



St Paul's
COLLEGIATE SCHOOL



YEAR 11-13 CURRICULUM CHOICES

2025

FOREWORD

"Preparing students for life in the global environment by providing challenging educational experiences that realise their full potential through faith, virtue and excellence in performance."

"E whakarite ana i ngaa aakonga moo te ao whaanui - maa te whaangai ki ngaa kai maaroo e angitu ai te pitomata o te whakapono, o te ngaakaupai, o te whai i te iti kahurangi."

St Paul's Collegiate School Vision

NCEA is undergoing a review process currently, but for the 2025 school year, St Paul's Collegiate will be continuing operating their own Diploma programme in Year 11 which is not aligned to NZQA.

St Paul's Collegiate operates on the philosophy that students should follow a balanced, general education, at least until the end of Year 11. We believe that students should place an emphasis on both specific career pathways and obtaining a strong educational base.

It is also important that students select a course that is within their capabilities as changing subjects during the course of the year is disruptive to the learning process.

When considering a course for next year, 2025 students should:

- consider their strengths and interests in the various areas of study.
- look at the teaching approach in each of the courses and consider whether the style of teaching and learning suits.
- establish the tertiary requirements for the possible careers that they might be considering.
- follow a course of study that keeps as many career choice options open as possible.
- seek advice from Housemasters, Subject Teachers, Career Planning Staff, Mrs Bradford - Deputy Headmaster (Academic Systems) or Mr Coley – Deputy Headmaster (Curriculum and Assessment)
- Students should consider if they need to be taking six subjects in Year 12 or 13.

Every effort has been made to keep this booklet accurate. Please note that if there is insufficient demand for a subject, it might not be offered in 2025. In addition, timetabling constraints may result in some subject combinations not being available. For these reasons, the proposed subject and courses document, which comes with this booklet, is provisional only.

It is essential that time and energy is invested in the course selection process to ensure that students have a course that is challenging, enriching and within their capabilities.

We look forward to assisting students make these important decisions.



Mr J Coley B.A. Dip Tchg
Deputy Headmaster (Curriculum and Assessment)

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| English/Languages Faculty | English | ESL (International Students) | <u>52</u> |
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| Mathematics Faculty | Mathematics | Mathematics with Calculus | <u>68</u> |
| | Mathematics with Statistics | | |
| Science Faculty | Agricultural and Horticultural Science | Agribusiness | <u>78</u> |
| | Biology | Chemistry | |
| | Electronics | Physics | |
| | Science | | |
| Social Sciences Faculty | Financial Management | Accounting | <u>99</u> |
| | Business | Business in Society | |
| | Business of Tourism | | |
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| | History | | |
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| Technology Faculty | Building and Construction | Computer Science | <u>129</u> |
| | Design & Visual Communication (Graphics) | Digital Innovation | |
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| | | | |
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| Te Tari Reo Maaori Faculty | Te Tari Reo Maaori | | 146 |
| Other Subjects | Learning Enhancement Unit (LEU) | Transition | 150 |

COURSE AND SUBJECT GUIDELINES

GENERAL POINTS

1. How the curriculum is organised at St Paul's

The beginning of Year 11 is the start of your senior studies. You will need to keep in mind how your choice of subjects will allow you to progress to higher levels, at school or in tertiary education.

Some subjects are more difficult to start at Year 12 than at Year 11. If you intend doing any of the following subjects in Year 12, it is advisable to study them in Year 11: *Accounting, Chemistry, Music, Physics, Spanish, Technology and Te Reo Maaori.*

2. What to keep in mind when choosing Year 11, 12 and 13 subjects

The choice of optional subjects for Years 11, 12 and 13 must be made very carefully. You should select courses that allow you to gain entry to the University/Institute of Technology programme, or trade industries, which best fits your career direction(s) and personal profile established by career planning. If you wish to study at an overseas university, please check the entry requirements carefully (i.e., Level 3 English).

The following areas should also be considered:

Interests and abilities

You should work to your strengths and talents. Taking subjects you like, and are good at, needs to be balanced against taking subjects you require (and may not like or be good at) to make sure you gain entry to the course(s) you most want to get into at university, Institute of Technology, Trades, etc. Check for required/recommended subjects on the Kiwi Careers database www.careers.govt.nz or <https://youthguarantee.education.govt.nz/> or www.careercentral.school.nz

Career planning

Once you have set one or more initial career directions and picked your courses, you will need to check out the possible careers in those directions. Talk with a Collegian in the field, or someone your family knows. Spend a day working alongside someone in that occupation or email the organisations listed on the Kiwi Careers Services database. <http://www.careers.govt.nz/> or www.careercentral.school.nz

Essential skills

Your course should include a range of subjects which give you the opportunity to keep developing key competencies as outlined in the New Zealand Curriculum document. These key competencies are capabilities for living and lifelong learning. They are the key to learning in every learning area in that they are both a focus for learning and they enable learning. They are *Thinking; using language symbols and texts; managing self; relating to others; participating and contributing.*

3. Who to talk to for information and advice

It is important that students and parents gather as much information and advice as possible when choosing subjects for senior school. This may be available from sources outside the school.

Inside school, please do not hesitate to consult any of the following people:

For general educational and curriculum advice:

- Deputy Headmaster (Curriculum and Assessment) – Mr Coley j.coley@stpauls.school.nz
- Housemasters
- Subject teachers and Leaders of Curriculum
- Careers Teacher – Mr Wilson p.wilson@stpauls.school.nz

For advice about individual learning needs:

- Leader of Curriculum of the Learning Enhancement Unit – Mrs Cooley m.cooley@stpauls.school.nz
- International Students' Director – Mrs Richardson h.richardson@stpauls.school.nz

For career planning:

- Careers Advisor – Mr Wilson p.wilson@stpauls.school.nz

Parents are welcome to come to School to discuss together with the Career Planning Staff and their student, any matter concerning career planning and subject choice.

Something to remember:

Avoid choosing subjects just for ease of gaining credits, or for teacher preference, or because a friend is taking that subject.

YEAR 12

Compulsory Subject: English

Considering Careers:

Agriculture / Farming / Agribusiness

Building Science / Architecture

Commerce

Communications

Computer Science

Design / Media / Art

Engineering

Health Science

Law

Sports Science / Coaching

Science

Veterinary Science

Subjects Recommended:

Biology / Agriculture / Agribusiness

Physics / Graphics / Art Design / Technology

Accounting / Economics / Agribusiness

Media / History / Drama / Photography / Art Design

Digital Technology / Mathematics

Visual Art / Art Design / Painting / Photography

Physics / Calculus (Chemistry – Christchurch University only)

Biology / Chemistry / Physics

English / History or Geography

Physical Education / Biology

Science / Chemistry / Physics / Biology

Biology / Chemistry / Physics

YEAR 13

Strongly Recommended: English enriched subjects: English, Geography History, Media.

Considering Careers:

Agriculture / Farming / Agribusiness

Building Science / Architecture

Commerce

Communications

Computer Science

Design / Media / Art

Electronics / Aviation

Engineering

Health Science

Law

Sports Science / Coaching

Science

Veterinary Science

Subjects Recommended:

Agribusiness / Agriculture / Biology / Economics

Art Design / Calculus / Physics

Accounting / Agribusiness / Economics / Statistics

Drama / History / Media / Art Design / Photography

Digital Technology / Mathematics / Physics / Computer Science

Visual Art / Art Design / Painting / Photography

Physics

Calculus / Chemistry / Physics

Biology / Chemistry / Physical Education / Physics

English / Geography / History

Biology / Physical Education

Biology / Chemistry / Physics / Science

Biology / Chemistry

NEW ZEALAND SCHOLARSHIP EXAMINATIONS

Success in New Zealand Scholarship Examinations represents the pinnacle of academic achievement for secondary school students. In addition to the substantial monetary awards available to successful candidates, the examinations provide students with a rigorous assessment that compares well with the experience of studying for a tertiary qualification.

St Paul's Collegiate School has enjoyed a great deal of success with New Zealand Scholarship and is one of the top schools in the region and ranks highly nationally, for the number of scholarships gained per student.

To build on this success, and to affirm St Paul's commitment to providing education of the highest quality, the school has developed specialised scholarship programmes for its students.

SCHOLARSHIP SUBJECT TUITION

Students at St Paul's are welcome to enter for New Zealand Scholarship in any subject that the school offers.

The Heads of each Department within the School offer subject-specific programmes of tuition designed to give their scholarship candidates the best chance of success.

Tutorial sessions are offered for most subjects and run in selected time slots in the mornings prior to school, lunchtimes, after school, or in the evenings. These sessions are regarded as compulsory for students that are serious about entering Scholarship at the end of the year.

At the beginning of each academic year a group of Year 13, and some exceptional Year 12, students are selected to be part of the school's scholarship group; based on their previous academic results and their potential as genuine scholarship candidates.

The group meets regularly for generic skills seminars and to hear from guest speakers. St Paul's have identified that deficiencies in certain generic skills can form significant barriers to success in New Zealand Scholarship for even the very best academics. These skills include higher order writing structures, question interpretation, exam technique and revision skills.

To address this, a number of teachers and guest speakers have contributed to a seminar programme designed to ensure that the students enter the end of year examinations armed with this skill set. These seminars are for the whole scholarship group and are led by Dr. McGrath.

In addition to the money earned from success in New Zealand Scholarship, each year a number of students are assisted by the Deputy Headmaster (Curriculum and Assessment) to secure further scholarships worth tens-of-thousands-of-dollars. Some students have gained full study scholarships worth in excess of \$100,000.

New Zealand Scholarship examinations are an extra examination that is sat alongside NCEA. Please note on Page 8 all eligible subjects for New Zealand Scholarship. Teachers will talk with students at the start of the school year with regards to the requirements of sitting New Zealand Scholarship examinations. New Zealand Scholarship can be sat by Year 11, Year 12 and Year 13 students who are eligible.

SUBJECTS AVAILABLE – (NCEA UNLESS OTHERWISE STATED)

Key: ○ = Subject is available at this level, but previous learning is required (highly recommended)
 ● = Subject may be started at this level
 X = Not taught
 Δ = Compulsory

| SUBJECT | YEAR 9 | YEAR 10 | YEAR 11 DIPLOMA | YEAR 12 | YEAR 13 | SCHOLARSHIP |
|--|--------|---------|-----------------|---------|---------|-------------|
| The Arts | | | | | | |
| Visual Art | Δ | ● | ● | | | |
| Digital Visual Art | Δ | ● | ● | | | |
| Art History | | | | | ● | ✓ |
| Painting/Printmaking | Δ | ● | ● | ○ | ○ | ✓ |
| Photography | Δ | ● | ● | ● | ○ | ✓ |
| Design | Δ | ● | ● | ● | ○ | ✓ |
| Drama | Δ | ● | ● | ● | ● | ✓ |
| Music | | | ○ | ○ | ○ | ✓ |
| English/Languages | | | | | | |
| English | Δ | Δ | Δ | ○ | ○ | ✓ |
| English Literature | | | ○ | ● | ● | |
| English Advanced | | | ○ | ● | ● | |
| ESL | x | ○ | ● | ● | ● | |
| Spanish | ○ | ○ | ○ | ○ | ○ | |
| Media Studies | x | x | x | ● | ● | |
| Mathematics | | | | | | |
| Mathematics | Δ | Δ | Δ | ○ | | |
| Mathematics with Calculus | | | ○ | ○ | ○ | ✓ |
| Mathematics with Statistics and Modelling | | | ○ | ○ | ○ | ✓ |
| Mathematics Advanced | | | ○ | ● | ● | |
| Science | | | | | | |
| Science (General) | Δ | Δ | ● | | | |
| Science (Earth and Space) | | | x | ● | ● | ✓ |
| Agriculture and Horticulture Studies | x | x | ● | ● | ● | ✓ |
| Agribusiness/Business Studies | x | x | ● | ● | ● | |
| Biology | Δ | Δ | ● | ● | ○ | ✓ |
| Chemistry | Δ | Δ | ● | ● | ○ | ✓ |
| Physics | | | ● | ● | ○ | ✓ |
| Electronics | x | x | | ● | ○ | |
| Social Sciences | | | | | | |
| Accounting/Financial Management | x | x | ● | ● | ○ | ✓ |
| Business | x | x | ● | | | |
| Business in Society | x | x | | ● | | |
| Business of Tourism | x | x | | | ● | |
| Economics | x | x | ● | ● | ● | ✓ |
| Geography | x | x | ● | ● | ● | ✓ |
| History | Δ | Δ | ● | ● | ● | ✓ |
| Sports Science | | | | | | |
| Health | | | | | ○ | ✓ |
| Sports Science – Advanced Physical Education | x | x | ● | ● | ● | ✓ |
| Sports Coaching | x | x | x | x | ● | |

| SUBJECT | YEAR 9 | YEAR 10 | YEAR 11 DIPLOMA | YEAR 12 | YEAR 13 | SCHOLARSHIP |
|--|--------|---------|-----------------|---------|---------|-------------|
| Technology | | | | | | |
| Elementary Construction | x | x | x | x | ● | |
| Engineering - Metal | x | x | ● | ○ | ○ | |
| Furniture Making | Δ | ○ | ● | ○ | | |
| Digital Technology (Computing) | Δ | ● | ● | ● | ● | |
| Design and Visual Communication (Graphics) | Δ | ○ | ● | ● | ○ | ✓ |
| Te Tari Reo Maaori | | | | | | |
| Te Reo Maaori | Δ | ○ | ○ | ○ | ○ | ✓ |
| Other | | | | | | |
| Supported Learning | x | ○ | ○ | | | |
| Transition | x | x | x | ○ | ● | |

NB: Availability may be restricted by demand, staffing and timetable requirements.

