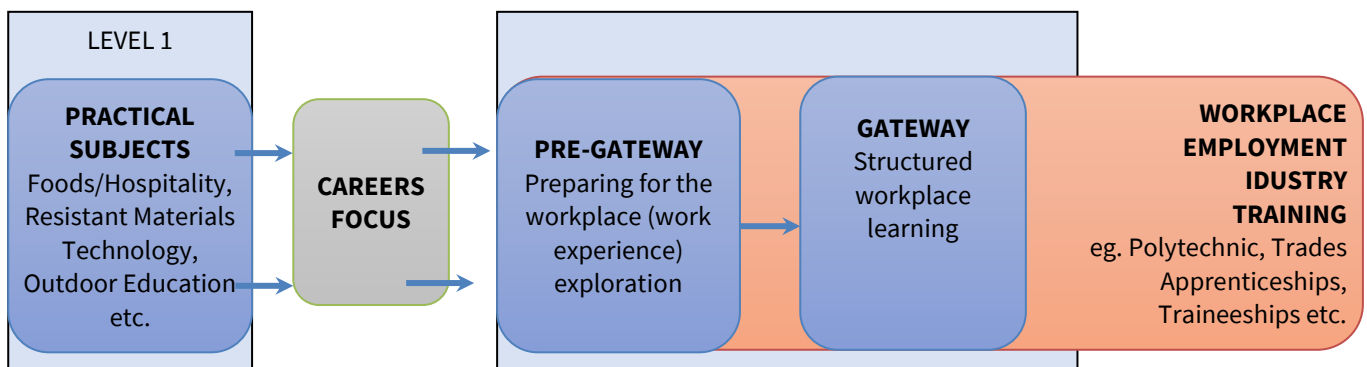
**COURSE PREREQUISITES:**

This course is available to students who have achieved Level 2 Technology or BCAT unit standards and successfully achieved at least one Resistant Materials Technology achievement standard.

**COURSE COST:** \$220.00 (Take home component)

**PATHWAYS – TEACHER IN CHARGE: MRS MARIAN MEHRTENS**

Please note senior students are able to select Gateway in either Year 12 OR Year 13, and only once. To align with industry qualifications, most assessment is at Level 2.



GATEWAY

**COURSE DESCRIPTION:**

Gateway aims to build students’ **skills for employment**, working in real workplaces on real tasks. It gives opportunities to try out potential careers and build links to Industry Training Organisations, New Zealand Apprenticeships and workplaces. It is a ‘hands on’ practical course. Students will complete the compulsory units of Workplace Safety, First Aid, experience ‘taster days’, and then will work on their own personalised Gateway programme. Students are required to complete 16 days work placement.

**COURSE PREREQUISITES:**

Gateway students also need to have good time management skills due to being out of school a day a week and be able to work independently to keep on top of their other subjects. Due to the help offered by our local business community to run this programme, students need to be ‘work ready’; to be reliable, trustworthy, organised, respectful etc. as they represent our school community. Applications and interviews with students, parents and employers are an important part of the Gateway programme.

INDEPENDENT LEARNING PROGRAMME

**COURSE DESCRIPTION:**

Options for study may include: self-directed learning, alternative subjects not currently offered at Roncalli College (e.g. Te Kura), University distance bridging courses, Multi-level/NCEA Level 2 subjects or other forms of self-directed learning. A compulsory component of the ILP programme is participation in the Health programme and participation in two days of self directed work experience.

**COURSE PREREQUISITES:**

Every Individual Learning Plan (ILP) will be negotiated on a case by case basis. Students need to consider the impact an ILP class may have on the qualifications they are enrolled for. This flexible option is only available to students studying in Year 13.

Students who do Gateway as a Year 13 student cannot participate in an ILP as it is already based around independent learning.

Students in Year 13 who select to study an ILP as part of their Year 13 course will negotiate the focus of this class with their Line Mentor. All ILP classes will operate as timetabled classes. For further information please see Miss Leckie.