SENIOR CURRICULUM OPTIONS

| Key | | | |
|------------------------------------|---|--|--|
| AS | Cambridge International Exams (CIE) - Year 12 | | |
| A | Cambridge International Exams (CIE) - Year 13 | | |
| 201/301 | Primarily Achievement Standards | | |
| 202/302 | Primarily Achievement Standards course with less external standards | | |
| 203/303 | Unit Standard Courses | | |
| Area | Year 11 – Diploma | Year 12 – Level 2 | Year 13 – Level 3 |
| The Arts | Visual Art - Paint/Print | Visual Art – Paint/Print (201) | Visual Art - Painting (301) |
| | Digital Visual Arts – Photo/Design | Art - Design (201) | Art - Design (301) |
| | | Art - Photography (201) | Art - Photography (301) |
| | | | Art History |
| | Music | Music (201) | Music (301) |
| | Drama (201) | Drama (301) | |
| English/ Languages | | English (AS) (CIE) | English (A) (CIE) |
| | English | English (201) | English (301) |
| | English Literature | English (202) | English (302) |
| | Spanish | Spanish (201) | Spanish (301) |
| | | Media Studies (201) | Media Studies (301) |
| Mathematics | General Mathematics | Mathematics (AS) (CIE) | Maths (A Level) (CIE) |
| | Mathematics | Statistics and Calculus (201) | Calculus (301) |
| | | Statistics (201) | Statistics and Modelling (301) |
| | Pure Mathematics | | |
| Science | Agricultural/Horticultural Science | Agricultural/Horticultural Science | Agricultural/Horticultural Science |
| | | Agribusiness/Business Studies | Agribusiness |
| | Biology | Biology | Biology (301) |
| | Chemistry | Chemistry (201) | Chemistry (301) |
| | Physics | Physics (201) | Physics (301) |
| | Science | Earth & Space Science (201) | Earth & Space Science (301) |
| | Electronics (203) | | |
| Social Sciences | Financial Management | Accounting (201) | Accounting (301) |
| | Business Studies | Business in Society (201) | Business of Tourism |
| | Economics | Economics (201) | Economics (301) |
| | Geography | Geography (201) | Geography (301) |
| | History | History (201) | History (301) |
| Sports Science | Sports Science | Sports Science (201) | Sports Science (301) |
| | | | Sports Coaching |
| | | | Health |
| Technology | Furniture Making | Furniture Making (203F) | Construction |
| | Engineering | Engineering (203E) | Engineering (303E) |
| | Design & Visual Communication (Graphics) | Design & Visual Communication (Graphics) (201) | Design & Visual Communication (Graphics) (301) |
| | Digital Technology | Computer Science (201) | Computer Science (301) |
| | Digital Innovations | Digital Innovations (201) | Digital Innovations (301) |
| Te Tari Reo Maaori | Te Reo Maaori | Te Reo Maaori (201) | Te Reo Maaori (301) |
| Other | Supported Learning | Transition (203) | Transition (303) |

PROCEDURE FOR COURSE AND SUBJECT SELECTION

| | | |
|---------------|--|--|
| Step 1 | | You will have received an email that has a link to the 2025 Course Curriculum Booklet. |
| Step 2 | | A second email will be forwarded to you for electronic selection of subjects for 2025. Courses must be selected by 30 August 2024 . |
| Step 3 | | A course confirmation email will be sent to parents at the beginning of 2025. |
| Step 4 | | <p>If you wish to change subjects because of external examination results or because of altered career plans, this can be done either at the course confirmation days in January or by contacting the Deputy Headmaster – Curriculum and Assessment, prior to these days.</p> <p>Email: j.coley@stpauls.school.nz Phone: 957-8858</p> |
| Step 5 | | No further course changes will be permitted after Week Three 2025. |
| Note: | | Any student wanting to take a combination of subjects at different levels must see the Deputy Headmaster (Curriculum and Assessment) to select their subjects. |

LEADERS OF CURRICULUM/ HEADS OF DEPARTMENT/ HEADS OF SUBJECTS

| THE ARTS | LANGUAGES | MATHEMATICS |
|--|--|---|
| LOC: Mr J Cameron | LOC: Mr B Summerfield | LOC: Mrs T Hastie |
| Practical Visual Art Mr J Cameron | English Mr B Summerfield | |
| Art Photography Mr J Cameron | English for Speakers of Other Languages (ESL) Director: Mrs H Richardson | |
| Art Design Mr J Cameron | Spanish Mr M Simoncelli | |
| Art History Mr J Cameron | Media Studies Mr J Howard | |
| Drama Mr B Rawson | | |
| Music Mrs H Fox | | |
| SCIENCE | SOCIAL SCIENCES | TECHNOLOGY |
| LOC: Mr M Thomson | LOC: Mrs A Bromwich | LOC: Mr A Harries |
| Science Ms N Schollum | Accounting Mrs A Bromwich | Materials Technology Mr A Harries |
| Agricultural and Horticultural Science Mr C Foot | Business Studies Mrs A Bromwich | Elementary Construction/ Engineering/ Furniture Making Mr A Harries |
| Agribusiness Mrs K Allen | Economics Mrs A Bromwich Mrs E Pitu | Computing Mr J Mika |
| Biology Mrs J Lock | History Mr K Taylor | Design & Visual Communication (Graphics) Mr A Harries |
| Chemistry Ms J Spenceley | Geography Mrs S Cantlon | |
| Physics Mr B van Meygaarden | | |
| Electronics Mrs Deborah Keep | | |
| SPORTS SCIENCE | TE TARI REO MAAORI | OTHER |
| LOC: Mr D Gundersen | LOC: Matua L Tawha | LOC: Mrs M Cooley |
| Sports Science Mr D Gundersen | Te Reo Maaori Matua L Tawha | Supported Learning Mrs M Cooley |
| | | Transition Mr L Tapara |

YEAR 11 DIPLOMA OVERVIEW

Students are expected to take a course which enables them to maintain a broad and balanced general education at this level.

Year 11 – St Paul’s Diploma

In 2024, there were changes to what our students learn and how student learning will be assessed in Years 11 at St Paul’s Collegiate School. Our new programme of learning, and its associated assessment framework, will be commonly referred to as contributing to the **St Paul’s Diploma**.

Students will complete Year 11 with the academic reward of gaining a St Paul’s Diploma.

What will the Year 11 academic courses look like?

From 2024 onwards, Year 11 students will not be entered into NCEA Level 1, nor Cambridge IGCSE courses and assessment. The aim of the Diploma is to prepare students well for Level 2. The drivers of course design is to develop a depth and breadth of learning that is not available currently. Courses still have New Zealand Curriculum Achievement Objectives as the base of their design. Learning within each course is planned and connected and units of work are planned in accordance with the New Zealand Curriculum in order to best enable students to obtain the Diploma and best prepare them for Level 2.

All courses have clear learning objectives and thoroughly planned units of work that will be well measured to ensure the range and variety of formative and summative assessments to allow students and parents to receive valuable feedback on levels of skill development and achievement throughout the year.

NUMBER OF SUBJECTS

It is the policy at St Paul's that all students must study SIX subjects in Year 11. The current offering of academic courses (subjects) at Year 11 will continue with students studying six subjects, each taught as individual disciplines.

How will Year 11 students be assessed in their academic courses?

There will be four assessments in each Year 11 academic course. These assessments will be spread throughout the year and are categorised as:

- Portfolio Submission
- Collaborative Task
- Common Assessment Test
- Examination

Each assessment will be graded and afforded a final mark between 0 – 8.

Full Year 11 courses will be assessed out of a maximum of 32 points (4 assessments x 8 available points). A full Year 11 course (six subjects) will be assessed out of 192.

Year 11 students must attain 100 points to achieve the academic dimension of the St Paul's Diploma. Academic Honours will be awarded to students achieving 155 points or more.

80% course attendance and scaffolded fortnightly attitude and effort GPAs in each subject also form the criteria that must be met to attain the St Paul's Diploma. Parents will continue to receive fortnightly reports, alongside more detailed reporting on their child's achievements in each assessment.

ENGLISH

English provides the language skills and experience, which are essential to all learning and in all areas of life. **English is compulsory for all Year 11 students** and must be selected.

MATHEMATICS AND SCIENCE

Mathematics and Science are very important to the requirements of a broad and balanced general education.

All students must select in their courses:

- 1 Mathematics course
- A minimum of 1 Science course
- Three additional full-year courses

Students may **not take more than two** of Year 11 Chemistry, Biology, Physics, Science, Agricultural and Horticultural Science.

LEARNING ENHANCEMENT

In addition, some students may opt to take Supported Learning as a subject. Applications for places in the Learning Enhancement Unit programmes must be made to the Deputy Headmaster, Mrs Bradford, in conjunction with Mrs Meaghan Cooley as Leader of Curriculum for Learning Enhancement.

FLEXIBILITY

Where there are insufficient students for a class, some groupings of subjects may have to be altered, or subjects withdrawn.

YEAR 12

CAMBRIDGE INTERNATIONAL EXAMINATIONS (CIE)

St Paul's provides the choice of Mathematics and English AS Level courses in 2025. All students who opt for these courses will need to seek approval from the Deputy Headmaster (Curriculum and Assessment), to ensure that their educational opportunities are maximised.

NATIONAL CERTIFICATE OF EDUCATIONAL ACHIEVEMENT (NCEA)

Most students in Year 12 take an NCEA Level 2 course. Most subjects are partly internally assessed with the majority of the course being assessed in external examinations at the end of the year.

Keep in mind the following points:

- Students at this level may choose to continue a path of broad general education. Many will now begin to specialise.
- Some students will follow a mixed AS level Cambridge course and NCEA Level 2 course.

NUMBER OF SUBJECTS

At St Paul's in Year 12, all students **must** study **FIVE** subjects, including either **AS English, English (201) or English (202)**. **NB:** All students wishing to attend University must achieve 10 credits in Literacy at Level 2 or higher for NCEA. This is an entry requirement into all New Zealand Universities. These 10 credits must include 5 credits in Reading and 5 credits in Writing. They must also have 10 Numeracy credits at Level 1 or above.

A Cambridge numeracy standard/minimum grade of E grade in AS Mathematics, and Cambridge literacy standard/minimum grade of E in AS English qualifies a student for the University Entrance component of numeracy and literacy.

Mathematics is an option subject at Year 12, but it is recommended that **Mathematics with Calculus (201)** or **Mathematics with Statistics (201)** be a part of any Year 12 course, as this will enable students to maintain a broad educational base and keep their options open.

Those students wishing to study **six subjects** at Year 12 will be closely monitored in terms of suitability via Diploma grade points and a potential meeting with Mr Coley (Deputy Headmaster – Curriculum and Assessment).

ADDITIONAL STUDIES IN YEAR 12

All students in Year 12 (excluding those who take six subjects) will take additional classes including: Recreational Physical and Health Education, and a study period.

LINKS WITH YEAR 13

The present courses available in Year 13 should also be considered when making subject choices for Year 12. It is important to look at both the Year 12 and Year 13 subject choices before finalising your Year 12 course. If in doubt, please see Mr Wilson our Careers Advisor about future pathways.

FLEXIBILITY

Where there are insufficient students for a class, some groupings of subjects may have to be altered, or subjects withdrawn.

YEAR 13

Keep in mind the following points:

- Year 13 courses lead to a **NCEA Level 3 Certificate** and **University Entrance**. The course is generally assessed by end of year external examination, but all subjects have internally assessed coursework which contributes to a student's final credit total. To obtain a Level 3 certificate a student must achieve at least 60 credits at Level 3, as well as having achieved at least 20 credits at Level 2.
- Students usually take a specialised course of study at this level, to give them their best chance of gaining entry to their first and second choices of University/Institute of Technology courses, and to specific vocations. It is essential that students establish the entry requirements for their proposed tertiary course of study before embarking on their Level 3 course.

To be awarded UE, you need:

- NCEA Level 3
- 14 credits at Level 3 in each of three approved subjects
- 10 Literacy credits at Level 2 or above, made up of:
 - 5 credits in reading
 - 5 credits in writing
- 10 Numeracy credits at Level 1 or above, made up of:
 - Co-requisite Level 1 Numeracy unit standard 32406 or Te Pāngarau unit standard 32412, or
 - Certain achievement standards

Wherever possible, you should continue your mathematical studies beyond this foundational level to keep your future pathways open. University Entrance numeracy requirements are a minimum for entry to university-level study, and some degrees have specific prerequisites from Level 3 Mathematics standards.

A Cambridge numeracy standard/minimum grade of D in IGCSE (or E grade in AS Mathematics), and Cambridge literacy standard/minimum grade of E in AS English qualifies a student for the University Entrance component of numeracy and literacy.

NUMBER OF SUBJECTS

At St Paul's all students must study **FIVE** subjects at this level. It is not recommended that a student chooses six subjects in Year 13.

RANGE OF SUBJECTS

The range of subjects available at this level is wider. Students should consider their chosen career directions and possible courses of tertiary study when choosing subjects for Year 13. If in doubt, students should see the Career Planning staff for career planning or to review earlier career plans, before making final decisions.

FLEXIBILITY

Where there are insufficient students for a class, some groupings of subjects may have to be altered, or subjects withdrawn.

GENERAL INFORMATION

CHANGING COURSES AFTER THE START OF THE YEAR

Every year students return to school, wanting to change their subjects. It may not be possible to make changes if places are not available in classes. Most of the information is available now, to help students make a decision before the end of 2024.

To make a change at the start of Term 1, 2025, a student will need a good reason. The change must be approved by Mr Coley the Deputy Headmaster (Curriculum and Assessment), their parents and the relevant Head of Department. Note that changes will not be permitted after week three of Term 1.

Course finalisation will be:

Friday 14 February 2025 - the end of Week Three

No changes of subject will be permitted after this.

MULTI-LEVEL COURSES – YEAR 12 AND 13

In some cases, students will benefit from taking multi-level courses. For example, a student in Year 12 might benefit from taking some subjects at Level 3 and continuing to work at Level 2 in other subjects. It is not encouraged to do so for Year 11, due to the nature of the Diploma. Exceptions can occur.

Where possible, multi-level courses can be constructed. Students or parents considering a multi-level course should discuss this with Mr Coley - Deputy Headmaster (Curriculum and Assessment), Mrs Bradford (Deputy Headmaster, NZQA Principal's Nominee) or Mr Wilson (Careers Advisor).

CORRESPONDENCE SCHOOL COURSES – MINORITY SUBJECTS

When a student wishes to take a subject not taught in the school it may be possible to take the subject through the Correspondence School. A request for this must be made to the Deputy Headmaster (Curriculum and Assessment) before the end of Term 4, 2024.

CERTIFICATE ENDORSEMENT

- St Paul's Diploma. Year 11 students will be awarded academic honours if they achieve 155 points or more.
- Level 2 – if a student gains 60 Level 2 credits, they will gain Level 2 with Achievement.
- Level 3 – if a student gains 60 Level 3 credits, they will gain Level 3 with Achievement.
- University Entrance requires NCEA Level 3 and a minimum of 14 credits in three subjects. These subjects must be on the University approved subject list.
- Students with Merit or Excellence endorsements at Levels 2 and 3 will receive preferential entrance to New Zealand universities and most universities waive significant amounts of fees for students with Merit or Excellence endorsements, through creation of scholarships for those students.

SUBJECT ENDORSEMENT

- Full Year 11 courses will be assessed out of 192 points. Year 11 students must obtain 100 points to achieve the academic dimension of the Diploma. Academic honours will be awarded to Year 11 students if they achieve 155 points or more.
- If a student gains 14 or more Merit credits or better in an individual course (subject) at Levels 2 or 3, then they will be awarded a Merit endorsement for that subject.
- If a student gains 14 or more Excellence credits in an individual course (subject) at Level 2 or 3, then they will be awarded an Excellence endorsement for that subject.
- To qualify for subject endorsement, the course must contain at least one internal standard and one external standard (unless the subject is totally internally assessed).

INTERNATIONAL CERTIFICATES

St Paul's Collegiate School is accredited by the University of Cambridge to offer courses towards qualifications administered by Cambridge International Examinations.

NATIONAL CERTIFICATES

Under the provisions of the Education Act 1989, St Paul's Collegiate School is accredited by the New Zealand Qualifications Authority to offer courses and assess for qualifications as part of the National Qualifications Framework in all conventional and some non-conventional school subjects.

EXAM ENTRIES AND FEES

Examination entries together with the appropriate fees are finalised in early September for Years 12 and 13. The figures below are the 2024 fees.

| | |
|--|-------------------|
| Cambridge International Exams – AS/A Level: | \$150 per subject |
| National Qualifications Framework (NQF) registration including NCEA Level 2 or Level 3: | \$ Free |
| Scholarships: Per subject | \$ Free |
| Foreign Fee-Paying Students: Entry fee | \$383.30 |
| Each scholarship subject | \$102.20 |

CONDITION OF ENTRY

If you have any questions concerning conditions of entry, you should seek advice from the Deputy Headmaster (Curriculum and Assessment).

NCEA LEVEL 2 AND 3 EXAMINATIONS

You must be enrolled at a registered secondary school and **meet prescription requirements for the subjects you enter.**

Note: In entering for any qualification, you are agreeing to abide by the regulations and specified NZ Qualifications Authority procedures, for these qualifications.

SPECIAL ASSESSMENT CONDITIONS

NZQA approves entitlement to Special Assessment Conditions (SACS) so that candidates may be fairly assessed, and, therefore, can demonstrate their knowledge, skills and understanding. SACS can be arranged for AS and NCEA Level 2 or 3. Candidates are entitled to apply for SACS when:

- a. Candidates have a permanent or long-term medical, physical, or sensory condition e.g.
 - Anxiety
 - Physical disability
 - Visual impairment
 - Hearing impairment
 - ADHD
 - Autism Spectrum Disorder, and/or
- b. Candidates present with a **specific learning disability** that directly impacts on their ability to be assessed fairly in assessments for National Qualifications may apply for entitlement to Special Assessment Conditions e.g.
 - Auditory Processing
 - Dyslexia
 - Dysgraphia

For the full list visit <http://www.nzqa.govt.nz> Search SACS

Application Process and Guidelines

On behalf of the student/parents, St Paul's Collegiate will make an application to NZQA. St Paul's Collegiate will endeavour to identify and notify all students requiring SACS as early as possible, usually in the junior school. If a student has been approved at their previous school, it is automatically in place.

Application requirements

- All applications under medical, physical, or sensory require a certified Doctors letter and or medical report.
- All Applications under Specific Learning Disability require a Cognitive Assessment or school-based evidence. Contact Mrs Meaghan Cooley (Leader of Curriculum Learning Support) for further information regarding the appropriate pathway.

The application is reviewed by an approved NZQA SACS committee. The outcome of all applications will be sent directly to St Paul's Collegiate. St Paul's Collegiate will endeavour to notify parents regarding the outcome of the application as soon as possible. All declined applications have the right to appeal. Special Assessment Conditions will not be granted to candidates who suffer an accident, for example, a broken arm, prior to an examination commencing or an illness. In this case, please see Mrs Helen Bradford for advice regarding a 'Derived Grade'.

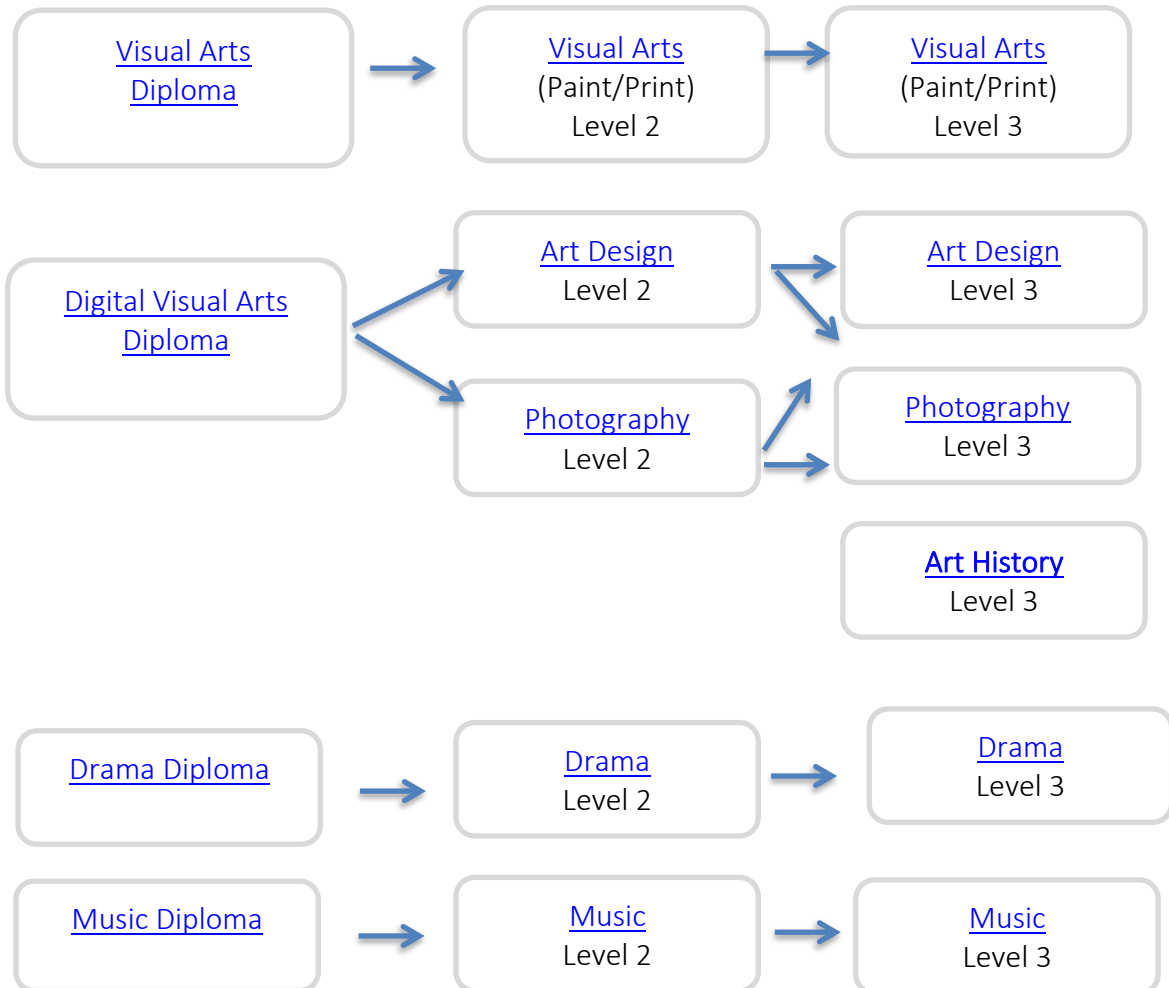
DERIVED GRADE PROCESS

Candidates may apply for consideration of their grades if:

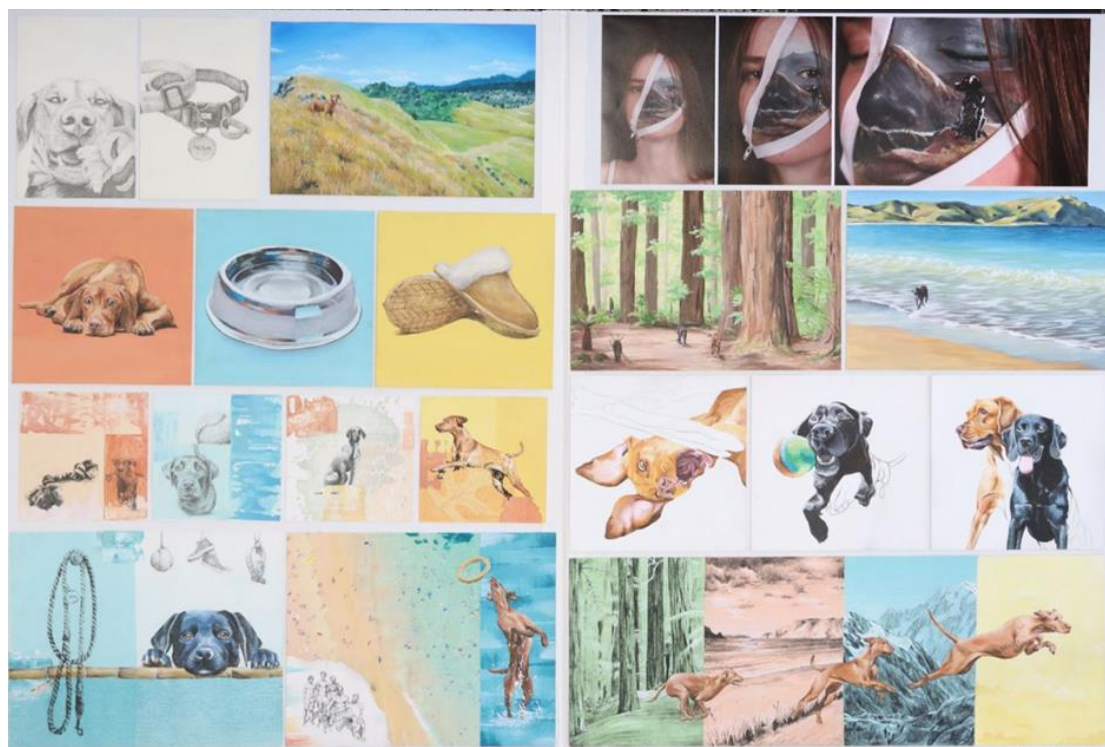
- they have been prevented from attending the external examination because of illness, injury, bereavement, or exceptional circumstances beyond their control.
- they consider that their performance in the external examination has been seriously impaired by illness, injury, bereavement, or other exceptional circumstances.

The impairment must be of a serious nature. For example, impairment cannot generally be claimed based on stress due to assessments, parents being away on holiday, minor illness, or day-to-day family disturbances. Medical certificates should indicate the duration of the impairment and the extent to which the candidate's performance has been impaired at the time. Parents must contact Mrs Bradford to activate the derived grades process.

ARTS FACULTY - Leader of Curriculum Mr J Cameron



YEAR 11 VISUAL ARTS COURSE - Diploma (Paint/Print/Sculpture)



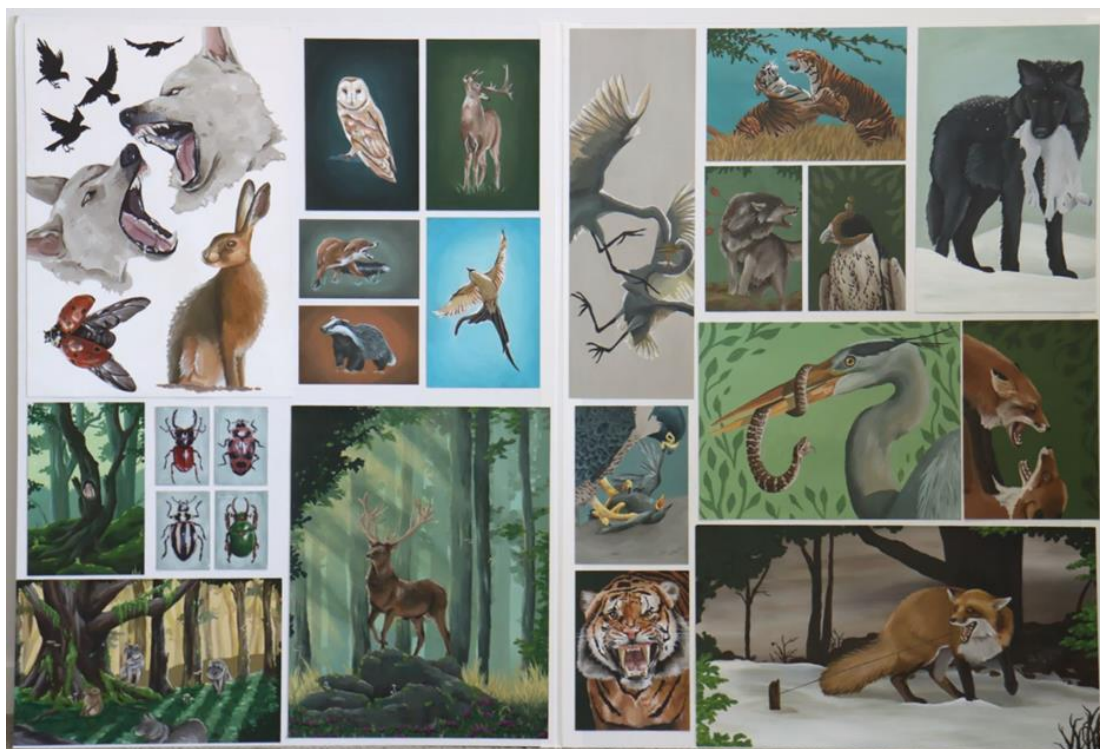
Year 11 Visual Arts Diploma – Annie Stokes (2023)

| Year 11 Visual Arts | |
|-------------------------------|--|
| WHY STUDY THIS COURSE? | <p>Year 11 Visual Arts is a fun and practical course. We celebrate individuality and students are supported to develop exciting work that they take pride in.</p> <p>This course supports building skills in visual communication, problem solving, creative thinking, research and investigation. Visual Arts is both a practical and academic subject, our Level 3 courses are UE approved and hold Scholarship opportunities. St Paul's Visual Art students have a proven record of achieving high results and a large majority of our students endorse with Merit or Excellence.</p> <p>As a 2025 Year 11 Visual Arts student, you will be invited to sign-up to attend the 'Art, Culture and Literature' Trip to Europe (London, Paris and Venice) in 2026, July school holidays.</p> |
| COURSE DESCRIPTION | <p>Students begin the course by explore a range of skills and techniques, using a variety of stimulating senior art materials, tools, processes, and procedures relating to the fields of:</p> <p style="text-align: center;">Drawing Painting Printmaking Sculpture Mixed Media Collage</p> |

| | |
|---------------------------|---|
| | During this course, students work thematically to produce an exciting body of work that represents their cultural identity. Students learn to further develop ideas and their ability to refine skills in drawing, painting and printmaking practice. This course develops students' practical art making skills and introduces students to new contemporary artists that inspire and challenge them. |
| ENTRY REQUIREMENTS | Year 10 Practical Art course is recommended. |
| COURSE COSTS | \$40 per term approx. This covers all materials and take-home stationery such as: high-quality paint kits, brushes, paper/card, drawing materials, visual diary, folio boards and more. |

| | Points | Description |
|--------------------------|---|---|
| Common Assessment | 1-8 | Use drawing methods in paint/printmaking to demonstrate technical skills. |
| Portfolio | 1-8 | Develop ideas in a limited series exploring a singular field of practice (i.e., painting or printmaking); demonstrate use of visual diary practice to support the development of ideas. |
| Collaborative Assessment | 1-8 | Engage in, and document, critical discussion of student-made artwork, drawing clear links to established practice and research. |
| Examination | 1-8 | Produce a body of work for exhibition, informed by established practice, which develops ideas in the field of painting, printmaking and/or extended contemporary practice. |
| COURSE OFFERS | Total of 32 Points towards the St Paul's Diploma for Year 11 Visual Art. | |
| PATHWAY LINK | This course leads to NZQA Level 2 and Level 3 Visual Arts courses offered at St Paul's, where students can specialise in the following Visual Arts disciplines: Design, Painting, Photography and/or Printmaking. We also offer Art History at Level 3. | |

LEVEL 2 VISUAL ARTS COURSE



Level 2 Painting: Georgia Fisher (2023)

Level 2 Visual Arts 201 (NCEA)

WHY STUDY THIS COURSE?

Level 2 Visual Arts is an exciting and diverse course that is highly reflective of current contemporary art practice. We celebrate individuality, risk-taking and experimentation with media and process. Your teacher will support you in achieving exciting work that is meaningful to you and that you can take pride in. Adaptive, innovative, and creative problem solving are key attributes that students who take this course adopt quickly and apply to many other areas. Visual Arts is both a practical and academic subject, our Level 3 courses are UE approved and hold Scholarship opportunities. St Paul's Visual Art students have a proven record of achieving high results and a large majority of our students endorse with Merit or Excellence.

Level 2 Visual Arts is a prerequisite for the Level 3 Visual Arts course.

COURSE DESCRIPTION

Level 2 Visual Arts supports students to produce a body of work based on their own selected topic and introduces students to the concept of developing a focused studio practice, working within their chosen Visual Arts discipline.

In this course students major in one discipline:

Painting or Printmaking

The course is designed to be flexible and to meet individual learning needs. Students will explore contemporary issues, develop their creativity, imagination, and visual literacy, and contribute to cultural dialogue.

| | | | | |
|----------------------------------|---|--------------|----------------|---|
| ENTRY REQUIREMENTS | Prior experience in the Visual Arts to Year 11 required or by application to the Head of Visual Arts. j.cameron@stpauls.school.nz | | | |
| COURSE COSTS | \$40 per term approx. This covers all materials and take-home stationery such as: high-quality paint kits, brushes, paper/card, drawing materials, visual diary, folio boards and more. | | | |
| | | | | |
| No. | I/E | Level | Credits | Standard Title |
| 91311 | I | 2 | 4 | Use drawing methods to apply knowledge of conventions appropriate to painting or printmaking |
| 91316 | I | 2 | 4 | Develop ideas in a related series of drawings appropriate to established painting or printmaking practice |
| 91321 | E | 2 | 12 | Produce a systematic body of work that shows understanding of art making conventions and ideas within painting or printmaking |
| | | | | |
| COURSE OFFERS ENDORSEMENT | Yes - subject to NZQA criteria being met. | | | |
| PATHWAY LINK | This course leads into Level 3 Painting, Printmaking or Sculpture. We also offer Art History at Level 3. | | | |

LEVEL 3 VISUAL ARTS COURSE (UE Approved Subject)



Level 3 Painting: Amelie Austin (2023)



Level 3 Printmaking: Kenzo Robcke (2023)

Level 3 Visual Arts 301 (NCEA)

WHY STUDY THIS COURSE?

The Level 3 Visual Arts course is a wonderful opportunity for students to continue pushing their creative skills and passions in Art whilst at the same time supporting their overall academic achievement and goals at St Paul's as they consider pathways beyond Secondary School. All Level 3 Visual Arts courses are UE approved and hold Scholarship opportunities. St Paul's Visual Art students have a proven record of achieving high results and a large majority of our students gain Merit or Excellence endorsement in this subject, supporting their University Entrance requirements to a wide range of courses in Aotearoa and abroad.

| <p>COURSE DESCRIPTION</p> | <p>Students learn to become creative makers, thinkers and active participants in a local, national, and global context. The course focuses on translating individual creative potential into practice through the provision of quality resources and learning experiences, as well as individualised teacher support. Students will complete a portfolio of work that develops and extends their conceptual and technical skills. Students major in one discipline:</p> <p style="text-align: center;">Painting or Printmaking</p> <p>Students investigate a specific theme of their choice, that is negotiated, challenged, and clarified during the year to best meet their individual learning and creative goals. Level 3 Visual Art is a Scholarship subject, which students are encouraged to complete alongside their portfolio. Critical, reflective, and creative thinking skills, independent approaches to problem solving and self-directed learning, essential for tertiary study, are promoted and developed.</p> | | | |
|---|--|-------|---------|--|
| <p>ENTRY REQUIREMENTS</p> | <p>Prior experience in the Visual Arts to Level 2 required or by application to the Head of Visual Arts - j.cameron@stpauls.school.nz</p> | | | |
| <p>COURSE COSTS</p> | <p>\$45 per term approx. This covers all take-home materials and required stationery.</p> | | | |
| | | | | |
| No. | I/E | Level | Credits | Standard Title |
| 91446 | I | 3 | 4 | Use drawing to demonstrate understanding of conventions appropriate to painting or printmaking |
| 91451 | I | 3 | 4 | Systematically clarify ideas using drawing informed by established painting or printmaking practice |
| 91456 | E | 3 | 14 | Produce a systematic body of work that integrates conventions & regenerates ideas within painting practice or printmaking. |
| | | | | |
| <p>COURSE OFFERS ENDORSEMENT</p> | | | | <p>Yes - subject to NZQA criteria being met.</p> |
| <p>PATHWAY LINK</p> | | | | <p>This course can lead to: Scholarship in your chosen field Bachelor's degree in: Fine Arts, Visual Arts, Design, Stage/Screen Design, Architecture Diploma studies in: Visual Arts, Design, Set/Props, Film/Television Other tertiary courses with heavy research and/or project-based programs.</p> |

YEAR 11 DIGITAL VISUAL ARTS COURSE – Diploma
(Design/Photo)



Year 11 Digital Visual Arts: Jade Luxton (2020)

| Year 11 Digital Visual Arts | |
|-----------------------------|--|
| WHY STUDY THIS COURSE? | <p>We live in an image-saturated world where more importance is placed on visual literacy than ever before. In Level 1 Digital Visual Arts students develop visual literacy and aesthetic awareness as they manipulate and transform visual ideas to solve problems and communicate intended messages. This course promotes motivation to learn by emphasising active engagement, diligence and risk taking. This is both a practical and academic subject, and our subsequent Level 3 courses (Art Design, Photography, Painting or Printmaking) are UE approved and hold Scholarship opportunities.</p> <p>As a 2024 Year 11 Digital Visual Arts student, you will be invited to sign-up to attend the ‘Art, Culture and Literature’ Trip to Europe (London, Paris, and Venice) in 2026, July school holidays.</p> |
| COURSE DESCRIPTION | <p>The Digital Visual Arts course introduces students to the basic principles of DSLR Photography, Digital Drawing/Painting using iPad’s/iPen’s and Wacom drawing tablets and Graphic and Typographic Design conventions. Students will make a portfolio of thematically linked work using and exploring the mediums of:</p> <p>Photography Graphic Design Typographic Design Digital Drawing/Painting</p> <p>Students will learn to use Adobe Creative Cloud software (i.e., Photoshop and Illustrator), photographic and digital drawing equipment.</p> |

| | | |
|---------------------------|--|---|
| ENTRY REQUIREMENTS | Year 10 Practical Art course is recommended. | |
| COURSE COSTS | \$30 approx per term. Students require their own laptop that can accommodate Adobe Creative software, provided to you by the school. Chromebook's will not work with Adobe software: we recommend a 'MacBook Pro' or 'Air' or an equivalent such as 'Microsoft Surface'. | |
| | | |
| | Points | Description |
| Common Assessment | 1-8 | Use drawing methods in design/photography to demonstrate technical skills. |
| Portfolio | 1-8 | Develop ideas in a limited series exploring a singular field of practice (i.e., design or photography); demonstrate use of visual diary practice to support the development of ideas. |
| Collaborative Assessment | 1-8 | Engage in, and document, critical discussion of student-made artwork, drawing clear links to established practice and research. |
| Examination | 1-8 | Produce a body of work for exhibition, informed by established practice, which develops ideas in the field of design, photography and/or extended digital contemporary practice. |
| | | |
| COURSE OFFERS | Total of 32 Points towards the St Paul's Diploma for Year 11 Visual Art. | |
| PATHWAY LINK | This course leads into Level 2 Photography and Level 2 Art Design. | |

LEVEL 2 ART DESIGN COURSE



Level 2 Art Design: Tyler Mulgrew (2020)

Level 2 Art Design 201 (NCEA)

WHY STUDY THIS COURSE?

Branding is everywhere and getting it right is essential to successfully selling a product and sustaining a business. This is where Art Design comes in! Art Design enhances a student's perception of the visual world surrounding us and equips students to respond appropriately through the creation of a brand's identity.

Common components of a brand's identity that student's often produce are: Logo, Website, Gaming Character and their world, an App., Business Card, Animations, Ticket, Poster, Packaging and/or 3-D objects, Magazine Spread, and more. Designers tend to be more observant and conscious people and we teach this course in a way that encourages students to critically examine the world around them. Art Design is both a practical and academic subject. St Paul's Art Design students have a proven record of achieving high results, many with Merit or Excellence endorsement.

As a 2025 Art Design student, you will be invited to sign-up to attend the 'Art, Culture and Literature' Trip to Europe in 2026, July school holidays.

COURSE DESCRIPTION

Art Design students work independently (with teacher guidance) to generate their own proposal or investigation which is presented as a portfolio of work at the end of the year. Students can decide on any proposal ranging from a children's book story and design, through to social, environment campaigns, or corporate and business designs. Students will develop and deepen their understanding of key design skills including:

- Adobe software skills (Photoshop, Illustrator, InDesign)

| | | | | <ul style="list-style-type: none"> • Typography and Logo design skills • Illustration/Image making • Digital Illustration methods (i.e., Drawing tablets) |
|----------------------------------|-----|-------|---------|--|
| ENTRY REQUIREMENTS | | | | <p>Prior experience in the Visual Arts to Year 11 required or by application to the Head of Visual Arts - j.cameron@stpauls.school.nz</p> |
| COURSE COSTS | | | | <p>\$35 approx per term. All students require their own laptop that can accommodate Adobe Creative Suite software, provided by the school. Chromebook's will not work with Adobe software: we recommend a 'MacBook Pro' or 'Air' or an equivalent such as 'Microsoft Surface'.</p> |
| | | | | |
| No. | I/E | Level | Credits | Standard Title |
| 91310 | I | 2 | 4 | Use drawing methods to apply knowledge of conventions appropriate to design |
| 91315 | I | 2 | 4 | Develop ideas in a related series of drawings appropriate to established design practice |
| 91320 | E | 2 | 12 | Produce a systematic body of work that shows understanding of art making conventions and ideas within design |
| | | | | |
| COURSE OFFERS ENDORSEMENT | | | | Yes - subject to NZQA criteria being met. |
| PATHWAY LINK | | | | <p>This course leads into Level 3 Art Design, and can be a good foundation for Level 3 Photography and/or Printmaking.</p> |

LEVEL 3 ART DESIGN (UE Approved Subject)



Level 3 Art Design: Tyler Mulgrew (2011)

Level 3 Art Design 301 (NCEA)

WHY STUDY THIS COURSE?

Branding is everywhere and getting it right is essential to successfully selling a product and sustaining a business. This is where Art Design comes in! Art Design enhances student's perception of the visual world surrounding us and equips students to respond appropriately through the creation of a brand's identity. Art Design student's often design: Logos, Websites, Gaming Characters and their world, digital Apps., Business Cards, Animations, Tickets, Posters, Packaging and/or 3-D objects, Magazine Spreads, and more. Contemporary culture is fascinated with the new and different. Therefore, more than ever, employers are looking for innovative thinkers and adaptive problem solvers.

St Paul's Art Design students have a proven record of achieving high results. A large majority of our students gain endorsement in this subject, supporting their University Entrance requirements to a wide range of courses in Aotearoa and abroad.

COURSE DESCRIPTION

Art Design students work independently (with teacher guidance) to generate their own proposal or investigation which is presented as a portfolio of work at the end of the year. Students can decide on any proposal ranging from a children's book story and design, through to social, environment campaigns, or corporate and business designs.

Students will develop and deepen their understanding of key design skills including:

- Adobe software skills (Photoshop, Illustrator, InDesign)
- Typography and Logo design skills
- Illustration/Image making
- Digital Illustration methods (i.e., Drawing tablets)
- Layout design skills

Level 3 Art Design is a Scholarship subject, which students are encouraged to complete alongside their portfolio.

| ENTRY REQUIREMENTS | | | | | Prior experience in Level 2 Design or Photography required or by application to the Head of Visual Arts - j.cameron@stpauls.school.nz |
|----------------------------------|-----|-------|---------|--|---|
| COURSE COSTS | | | | | \$40 approx per term. All students require their own laptop that can accommodate Adobe Creative Suite software, provided by the school. Chromebook's will not work with Adobe software: we recommend a 'MacBook Pro' or 'Air' or an equivalent such as 'Microsoft Surface'. |
| | | | | | |
| No. | I/E | Level | Credits | Standard Title | |
| 91455 | I | 3 | 4 | Use drawing to demonstrate understanding of conventions appropriate to design | |
| 91450 | I | 3 | 4 | Systematically clarify ideas using drawing informed by established design practice | |
| 91455 | E | 3 | 14 | Produce a systematic body of work that integrates conventions and regenerates ideas within design practice | |
| | | | | | |
| COURSE OFFERS ENDORSEMENT | | | | | Yes - subject to NZQA criteria being met |
| PATHWAY LINK | | | | | This course can lead to: Scholarship for Design Bachelor's degree in: Design, Innovation, Fine Art, Graphic Design, Spatial Design, Architecture, Marketing, Communications Diploma studies in: Graphic Design, Spatial/Interior Design, Digital Multi-Media, Moving Image, Interior, Jewellery, Fashion, Film, Publishing, Web Development, Advertising, Marketing Other tertiary courses with heavy research and/or project-based programs. |

LEVEL 2 PHOTOGRAPHY COURSE



Level 2 Photography: Trinny Groube (2020)

Level 2 Photography 201 (NCEA)

WHY STUDY THIS COURSE?

Firstly, perhaps the most important reason to take this subject is that photography is FUN! This course promotes motivation to learn by emphasising active hands-on engagement and risk taking. In Level 2 Photography students learn to interpret and communicate ideas, practice problem solving and creative thinking skills, and engage in personal research and investigation. This course also facilitates the development of independent work habits; highly transferable skills that can be utilised in other curriculum areas. Photography is both a practical and academic subject and St Paul's students have a proven record of achieving high results, many passing this course with Merit or Excellence endorsement.

As a 2025 Photography student, you will be invited to sign-up to attend the 'Art, Culture and Literature' Trip to Europe in 2026, July school holidays.

| | | | | |
|----------------------------------|---|--------------|----------------|---|
| COURSE DESCRIPTION | <p>This course examines the basic principles of photography and lens-based visual language. Students apply and engage with digital editing processes (Adobe Photoshop), studio lighting, specialty lenses, tripods, and of course a DSLR camera, to develop and extend a successful personal practice.</p> <p>Students produce two bodies of Photographic work; in Term 1 they explore the concept of 'Domestic Life' to produce work that explores their home environment. From Term 2 students generate a larger portfolio of work based around a theme of their choice. Individuality is encouraged and students are well equipped with one-to-one teaching support and guidance to develop their work in diverse and creative ways that best suit them and their ideas.</p> | | | |
| ENTRY REQUIREMENTS | <p>Prior experience in the Visual Arts to Year 11 required or by application to the Head of Visual Arts - j.cameron@stpauls.school.nz</p> | | | |
| COURSE COSTS | <p>\$35 approx per term. Access to a DSLR camera is vital for this course; a limited number of DSLR cameras are available for students to borrow from the Art department. All students require their own laptop that can accommodate Adobe Creative software supplied by the school. Chromebook's will not work with Adobe software.</p> | | | |
| | | | | |
| No. | I/E | Level | Credits | Standard Title |
| 91312 | I | 2 | 4 | Use drawing methods to apply knowledge of conventions appropriate to Photography |
| 91317 | I | 2 | 4 | Develop ideas in a related series of drawings appropriate to established photography practice |
| 91322 | E | 2 | 12 | Produce a systematic body of work that shows understanding of art making conventions and ideas within Photography |
| | | | | |
| COURSE OFFERS ENDORSEMENT | <p>Yes - subject to NZQA criteria being met.</p> | | | |
| PATHWAY LINK | <p>This course leads into Level 3 Photography and Level 3 Art Design.</p> | | | |

LEVEL 3 PHOTOGRAPHY (UE Approved subject)



Level 3 Photography: Charlize Walther (2023)



Level 3 Photography: Ruja Pattana-Arum (2020)

Level 3 Photography 301 (NCEA)

WHY STUDY THIS COURSE?

Photography is not only an art form but is a way of seeing the world. We teach photography in a way that encourages students to examine and respond to the world around them. In Level 3 Photography students learn to work independently to construct meanings, produce works, and respond to and value others' feedback and criticism. They learn to use their imagination to engage with unexpected outcomes and to explore multiple solutions. This course equips students with skills in communication, critical and creative thinking, problem-solving skills, the ability to research and analyse, adaptability, independence, and innovation.

St Paul's Photography students have a proven record of achieving high results. A large majority of our students gain Merit or Excellence endorsement and Scholarship in this subject, supporting their University Entrance requirements to a wide range of courses in Aotearoa and abroad.

| | | | | |
|----------------------------------|---|--------------|----------------|---|
| COURSE DESCRIPTION | <p>Applying and engaging with digital editing processes (Adobe Photoshop), studio lighting, specialty lenses, tripods, and of course a DSLR camera, students generate and develop an individually conceived and driven photographic investigation over the course of the year.</p> <p>The thematic study, approach, artist models and technical format is entirely selected by the student as they work through the challenges and concepts of their investigation. Students keep a visual diary to research, experiment and document the process of their work, providing the foundation of their Scholarship submission. Whilst scholarship is optional, it does sit well alongside the construction of students' photographic investigations. Students are well equipped with one-to-one teaching support and guidance to develop their work in diverse and creative ways that best suit them and their ideas.</p> | | | |
| ENTRY REQUIREMENTS | <p>Experience in Year 11 Digital Visual Arts course and/or Level 2 Photography or Art Design course is required or by application to the Head of Visual Arts - j.cameron@stpauls.school.nz</p> | | | |
| COURSE COSTS | <p>\$40 approx per term. Access to a DSLR camera is vital for this course; a limited number of DSLR cameras are available for students to borrow from the Art department. All students require their own laptop that can accommodate Adobe Creative software supplied by the school. Chromebook's will not work with Adobe software.</p> | | | |
| | | | | |
| No. | I/E | Level | Credits | Standard Title |
| 91447 | I | 3 | 4 | Use drawing to demonstrate understanding of conventions appropriate to Photography |
| 91452 | I | 3 | 4 | Systematically clarify ideas using drawing informed by established photography practice |
| 91457 | E | 3 | 14 | Produce a systematic body of work that integrates conventions & regenerates ideas within photography practice |
| | | | | |
| COURSE OFFERS ENDORSEMENT | Yes - subject to NZQA criteria being met | | | |
| PATHWAY LINK | <p>This course can lead to: Scholarship for Photography Bachelor of Fine Arts, Bachelor of Visual Arts, Bachelor of Design, Bachelor of Communications Variety of Diploma studies in Visual Arts - Photography, Design, Architecture, Media, Fashion, Film, Freelance Photography, Photojournalism, Commercial Photography, Film Stills, Forensic Photography, and more.</p> | | | |

LEVEL 3 ART HISTORY (UE Approved subject)

| Level 3 Art History 301 (NCEA) | |
|--------------------------------|---|
| WHY STUDY THIS COURSE? | <p>Art History is an engaging way to investigate history in relation to the visual culture, design, art and architecture that was produced during the time: 20th Century. In this course, students learn to observe, analyse, and critically unpick artworks to find the hidden messages, meanings, and even the branding and propaganda that lies behind a work of art. Because so much of history has been lost through written language and many artworks have been preserved, we can read artworks and learn about the details of artists, patrons, science, politics, religion and civic societies. Students will learn about technological, economic, political and social contexts through the study of art works produced during the 20th Century across Europe, America and Aotearoa, and will analyse how these shaped modernist art, design and architecture.</p> <p>Writing is an important method of assessment in this course, however, there is much scope to engage through a wider variety of modes such as posters, pamphlets and infographics, museum/gallery styled articles and interviews and even filmed documentary styled interviews/presentations.</p> <p>Art History will support any Visual Arts student to critically push their practical work. It also supports any future career, by developing; analysis and critical thinking skills, writing, literacy and discussion skills in students. Art History helps people to see the history of human ideas, and therefore helps them to develop their own thinking and ideas - in any career field. Visual arts students are advised to take modern art history as it supports their ideas.</p> |
| COURSE DESCRIPTION | <p>In the Modern Art History Course we will be focusing on art made in Early 20th Century Europe, 1900 through to 1940, as well as art from the 1940s through to the early 2000s in America and New Zealand. Alongside art works, we look at how influences, such as Freud's new ideas about the human mind and unconscious, combined with philosophical, political and economic forces, influenced artists to express new and sometimes radical ideas through their art. The modern Art History course covers a key period in art history, when western art changed dramatically in response to the rising forces of modernity, war, political extremes. Modernism and modernity are still affecting our art and ideas today.</p> <p>Discussions about photography, design and architecture will be integrated into the course work.</p> <p>Modern Art History places students in a very good position to sit Art History Scholarship.</p> |
| ENTRY REQUIREMENTS | <p>Students need to have obtained Level 2 Literacy, or by application to the Head of Visual Arts - i.cameron@stpauls.school.nz</p> |

| | |
|---------------------|--------------------------------------|
| COURSE COSTS | \$80, which covers a course booklet. |
|---------------------|--------------------------------------|

| No. | I/E | Level | Credits | Lit | Standard Title |
|---|-----|-------|-------------|--------------|--|
| 91485 | I | 3 | 4 | UE R | Examine the impact of media and processes on art works. |
| 91486 | I | 3 | 4 | UE R | Construct an argument based on interpretation of research in art history. |
| 91487 | I | 3 | 4 | UE R | Examine the different values placed on art works. |
| 91488 | I | 3 | 4 | UE R | Examine the relationship(s) between a theory and art works. |
| 91482 | E | 3 | 4 | UE R UE W | Demonstrate understanding of style in artworks. |
| 91484 | E | 3 | 4 | UE R UE W | Examine the relationship(s) between art and context. |
| 93301 | E | 3 | Scholarship | | Scholarship Art History. <i>(This is an optional examination that students are prepared to engage in. It is a monetary award, and is not worth Credits).</i> |
| COURSE OFFERS ENDORSEMENT | | | | | |
| Yes - subject to NZQA criteria being met. | | | | | |
| PATHWAY LINK | | | | | |
| Leads into tertiary education. Useful to students seeking careers in: Art History, History, Fine Arts, Curatorial Practice, Museum Studies, Law, Politics, Advertising, Architecture, Teaching, Film Studies, Industrial Design and more. | | | | | |

choose one

YEAR 11 DRAMA COURSE - Diploma

| Year 11 Drama | |
|-------------------------------|---|
| WHY STUDY THIS COURSE? | <p>Drama is the expression of ideas, feelings, and experience through voice, movement, visual image, and the creation of role. The study of Drama promotes self-expression, builds self-confidence, enhances creativity, encourages cooperation, and fosters empathy. Students explore playing a range of characters and engage in opportunities to experience different drama and theatre forms to develop and extend their understanding of stagecraft and the rules and traditions of theatre.</p> <p>Students in the Drama course gain skills and confidence in presenting themselves and ideas to a live audience and develop the ability to work effectively in teams and to meet set deadlines with creativity and initiative - these are all essential skills for success in learning in a range of subjects and highly sought after by employers.</p> |
| COURSE DESCRIPTION | <p>The Year 11 Drama course of study aims to provide students with a practical understanding of Drama as an art form, as well as encouraging them to interpret a wide range of dramatic texts and forms, with a particular focus on the ever-developing form of Theatre Aotearoa, and to experiment with different modes of performance. Students will gain experience and confidence in presenting their performance ideas with fluency, focus and clarity of intention.</p> <p>For those who are more technically inclined. There is the opportunity to study the development of lighting, props, costume, makeup and set design. This would be run as parallel to the performance-based course.</p> <p>Whilst this is a practical experience-based course, students will also be required to articulate their understanding through written and verbal feedback.</p> <p>Drama is a subject that involves commitment to rehearsal time as well as commitment to working with others. There will be occasions when rehearsals need to be held at lunchtime, after school and during the weekends (with prior notification). Dates will be given to students at the beginning of the year/course, and assessments may be held in the evening.</p> |
| ENTRY REQUIREMENTS | It is recommended that students have taken a Drama course in Year 9 or 10. |
| COURSE COSTS | \$30 approx per term – theatre visits. |

| | Points | Description |
|--------------------------|--------|---|
| Common Assessment | 1-8 | Students are assessed on their understanding of theatre Aotearoa. This will be done in a practical context with performances of different key texts at different times in the year. |
| Portfolio | 1-8 | Students will keep a portfolio that will include all their practical work for the year along with regular reflections on their learning. |
| Collaborative Assessment | 1-8 | All practical assessment in the Year 11 Drama course is collaborative, requiring the students to work together to create and perform pieces of drama within different contexts. |
| Examination | 1-8 | The final examination will be in two parts. One will be a test of their understanding of the theory behind a specific theatre form including the cultural and historical context(s). The second part will be a test of their understanding of the elements, conventions, and techniques of practical drama. |
| | | |
| COURSE OFFERS | | Total of 32 Points towards the St Paul's Diploma for Year 11 Drama. |
| PATHWAY LINK | | This course leads into Level 2 Drama. |

LEVEL 2 DRAMA COURSE

| Level 2 Drama 201 (NCEA) | |
|-------------------------------|--|
| WHY STUDY THIS COURSE? | <p>Level 2 Drama is a creative, challenging and satisfying course. Drama is the expression of ideas, feelings, and experience through voice, movement, visual image, and the creation of role. The study of Drama promotes self-expression, builds self-confidence, enhances creativity, encourages co-operation, and fosters empathy. Students explore playing a range of characters and engage in opportunities to extend their understanding of stagecraft and the rules and traditions of theatre.</p> <p>Students in the Drama course gain skills and confidence in presenting themselves and ideas to a live audience and develop the ability to work effectively in teams and to meet set deadlines with creativity and initiative - these are all essential skills for success in learning in a range of subjects and are qualities highly sought after by employers.</p> <p>Level 2 Drama students tend to develop the skills and confidence to continue the course at Level 3.</p> |
| COURSE DESCRIPTION | <p>Drama continues to have a strong practical focus at Level 2; this is supported with written theory work. Using the four strands of the curriculum, students become increasingly literate in Drama as they explore a variety of theatrical styles and genres. They continue to develop and gain skills in their own self-confidence, use of voice, body movement and use of space with creativity and initiative.</p> <p>For those who are more technically inclined. There is the opportunity to study the development of lighting, props, costume, makeup and set design. This would be run as parallel to the performance-based course.</p> <p>Drama is a subject that involves commitment to rehearsal time as well as commitment to working with others. There will be occasions when rehearsals need to be held at lunchtime, after school and during the weekends (with prior notification). Dates will be given to students at the beginning of the year/course, and assessments may be held in the evening.</p> |
| ENTRY REQUIREMENTS | Year 11 Drama or at HOD Discretion. This course requires students to have prior knowledge of speech, drama, and stage production processes. |
| COURSE COSTS | \$30 approx per term – theatre visits. |

choose
one



| No. | I/E | Level | Credits | Lit | Standard Title |
|----------------------------------|-----|-------|---------|------|---|
| 91213 | I | 2 | 4 | UE R | Apply drama techniques in scripted context |
| 91214 | I | 2 | 5 | | Devise and perform a drama to realise an intention |
| 91218 | I | 2 | 5 | UE R | Perform a substantial acting role in a scripted production (optional through School Production) |
| 91216 | I | 2 | 4 | UE R | Use complex performance skills associated with a drama or theatre form or period; OR |
| 91215 | E | 2 | 4 | UE R | Discuss a drama or theatre form or period with reference to a text |
| 91219 | E | 2 | 4 | | Discuss drama elements, techniques, conventions, and technologies within live performance |
| COURSE OFFERS ENDORSEMENT | | | | | Yes - subject to NZQA criteria being met. |
| PATHWAY LINK | | | | | This course leads into Level 3 Drama. |

LEVEL 3 DRAMA COURSE - (UE Approved Subject)

| Level 3 Drama 301 (NCEA) | |
|--------------------------------|---|
| WHY STUDY THIS COURSE? | <p>Level 3 Drama is a creative, challenging and satisfying course. Drama is the expression of ideas, feelings, and experience through voice, movement, visual image, and the creation of role. The study of Drama promotes self-expression, builds self-confidence, enhances creativity, encourages cooperation, and fosters empathy.</p> <p>Students who study Drama gain skills and confidence in presenting themselves and ideas to a live audience and develop the ability to work effectively in teams and to meet set deadlines with creativity and initiative - these are all essential skills for success in learning in a range of subjects and are qualities highly sought after by employers.</p> <p>The Level 3 Drama course is a University Approved subject.</p> |
| COURSE DESCRIPTION | <p>The course focuses on an increasing depth of sophistication of performance and growing independence as a performer. Scholarship Drama is available to those students displaying the required independent skills and attitudes towards learning.</p> <p>Key elements of the Level 3 course include the study of dramatic techniques, elements, and conventions; Interpretation of scripts; Devising; Demonstrating a knowledge of theatre form or period; Live performances (viewing and performing); Critical analysis and application.</p> <p>For those who are more technically inclined. There is the opportunity to study the development of lighting, props, costume, makeup and set design. This would be run as parallel to the performance-based course.</p> <p>Drama is a subject that involves commitment to rehearsal time as well as commitment to working with others. There will be occasions when rehearsals need to be held at lunchtime, after school and during the weekends (with prior notification). Dates will be given to students at the beginning of the year/course, and assessments may be held in the evening.</p> |
| Free Entry REQUIREMENTS | <p>Level 2 Drama or at HOD Discretion. This course requires students to have prior knowledge of speech, drama, and stage production processes.</p> |
| COURSE COSTS | <p>\$30 approx per term– theatre visits.</p> |

choose
one

| No. | I/E | Level | Credits | Lit | Standard Title |
|----------------------------------|-----|-------|---------|--------------|---|
| 91512 | I | 3 | 4 | UE R | Interpret scripted text to integrate drama techniques in performance |
| 91515 | I | 3 | 4 | UE R | Select and use complex performance skills associated with a drama form or period |
| 91513 | I | 3 | 5 | | Devise and perform a drama to realise a concept |
| 91517 | I | 3 | 5 | UE R | Perform a substantial acting role in a significant production (dependent on gaining a role in the production) |
| 91514 | E | 3 | 4 | UE R UE W | Interpret a text from a prescribed playwright to demonstrate knowledge of a theatre form or period |
| 91518 | E | 3 | 4 | UE W | Demonstrate understanding of live drama performance |
| COURSE OFFERS ENDORSEMENT | | | | | Yes - subject to NZQA criteria being met. |
| PATHWAY LINK | | | | | This course leads into tertiary education. |

YEAR 11 MUSIC - Diploma

| Year 11 Music | | |
|---|--|---|
| WHY STUDY THIS COURSE? | <p>Music is an important part of every young person’s life; studying it as a subject formalises a passion and develops confidence, creativity, team building and leadership skills - all of which are necessary skills in the development of successful young people to contribute to society today. Music students at SPC benefit from high quality facilities and resources, such as a recording studio and industry-level software, a digital live sound desk, instrument-hire system, a diverse itinerant programme, and high-quality ensembles. The Music department also has regular visits from specialist musicians in a wide variety of musical fields to provide additional inspiration and mentoring.</p> | |
| COURSE DESCRIPTION | <p>The Year 11 Music course is designed to inspire students to explore a range of music styles through listening, analysis, performing and composing. With a number of performance opportunities held throughout the year, music students have a number of opportunities to perform for assessment. Students taking music as a subject will also gain exposure to different professional musicians, gaining valuable insight through the opportunity to work with and observe professional musicians during the year.</p> | |
| ENTRY REQUIREMENTS | <p>Students must have at least two years’ experience and tuition on an instrument or voice; and they must continue to receive tuition via our itinerant programme or equivalent. Fluent music reading is not required but a keen and positive attitude to learn how to.</p> <p>Students must be involved in at least one extra-curricular musical activity.</p> | |
| COURSE COSTS | <p>\$350 approx per term – Itinerant tuition fees (within or outside the school) and instrument hire if required.</p> | |
| | Points | Description |
| Common Assessment “presenting music” | 1-8 | <p>Students perform 2 pieces as a solo performer in a performance setting.</p> <p>Students compose 1 composition of their own choice, first working on a skills booklet to develop their use of musical elements for composition in their work.</p> <p>Students must submit a score, audio and brief.</p> <p>Students submit a short analysis of their performance.</p> |
| Portfolio “evidencing” | 1-8 | <p>Students keep an e-portfolio that includes all their work for the year. This will include video journals of their performance progress, their performance assessments, and their compositions. They will submit their flipped classroom workbook.</p> |

| | | |
|---|---|---|
| Collaborative Assessment “experimenting” | 1-8 | <p>Students will form groups of 2 or more, which could include a rock band, chamber group, singing group or instrumental ensemble, and work together with their group, teacher and itinerants to learn and prepare for a performance.</p> <p>They will also compose a piece based on their performance piece, this can be in any genre and composed using live instruments or a music software program. Students must submit a suitable score, an audio file and a brief.</p> <p>Students will create a presentation documenting their progress as a collaboration and present to the group, they can include their performance and composition in this live or recorded.</p> |
| Examination “exploring” | 1-8 | The final examination is a written theory/analysis examination. |
| | | |
| COURSE OFFERS | Total of 32 Points towards the St Paul’s Diploma for Year 11 Music. | |
| PATHWAY LINK | Leads into NCEA Level 2 Music. | |

LEVEL 2 MUSIC

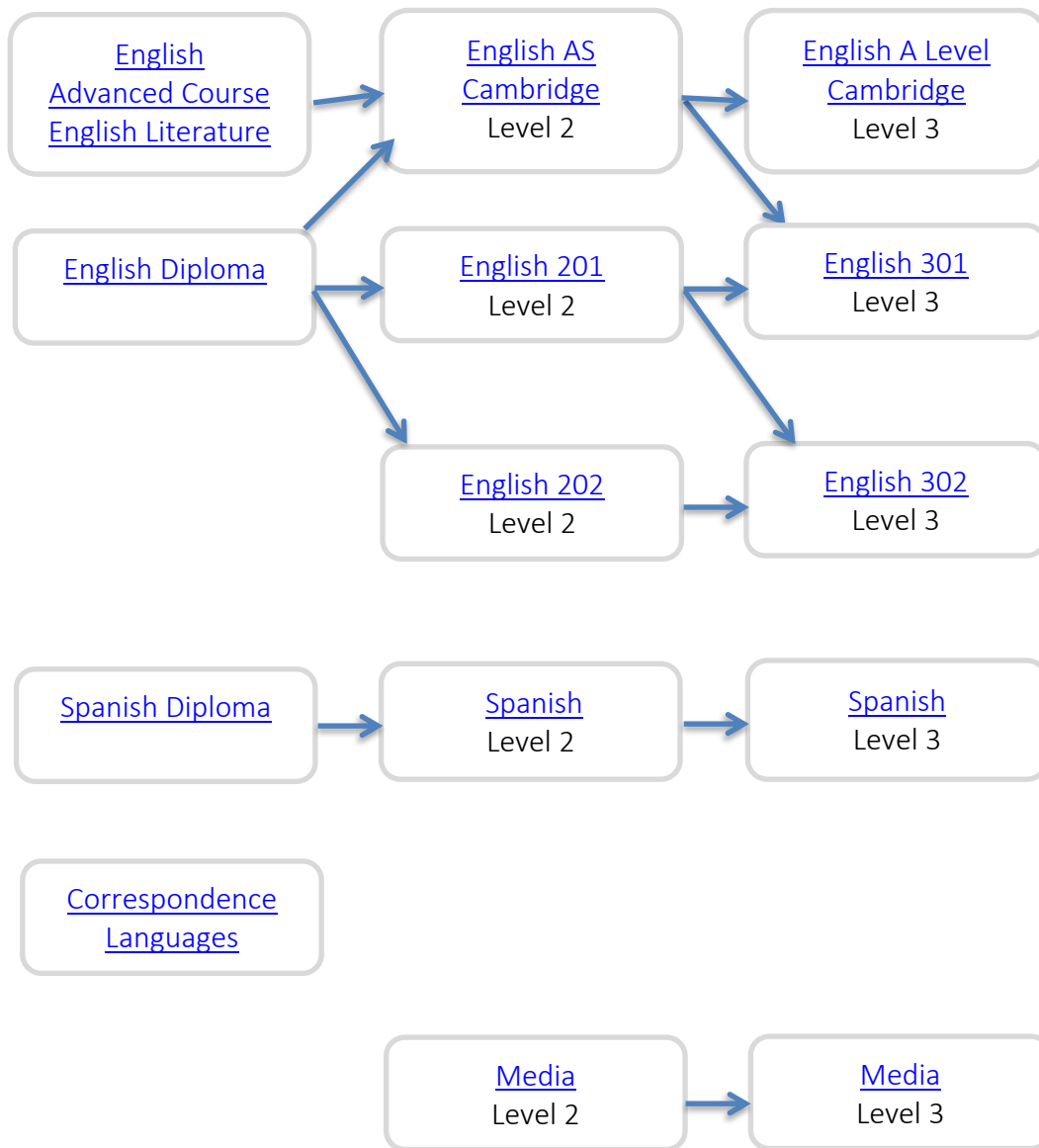
| Level 2 Music 201 (NCEA) | |
|--------------------------|--|
| WHY STUDY THIS COURSE? | <p>Music is a part of every young person's life. Studying music extends any skills they may have through practice, communication, and performance; it encourages an appreciation and confidence in creativity that not many other subjects have the capacity for; and it engenders team building, leadership and other essential soft skills necessary to the development of young men and women of good character.</p> |
| COURSE DESCRIPTION | <p>With students now knowing how to use the major technologies and music-composing software at their disposal, there is more time allowing creativity. Again, students will have access to specialists coming and helping them with their performance and composition skills and how to use different music software more effectively.</p> <p>Like in Year 11, students will perform their solo assessments during multiple performance opportunities during the year and gain exposure to different professional musicians, gaining valuable insight through the opportunity to work with and observe professional musicians during the year.</p> <p>Students will study solo performance, composition and theory as compulsory units with the option to add either group performance or second instrument.</p> <p>It is required that all senior music students are involved in at least one extra-curricular musical activity, participating in performances including the annual production, Big Sing and Band festivals. These commitments will involve weekly rehearsals and regular concerts during the school year. This is a strong component of a musical education at St Paul's and much of the curriculum will be drawn from these activities.</p> |
| ENTRY REQUIREMENTS | <p>Students must have been learning an itinerant music instrument for at least three years and continue to do so during Level 2. Students need to have taken music in Year 11 unless they are at an advanced level (i.e., grade 7-8) in their solo instrument.</p> |
| COURSE COSTS | <p>\$350 approx. per term – Itinerant tuition fees (within or outside the school) and instrument hire.</p> |

| No. | I/E | Level | Credits | Standard Title |
|----------------------------------|-----|-------|---------|--|
| 91270 | I | 2 | 6 | Perform two substantial pieces of music as a featured soloist. |
| 91271 | I | 2 | 6 | Compose two substantial pieces of music. |
| 91272 | I | 2 | 4 | Demonstrate ensemble skills by performing a substantial piece of music as a member of a group. |
| 91274 | I | 2 | 3 | Perform a substantial piece of music as a featured soloist on a second instrument. |
| 91276 | E | 2 | 4 | Demonstrate knowledge of conventions in a range of music scores. |
| | | | | |
| COURSE OFFERS ENDORSEMENT | | | | Yes - subject to NZQA criteria being met. |
| PATHWAY LINK | | | | Leads into NCEA Level 3 Music. |

LEVEL 3 MUSIC - (UE Approved Subject)

| Level 3 Music 301 (NCEA) | |
|--------------------------|---|
| WHY STUDY THIS COURSE? | <p>Music is a part of every young person's life. Studying music extends any skills they may have through practice, communication, and performance; it encourages an appreciation and confidence in creativity that not many other subjects have the capacity for; and it engenders team building, leadership, and other essential soft skills necessary to the development of young men and women of good character.</p> |
| COURSE DESCRIPTION | <p>Level 3 Music still involves extensive theoretical skills - which prepare them for the external assessment - as well as 6 songs/pieces to prepare for solo performance. Everything else is student-focussed creativity.</p> <p>There is some choice in the internal credits at Level 3, but students must not exceed 24 credits.</p> <p>Students choose 1 option of composition from 3 original songs or 3 original pieces of music.</p> <p>Students have the option to do 2 arrangements in place of composition should they wish.</p> <p>Students can choose group performance, consisting of 1 performance of several pieces in a small group with individual parts, or second instrument which comprises of 1 short performance of several works on a second instrument.</p> <p>It is required that all senior music students are involved in at least one extra-curricular musical activity, participating in performances including the annual production, Big Sing and Band festivals. These commitments will involve weekly rehearsals and regular concerts during the school year. This is a strong component of a musical education at St Paul's and much of the curriculum will be drawn from these activities.</p> |
| ENTRY REQUIREMENTS | <p>Students must have been learning an itinerant music instrument for at least four years and continue to do so during Level 3. Students need to have taken music in Level 2 unless they are at an advanced level (i.e., grade 7-8) in their solo instrument.</p> |
| COURSE COSTS | <p>\$350 approx. per term – Itinerant tuition fees (within or outside the school) and instrument hire.</p> |

| No. | I/E | Level | Credits | Standard Title |
|----------------------------------|-----|-------|---------|---|
| 91416 | I | 3 | 8 | Perform two programmes of music as a featured soloist. |
| 91417 | I | 3 | 4 | Second Instrument one performance of several pieces on a second instrument. |
| 91418 | I | 3 | 4 | Group Performance one program of several pieces. |
| 91419 | I | 3 | 8 | Communicate musical intention by composing three original pieces of music |
| 91421 | E | 3 | 4 | Demonstrate understanding of harmonic and tonal conventions in a range of music scores. |
| 91424 | I | 3 | 4 | Create two arrangements for an ensemble. |
| 91849 | I | 3 | 8 | Create 3 original songs. |
| COURSE OFFERS ENDORSEMENT | | | | Yes - subject to NZQA criteria being met. |
| PATHWAY LINK | | | | Leads into Year 1 University. |



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YEAR 11 ENGLISH - Diploma

| Year 11 English | |
|-------------------------------|--|
| WHY STUDY THIS COURSE? | <p>Our ākonga will participate in a St Paul's Diploma programme that supports them to realise their academic goals beyond a traditional NCEA L1 English course.</p> <p>The English diploma course will cater to the ever-changing learning needs of our ākonga in preparing them for life in the global environment.</p> <p>This bespoke programme will be exciting, and engaging and will be culturally inclusive with a focus on New Zealand and globally specific literature.</p> |
| COURSE DESCRIPTION | <p>This course will enhance the critical literacy skills of ākonga via an array of assessment models, namely a common test, portfolio, collaborative assessment, and a traditional examination. All the key skills of English will be assessed during this time.</p> <p>The varied approach to assessments places the ākonga at the centre of learning and is designed to cater to a variety of learning needs.</p> |
| ENTRY REQUIREMENTS | None |
| COURSE COSTS | \$30 Writers Toolbox subscription. |

| | Points | Description |
|--------------------------|--------|---|
| Common Assessment | 1-8 | Novel, Film, Reading Comprehension. |
| Portfolio | 1-8 | A selection of writing across various genres. |
| Collaborative Assessment | 1-8 | The assessment of visual and oral skills. |
| Examination | 1-8 | Novel, Film, Reading Comprehension. |
| COURSE OFFERS | | |
| | | Total of 32 Points towards the St Paul's Diploma for English. |
| PATHWAY LINK | | |
| | | This course leads into Level 2 NCEA. |

YEAR 11 ENGLISH LITERATURE

| Year 11 English Literature | |
|-------------------------------|--|
| WHY STUDY THIS COURSE? | This course is for lovers of literature. It enables ākonga to foster their passion for literature and experience literature's contribution to aesthetic, imaginative and intellectual growth. This literature-rich English course offers ākonga the opportunity to read, interpret, evaluate, and respond to a range of literature in English. |
| COURSE DESCRIPTION | Within this course, ākonga will delve deeply into a range of texts, which could include drama, film, prose, poetry, Shakespeare, and literature rooted in Te Ao Māori, allowing students to engage meaningfully with mātauranga Māori. Learners will deepen their understanding and appreciation of the ways in which writers use language to express meaning and achieve effects. This course stimulates learners to read for pleasure and to explore wider and universal issues, promoting a better understanding of themselves and the world. |
| ENTRY REQUIREMENTS | Students need to be aware that their academic performance in Year 10 may influence their acceptance into this course. Where the number of students opting to continue exceeds the number of places available, entry will be based on: <ul style="list-style-type: none"> • English results in Year 10 • Attitude and work ethic • The discretion of the Head of English |
| COURSE COSTS | \$30.00 Writers Toolbox subscription |

| | Points | Description |
|------------------------------------|--------|--|
| Common Assessment | 1-8 | Show understanding of a range of unseen texts. |
| Portfolio | 1-8 | Students will study the conventions of a range of academically rigorous genres and produce a selection of published work. This could include written, oral, and visual modes of communication. |
| Collaborative Assessment - Seminar | 1-8 | Students will work in groups to deliver an academically engaging seminar. |
| Examination | 1-8 | Multiple response to text essays. |

| | |
|----------------------|---|
| COURSE OFFERS | Total of 32 Points towards the St Paul's Diploma for English. |
| PATHWAY LINK | This course leads into Level 2 NCEA and AS English. |

LEVEL 2 ENGLISH

| Level 2 English 201 (NCEA) | | | | | |
|---|-----|-------|--|--------------|---|
| WHY STUDY THIS COURSE? | | | English involves a combination of language, literary and media studies to enhance the development of competency in the English language. | | |
| COURSE DESCRIPTION | | | <p>To teach students how to integrate sources of information, processes, and strategies purposefully, confidently, and precisely to identify, form, and express increasingly sophisticated ideas.</p> <p>Amendments to the course are at the discretion of the LOC English who will take into consideration student voice and results once yearly appraisal is undertaken.</p> | | |
| ENTRY REQUIREMENTS | | | This course assumes competence in written expression and a basic grounding in response to literary text. Students will have to deal with sophisticated literary texts and language contexts throughout this course. Students may study towards the award of up to 20 credits in this course. | | |
| COURSE COSTS | | | \$30 Writers Toolbox subscription. | | |
| No. | I/E | Level | Credits | Lit | Standard Title |
| 91098 | E | 2 | 4 | UE R UE W | Analyse specified aspect(s) of studied written text(s), supported by evidence |
| 91100 | E | 2 | 4 | UE R UE W | Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence |
| 91101 | I | 2 | 6 | UE W | Produce a selection of crafted and controlled writing |
| 91102 | I | 2 | 3 | | Construct and deliver a crafted and controlled oral text |
| 91107 | I | 2 | 3 | | Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence |
| COURSE OFFERS ENDORSEMENT | | | Yes - subject to NZQA criteria being met. | | |
| PATHWAY LINK | | | Leads into NCEA Level 3 English. | | |
| <ul style="list-style-type: none"> The above course may be subject to change once courses have been fully evaluated. | | | | | |

LEVEL 2 ENGLISH

| Level 2 English 202 (NCEA) | | | | | |
|---|-----|-------|--|-----|---|
| WHY STUDY THIS COURSE? | | | This course caters for Year 12 students who seek an alternative pathway to 201 English. | | |
| COURSE DESCRIPTION | | | <p>To teach students how to integrate sources of information, processes, and strategies purposefully, confidently, and precisely to identify, form, and express increasingly sophisticated ideas.</p> <p>Amendments to the course are at the discretion of the LOC English who will take into consideration student voice and results once yearly appraisal is undertaken.</p> | | |
| ENTRY REQUIREMENTS | | | This course assumes competence in written expression and a basic grounding in response to literary text by students who otherwise may have had difficulty with some aspects of the Year 11 Diploma. Students will study literature and language contexts throughout this course. Entry to this course will be at the discretion of the LOC. Students may study towards the award of up to 18 credits in this course. | | |
| COURSE COSTS | | | \$30 Writers Toolbox Annual Subscription. | | |
| No. | I/E | Level | Credits | Lit | Standard Title |
| 91099 | E | 2 | 4 | W | Analyse specified aspect(s) of studied visual text(s), supported by evidence |
| 91102 | I | 2 | 3 | | Construct and deliver a crafted and controlled oral text |
| 91103 | I | 2 | 4 | W | Create a crafted and controlled visual and verbal text. |
| 91104 | I | 2 | 4 | | Analyse significant connections across texts supported by evidence |
| 91107 | I | 2 | 3 | | Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence |
| COURSE OFFERS ENDORSEMENT | | | Yes - subject to NZQA criteria being met. | | |
| PATHWAY LINK | | | Leads into NCEA Level 3 English. | | |
| <ul style="list-style-type: none"> The above course may be subject to change once courses have been fully evaluated. | | | | | |

Cambridge English (CIE)

| Level 2 English (AS) - Cambridge | | | | | |
|----------------------------------|-----|-------|--|--------------|---|
| WHY STUDY THIS COURSE? | | | Cambridge courses have been introduced into English at St Paul's Collegiate to offer an additional challenge to our students and as an alternative method of assessment. Students at Year 12 will, however, complete a selection of NCEA external assessments. They will sit three external examination papers in response to: studied written texts, studied visual texts and unfamiliar texts. | | |
| COURSE DESCRIPTION | | | <p>To teach students how to integrate sources of information, processes, and strategies purposefully, confidently, and precisely to identify, form, and express increasingly sophisticated ideas.</p> <p>Amendments to the course are at the discretion of the LOC English who will take into consideration student voice and results once yearly appraisal is undertaken.</p> | | |
| ENTRY REQUIREMENTS | | | A competent command of written English with an enjoyment of literature is advantageous. | | |
| COURSE COSTS | | | \$30 Writers Toolbox Annual Subscription. | | |
| Cambridge Certification Title | | | | | |
| | | | Time | Weighting | |
| Paper 3 - Poetry and Prose | | | 2 hours | 50% | |
| Paper 4 – Drama and Unseen Texts | | | 2 hours | 50% | |
| NCEA Examinations | | | | | |
| No. | I/E | Level | Credits | Lit | Standard Title |
| 91098 | E | 2 | 4 | UE R UE W | Analyse specified aspect(s) of studied written text(s), supported by evidence. |
| 91099 | E | 2 | 4 | UE W | Analyse specified aspect(s) of visual written text(s), supported by evidence. ADD |
| 91100 | E | 2 | 4 | UE R UE W | Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence. |
| COURSE OFFERS ENDORSEMENT | | | Yes, subject to NZQA criteria being met. | | |
| PATHWAY LINK | | | Leads into NCEA Level 3 English/Scholarship English (not a timetabled course). | | |

LEVEL 3 ENGLISH - (UE Approved Subject)

| Level 3 English 301 (NCEA) | | | | | |
|---|-----|-------|---|--------------|---|
| WHY STUDY THIS COURSE? | | | This course assumes a developed reading habit, sophistication of literary response and analysis and an accurate, lucid, and mature writing style. The course is built around a close study of literary texts of established critical and literary reputation. Students may study for up to 20 credits in this course. | | |
| COURSE DESCRIPTION | | | <p>The content of this course is made up of two in-depth studies of literature, creating a visual essay, a speech and close analysis of poetry and prose and a portfolio of writing.</p> <p>Amendments to the course are at the discretion of the LOC English who will take into consideration student voice and results once yearly appraisal is undertaken.</p> | | |
| ENTRY REQUIREMENTS | | | Students will have to deal with sophisticated levels of reading and response in this course. A minimum entry requirement would be at least 14 credits gained from Level 2 English including at least one external. Entry to this course will be at the discretion of the LOC and the Deputy Headmaster (Academic). | | |
| COURSE COSTS | | | \$30 Writers Toolbox Annual Subscription. | | |
| No. | I/E | Level | Credits | Lit | Standard Title |
| 91472 | E | 3 | 4 | UE R UE W | Respond critically to specified aspect(s) of studied written text(s), supported by evidence |
| 91473 | E | 3 | 4 | UE W | Respond critically to specified aspect(s) of studied visual text(s), supported by evidence. |
| 91474 | E | 3 | 4 | UE R UE W | Respond critically to specified aspect(s) of unfamiliar written text(s) through close reading supported by evidence |
| 91476 | I | 3 | 3 | | Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas |
| 91479 | I | 3 | 4 | R | Develop an informed understanding of literature and/or language using critical texts |
| 91480 | I | 3 | 3 | | Respond critically to significant aspects of visual texts through close reading supported by evidence. |
| COURSE OFFERS ENDORSEMENT | | | Yes - subject to NZQA criteria being met. | | |
| PATHWAY LINK | | | Leads into tertiary education. | | |
| <ul style="list-style-type: none"> The above course may be subject to change once courses have been fully evaluated. | | | | | |

LEVEL 3 ENGLISH - (UE Approved Subject)

| Level 3 English 302 English (NCEA) | | | | | |
|---|-----|-------|---|--------------|--|
| WHY STUDY THIS COURSE? | | | This course assumes that students have coped with 202 English. It requires a sophistication of research, analysis, and an accurate writing style. The course is built around a close study of literature as well as written accuracy. Students may study for up to 20 credits in this course (see below for credit values). | | |
| COURSE DESCRIPTION | | | <p>The content of this course is made up of a study of literature, a comprehensive examination of a film director, a speech, and an ability to write fluently and accurately for a portfolio of writing.</p> <p>Amendments to the course are at the discretion of the LOC English who will take into consideration student voice and results once yearly appraisal is undertaken.</p> | | |
| ENTRY REQUIREMENTS | | | Students will have to deal with detailed levels of reading and response in this course. A minimum entry requirement would be 8 credits gained from English 202. Entry to this course will be at the discretion of the LOC and the Deputy Headmaster (Academic). | | |
| COURSE COSTS | | | \$30 Writers Toolbox Annual Subscription. | | |
| No. | I/E | Level | Credits | Lit | Standard Title |
| 91472 | E | 3 | 4 | UE R UE W | Respond critically to specified aspect(s) of studied written text(s), supported by evidence |
| 91475 | I | 3 | 6 | UE W | Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas |
| 91476 | I | 3 | 3 | | Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas presentation. |
| 91478 | I | 3 | 4 | | Respond critically to significant connections across text, supported by evidence |
| 91480 | I | 3 | 3 | | Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence |
| COURSE OFFERS ENDORSEMENT | | | No. | | |
| PATHWAY LINK | | | Leads into tertiary education. | | |
| <ul style="list-style-type: none"> The above course may be subject to change once courses have been fully evaluated. | | | | | |

LEVEL 3 A LEVEL ENGLISH - (UE Approved Subject)

| Year 13 English (A Level) - Cambridge | | | | | |
|--|-----|-------------|--|------------------|---|
| WHY STUDY THIS COURSE? | | | Cambridge A Level English Literature provides candidates opportunities to make critical and informed responses to texts which are wide ranging in their form, style, and context. It is a highly academic, rigorous course. | | |
| COURSE DESCRIPTION | | | <p>Cambridge A Level Literature in English requires candidates to have completed AS Level English literature. Candidates are required to answer questions on a range of poems, prose, and plays, with options from the Canon of English Literature and modern texts in English. Close study of all the texts chosen is needed in preparation for a choice of essay and passage-based questions.</p> <p>Amendments to the course are at the discretion of the LOC English who will take into consideration student voice and results once yearly appraisal is undertaken.</p> | | |
| ENTRY REQUIREMENTS | | | AS English | | |
| COURSE COSTS | | | CIE exams fee apply and are currently \$120 for this course. \$30 Writers Toolbox annual subscription. | | |
| Cambridge Certification Title | | Time | | Weighting | |
| Paper 5 – Shakespeare and Other Pre-20 th Century texts | | 2 hours | | 25% | |
| Paper 6 – 1900 to Present | | 2 hours | | 25% | |
| No. | I/E | Level | Credits | Lit | Standard Title |
| 91472 | E | 3 | 4 | UE R UE W | Respond critically to specified aspect(s) of studied written text(s), supported by evidence |
| 91473 | E | 3 | 4 | UE W | Respond critically to specified aspect(s) of studied visual or oral text(s), supported by evidence |
| 91474 | E | 3 | 4 | UE R UE W | Respond critically to specified aspect(s) of unfamiliar written text(s) through close reading supported by evidence |
| COURSE OFFERS ENDORSEMENT | | | Yes – subject to NZQA criteria being met. | | |
| PATHWAY LINK | | | Leads into tertiary education. | | |

YEAR 11 SPANISH - Diploma

| Year 11 Spanish | | |
|--|--|--|
| WHY STUDY THIS COURSE? | <p>Who is learning Spanish these days? Spanish is becoming of greater importance in Europe, where it often is the foreign language of choice after English. It is no surprise that Spanish is a popular second or third language: with some 400 million speakers, it is the second most commonly spoken language in the world after Chinese, and according to some, counts it has more native speakers than English does. It is an official language on four continents and is of historical importance elsewhere. Learning Spanish may open doors for many wonderful experiences, allowing you to see and do things that many other people may not.</p> | |
| COURSE DESCRIPTION | <p>At this level, students can understand and use familiar expressions and everyday vocabulary. They can interact in a simple way in supported situations. Communication at this level means that, in selected linguistic and sociocultural contexts, students will: receive and produce information; produce and respond to questions and requests; show social awareness when interacting with others. Language Knowledge and Cultural Knowledge at this level means that, in selected linguistic and sociocultural contexts, students will: recognise that Spanish is organised in particular ways; make connections with their own language(s); recognise that Hispanic cultures are organised in particular ways; make connections with known culture(s).</p> | |
| ENTRY REQUIREMENTS | <p>This course requires students to have completed previous study of Spanish in Years 9 and 10.</p> | |
| COURSE COSTS | <p>None.</p> | |
| | Points | Description |
| Common Assessment "Listening" | 1-8 | This assessment evaluates understanding of various spoken texts related to everyday situations on topics covered. |
| Portfolio "Writing" | 1-8 | Submission of a portfolio featuring a variety of text types on topics learned, showcasing the use of different language features. |
| Collaborative Assessment "Conversation" | 1-8 | This task involves having a conversation in Spanish with a fellow student and demonstrating spoken language skills. |
| Examination "Reading and Grammar" | 1-8 | This exam will assess the understanding of a variety of written visual texts and the knowledge of grammatical features applied to these texts. |
| COURSE OFFERS | <p>Total of 32 Points towards the St Paul's Diploma for Spanish.</p> | |
| PATHWAY LINK | <p>This course leads into Level 2 NCEA.</p> | |

LEVEL 2 SPANISH

| Level 2 Spanish 201 (NCEA) | | | | |
|----------------------------------|-----|--|---------|---|
| WHY STUDY THIS COURSE? | | <p>Languages link people locally and globally. They are spoken in the community, used internationally, and play a role in shaping the world. Oral, written, and visual forms of language link us to the past and give us access to new and different streams of thought and to beliefs and cultural practices. By learning an additional language and its related culture(s), students come to appreciate that languages and cultures are systems that are organised and used in particular ways to achieve meaning. Learning a new language extends students' linguistic and cultural understanding and their ability to interact appropriately with other speakers. Interaction in a new language introduces them to new ways of thinking about, questioning, and interpreting the world and their place in it. Through such interaction, students acquire knowledge, skills, and attitudes that equip them for living in a world of diverse peoples, languages, and cultures. As they learn a language, students develop their understanding of the power of language. They discover new ways of learning, and more about their own capabilities. Learning a language provides students with the cognitive tools and strategies to learn further languages and to increase their understanding of their own language(s) and culture(s).</p> | | |
| COURSE DESCRIPTION | | <p>The Spanish programme develops the speaking, listening, and writing skills in Spanish to meet with the requirements of NCEA Level 2. This is done within the context of the following topics: travel, school, friendship, history, extra-curricular activities.</p> | | |
| ENTRY REQUIREMENTS | | <p>Students must have completed Year 11 Spanish. In cases where students have not studied Spanish previously, or for less than two years, application can be made to the TIC Spanish for special admission.</p> | | |
| COURSE COSTS | | <p>\$20 approx Education Perfect subscription (one year)</p> | | |
| No. | I/E | Level | Credits | Standard Title |
| 91148 | E | 2 | 5 | Demonstrate understanding of a variety of spoken Spanish texts on familiar matters |
| 91149 | I | 2 | 5 | Demonstrate understanding of a variety of spoken Spanish texts on familiar matters |
| 91151 | E | 2 | 5 | Demonstrate understanding of a variety of Spanish texts and/or visual Spanish text(s) on familiar matters |
| 91152 | I | 2 | 5 | Write a variety of text types in Spanish to convey information, ideas, and opinions in genuine contexts |
| COURSE OFFERS ENDORSEMENT | | <p>Yes - subject to NZQA criteria being met.</p> | | |
| PATHWAY LINK | | <p>Leads into NCEA Level 2 Spanish.</p> | | |

LEVEL 3 SPANISH - (UE Approved Subject)

| Level 3 Spanish 301 (NCEA) | | | | |
|-------------------------------|-----|--|---------|--|
| WHY STUDY THIS COURSE? | | <p>Languages are inseparably linked to the social and cultural contexts in which they are used. Languages and cultures play a key role in developing our personal, group, national, and human identities. Every language has its own way of expressing meanings; each has intrinsic value and special significance for its users.</p> <p>In learning languages, students learn to communicate in an additional language. As they do so, they begin to expand their own world and to open up a whole range of new possibilities. Learning one new language makes it easier to learn others.</p> <p>Spanish is the second most widely spoken language and is used by over 500 million people in Spain and both North and South America. By studying Spanish, students will gain insight into a rich history that has spanned the globe, not to mention a variety of cultures and societies. Many New Zealanders are choosing to learn Spanish for its importance as both a commercial and cultural language.</p> | | |
| COURSE DESCRIPTION | | <p>Having an understanding of the cultures that surround a language is integral to communicating. This course focuses on authentic Spanish for conversation in a variety of situations in both Latin America and Spain. Throughout, there will be many opportunities to speak Spanish, and language skills will also be furthered through exercises in listening for understanding, interest and enjoyment, along with reading and writing work that will develop and appreciation for both the language and the culture.</p> | | |
| ENTRY REQUIREMENTS | | <p>Students must have completed Year 12 Spanish and have gained a minimum of 12 Level 2 NCEA credits in Spanish. In cases where students have fewer than 12 credits, application can be made to the TIC Spanish for special admission.</p> | | |
| COURSE COSTS | | <p>\$20 Education Perfect subscription (one year).</p> | | |
| No. | I/E | Level | Credits | Standard Title |
| 91568 | E | 3 | 5 | Demonstrate understanding of a variety of extended spoken Spanish texts |
| 91569 | I | 3 | 3 | Give a clear spoken presentation in Spanish that communicates a critical response to stimulus material |
| 91570 | I | 3 | 6 | Interact clearly using spoken Spanish to explore and justify varied ideas and perspectives in different situations |
| 91571 | E | 3 | 5 | Demonstrate understanding of a variety of extended written and/or visual Spanish texts |
| 91572 | I | 3 | 5 | Write a variety of text types in clear Spanish to explore and justify varied ideas and perspectives |

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| COURSE OFFERS ENDORSEMENT | Yes - subject to NZQA criteria being met. |
| PATHWAY LINK | Leads into Year 1 University Spanish courses. |

CORRESPONDENCE SCHOOL LANGUAGES – Diploma, Levels 2 and 3

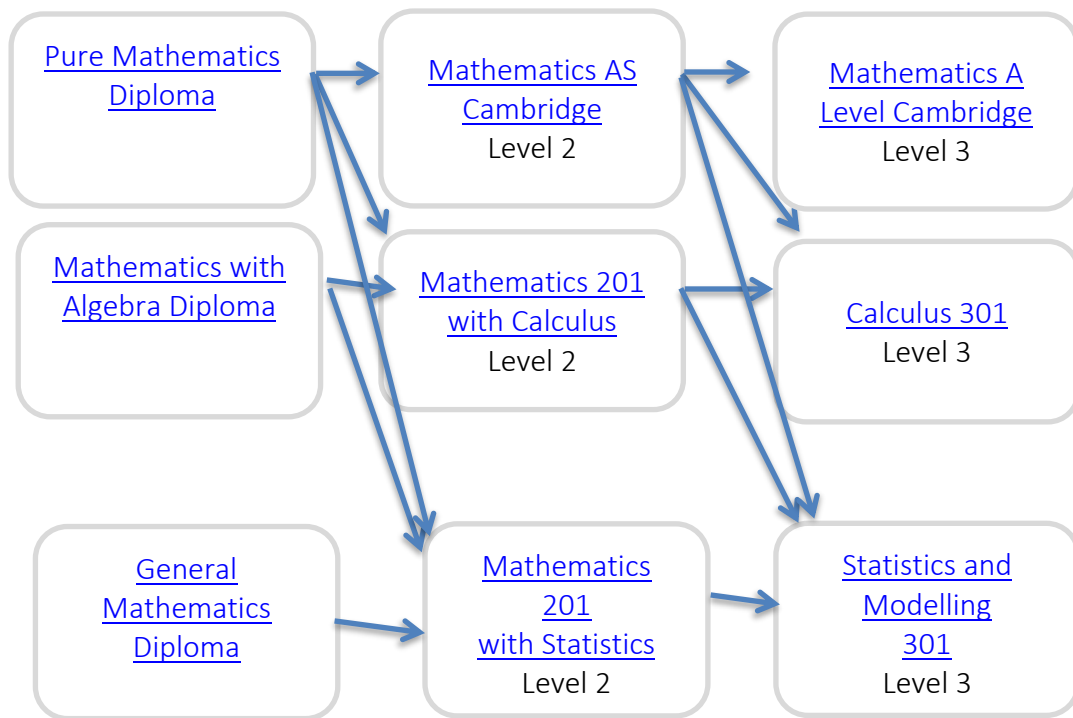
| Year 13 Correspondence School Languages | |
|---|---|
| WHY IS THIS AVAILABLE? | If there is a language that a student wants to study and it is not available at the school, the student can be enrolled with “Te Kura – the Correspondence School” to study a language. |
| COURSE DESCRIPTION | The course is run by Te Kura - the Correspondence School and requires the student to be diligent at studying on their own. |
| ENTRY REQUIREMENTS | No entry requirements. |
| COURSE COSTS | \$1730 per subject. |
| COURSE OFFERS ENDORSEMENT | Yes - subject to NZQA criteria being met. |
| PATHWAY LINK | Leads into Tertiary Education depending on level studied. |

LEVEL 2 MEDIA STUDIES

| Level 2 Media Studies 201 (NCEA) | | | | | |
|----------------------------------|-----|-------|--|------|--|
| WHY STUDY THIS COURSE? | | | As a subject Media Studies recognises that we live in a media rich age, and that our media interactions shape our reality. This is a great course for anyone who wants to consider a career in Marketing, Journalism, Public Relations, Broadcasting or Media Production. | | |
| COURSE DESCRIPTION | | | <ul style="list-style-type: none"> ▪ To introduce students to the study of Media and how our lives are driven or at least influenced by the media. ▪ To gain skills in the medium of film. ▪ To encourage students to analyse the way the media influences their view of the world. | | |
| ENTRY REQUIREMENTS | | | This course is open to all students. You will find that well-rounded English skills will aid you in this course. Interest in Art, Films, Drama, History and Social Issues will also help. Students who are new to this course have the ability to do very well. | | |
| COURSE COSTS | | | \$20 | | |
| No. | I/E | Level | Credits | Lit | Standard Title |
| 91249 | I | 2 | 4 | | Demonstrate understanding of narrative in media texts |
| 91250 | I | 2 | 3 | | Demonstrate understanding of representation in the media |
| 91251 | E | 2 | 4 | UE W | Demonstrate understanding of an aspect of a media genre |
| 91252 | I | 2 | 4 | | Produce a design and plan for a developed media product using a range of conventions |
| 91253 | I | 2 | 6 | | Complete a developed media product from a design and plan using a range of conventions |
| COURSE OFFERS ENDORSEMENT | | | Yes - subject to NZQA criteria being met. | | |
| PATHWAY LINK | | | This course leads into Level 3 Media Studies. | | |

LEVEL 3 MEDIA STUDIES - (UE Approved Subject)

| Level 3 Media Studies 301 (NCEA) | | | | | |
|----------------------------------|-----|--|---------|--------------|--|
| WHY STUDY THIS COURSE? | | As a subject Media Studies recognizes that we live in a media rich age, and that our media interactions shape our reality. Also, that we can use media to have an influence on the world. This course leads naturally from Level 2 Media Studies, but it can also operate as a stand-alone course for those with experience in video production. This course will provide a strong base for further tertiary study and career opportunities in Marketing, Journalism, Public Relations, Broadcasting or Media Production. The course has an emphasis on film and the music industry. Students will need to have well developed time management and independent working skills. | | | |
| COURSE DESCRIPTION | | <ul style="list-style-type: none"> ▪ To allow students to continue the study of Media and how our lives are driven or at least influenced by the media. ▪ To provide a strong base for further tertiary study and career opportunities in various aspects of the media. ▪ To gain skills in the medium of film. ▪ To gain skills in the medium of electronic communication. ▪ To encourage critical analysis of how media affects our lives. | | | |
| ENTRY REQUIREMENTS | | Students will need at least 12 credits from English 201, History 201 or Media Studies 201 to enter this course, which is a challenging mix of theory and practical work. If entering from English 201, students should have achieved AS910999 “Analyse a visual or oral text” and AS91107 “Close viewing of a visual or oral text”. If entering from outside of 201 Media Studies, students will need to demonstrate previous experience in video production. Entry to this course will be at the discretion of the LOC English and Head of Media Studies. | | | |
| COURSE COSTS | | \$20 | | | |
| No. | I/E | Level | Credits | Lit | Standard Title |
| 91492 | I | 3 | 3 | | A study of the representation of New Zealand within Media, focusing on tourism advertising |
| 91493 | E | 3 | 4 | UE R UE W | Demonstrate understanding of a relationship between a media genre and society |
| 91494 | I | 3 | 4 | | Produce a design for a media product that meets the requirements of a brief |
| 91495 | I | 3 | 6 | | Produce a media product to meet the requirements of a brief |
| 91496 | I | 3 | 3 | | Demonstrate understanding of a significant development in the media |
| COURSE OFFERS ENDORSEMENT | | Yes - subject to NZQA criteria being met. | | | |
| PATHWAY LINK | | This course leads into tertiary education. | | | |



YEAR 11 GENERAL MATHEMATICS - Diploma

Year 11 General Mathematics – Pathway to Level 2 Statistics

| | |
|-------------------------------|---|
| WHY STUDY THIS COURSE? | This course builds on previous mathematical studies and provides an essential background for further mainstream mathematics courses at a higher level, including NCEA Level 2 and Level 3 Statistics. Classes will complete a basic core Mathematics course. Algebraic components will be kept to a minimum. |
| COURSE DESCRIPTION | To introduce skills essential to later study within and beyond school. To gain an appreciation for the need for logic, discipline, structure, and problem solving as tools for everyday living using: <ul style="list-style-type: none"> ▪ number ▪ space and shape ▪ statistics and probability ▪ linear graphs This course is suited to those students who have experienced difficulties with Mathematics in general, and with algebraic components specifically. |
| ENTRY REQUIREMENTS | This is an amended course. Students have less competency in Year 10 Mathematics. |
| COURSE COSTS | \$50 approx. - Students will be required to purchase Nulake and/or Walker Maths homework booklets. A CASIO FX-9860GIII graphical calculator is recommended for this course. An Education Perfect charge may apply. |

| | Points | Description |
|--------------------------|---------------|---|
| Common Assessment | 1-8 | Interpret and apply mathematical and statistical information in context. |
| Portfolio | 1-8 | Represent mathematical and statistical concepts, patterns, and relationships in multiple ways. |
| Collaborative Assessment | 1-8 | Explore statistical and mathematical ideas through investigation, analysis, critical evaluation, and justified conclusions. |
| Examination | 1-8 | Demonstrate mathematical reasoning through critical thinking, knowledges, processes, and generalisations. |

| | |
|----------------------|---|
| COURSE OFFERS | Total of 32 Points towards the St Paul's Diploma for Mathematics. |
| PATHWAY LINK | This course leads into Level 2 Statistics. |

YEAR 11 MATHEMATICS WITH ALGEBRA - Diploma

| Year 11 Mathematics with Algebra – Pathway to Level 2 Calculus | | |
|--|--|---|
| WHY STUDY THIS COURSE? | This course builds on previous mathematical studies and provides an essential background for further mainstream mathematics courses at a higher level, including Level 2 and Level 3 Statistics and/or Calculus. Classes will complete a comprehensive programme to ensure that all the necessary statistical and algebraic components are taught to prepare students for access into all future NCEA pathways in Years 12 and 13. | |
| COURSE DESCRIPTION | To introduce skills essential to later study within and beyond school. To gain an appreciation for the need for logic, discipline, structure, and problem solving as tools for everyday living using: <ul style="list-style-type: none"> ▪ number ▪ space and shape ▪ algebra ▪ statistics and probability ▪ graphs | |
| ENTRY REQUIREMENTS | This is the recommended course for all students wanting to continue with NCEA Mathematics in Year 12 and beyond. Students must have competency in Year 10 Mathematics, including algebra and trigonometry. | |
| COURSE COSTS | \$50 approx. - Students will be required to purchase Nulake and/or Walker Maths homework booklets. A CASIO FX-9860GIII graphical calculator is required for this course. An Education Perfect charge may apply. | |
| | Points | Description |
| Common Assessment | 1-8 | Interpret and apply mathematical and statistical information in context. |
| Portfolio | 1-8 | Represent mathematical and statistical concepts, patterns, and relationships in multiple ways. |
| Collaborative Assessment | 1-8 | Explore mathematical and statistical ideas through investigation, analysis, critical evaluation, and justified conclusions. |
| Examination | 1-8 | Demonstrate mathematical reasoning through critical thinking, knowledges, processes, and generalisations. |
| COURSE OFFERS | Total of 32 Points towards the St Paul's Diploma for Mathematics. | |
| PATHWAY LINK | This course leads into NCEA Level 2 Mathematics with Calculus or NCEA Level 2 Mathematics with Statistics. | |

YEAR 11 PURE MATHEMATICS - Diploma

| Year 11 Pure Mathematics – Pathway to Year 12 Cambridge Mathematics | | |
|---|---|---|
| WHY STUDY THIS COURSE? | The purpose of the Pure Mathematics curriculum is to enable students to develop their mathematical knowledge, understanding, skills, communication, and logical thinking in a way which encourages confidence and provides satisfaction and enjoyment. It enables students to apply Mathematics in everyday situations and develop an understanding of the part which Mathematics plays in the world around them. It helps them to appreciate the interdependence of different branches of Mathematics and other subjects and to acquire a foundation appropriate to their further study of Mathematics and of other disciplines. | |
| COURSE DESCRIPTION | The main topic areas are Number, Algebra, Space & Shape, and Statistics & Probability. This course will focus on both breadth and depth of content, allowing successful students to continue with AS Cambridge Mathematics the following year. Alternatively, students can revert to NCEA pathways in Year 12. There is a clear focus on Statistics and Pure Mathematics, the latter requiring strong algebraic skills. | |
| ENTRY REQUIREMENTS | Students must have done exceptionally well in Year 10 Mathematics to enter this course. Proofs of results are required of students who did not attend St Paul's in Year 10. This is fast paced course, and only academically able and self-motivated students will find success. | |
| COURSE COSTS | Scientific calculator is required for this course. An Education Perfect charge may apply. | |
| | Points | Description |
| Common Assessment | 1-8 | Interpret and apply mathematical and statistical information in context. |
| Portfolio | 1-8 | Represent mathematical and statistical concepts, patterns, and relationships in multiple ways. |
| Collaborative Assessment | 1-8 | Explore mathematical and statistical ideas through investigation, analysis, critical evaluation, and justified conclusions. |
| Examination | 1-8 | Demonstrate mathematical reasoning through critical thinking, knowledges, processes, and generalisations. |
| COURSE OFFERS | Total of 32 Points towards the St Paul's Diploma for Mathematics. | |
| PATHWAY LINK | This course leads into NCEA Level 2 Mathematics or the Cambridge AS course. | |

LEVEL 2 MATHEMATICS

| Year 12 Cambridge AS Level Mathematics | | | | |
|--|-----|---|---------------------------------------|--|
| WHY STUDY THIS COURSE? | | Cambridge International A and AS Level Mathematics are accepted by universities and employers as proof of mathematical knowledge and understanding. Successful candidates gain lifelong skills, including: <ul style="list-style-type: none"> ▪ a deeper understanding of mathematical principles. ▪ the further development of mathematical skills including the use of applications of Mathematics in the context of everyday situations and in other subjects that they may be studying. ▪ the ability to analyse problems logically, recognising when and how a situation may be represented mathematically. ▪ the use of Mathematics as a means of communication. ▪ a solid foundation for further study. | | |
| COURSE DESCRIPTION: | | The syllabus for AS Level Mathematics comprises of the unit of Pure Mathematics (P1) and the unit of Probability and Statistics (S1). Students can also complete up to five achievement standards towards NCEA Level 2. | | |
| ENTRY REQUIREMENTS: | | Students ideally have taken the Year 11 Pure Mathematics prerequisite for Year 12 Cambridge Mathematics. | | |
| COURSE COSTS: | | CIE exams fee apply and are currently \$150 for this course. A CASIO FX-9860GIII graphical calculator is required for this course. An Education Perfect charge may apply. | | |
| Cambridge Certification Title | | Units | Examination | |
| AS Level Mathematics | | Pure Mathematics P1 | Paper 1 Examination 1 hour 50 mins | |
| | | Probability and Statistics S1 | Paper 5 Examination 1 hour 15 mins | |
| NCEA Examinations | | | | |
| No. | I/E | Level | Credits | Standard Title |
| 91256 | I | 2 | 2 | Apply co-ordinate geometry methods in solving problems |
| 91257 | I | 2 | 4 | Apply graphical models in solving problems |
| 91259 | I | 2 | 3 | Apply trigonometric relationships in solving problems |
| 91261 | E | 2 | 4 | Apply algebraic methods in solving problems |
| 91262 | E | 2 | 5 | Apply calculus methods in solving problems |
| COURSE OFFERS ENDORSEMENT | | Yes - subject to NZQA criteria being met. | | |
| PATHWAY LINK | | Leads into NCEA Level 3 Mathematics or Cambridge A-Level Mathematics. | | |

LEVEL 2 MATHEMATICS

Level 2 Mathematics with Calculus 201 (NCEA)

| | | | | |
|----------------------------------|--|--------------|----------------|---|
| WHY STUDY THIS COURSE? | This course introduces skills essential to later study within and beyond school. Mathematics beyond Level 2 is an essential requirement for many tertiary courses. Six achievement standards will be taught on this course. This course will lead on to 301 Statistics and Modelling or Calculus or both in Level 3. | | | |
| COURSE DESCRIPTION | To introduce skills essential to later study within and beyond school. To gain an appreciation for the need for logic, discipline, structure, and problem solving as tools for everyday living. | | | |
| ENTRY REQUIREMENTS | Students need to be aware that this Level 2 course is very challenging and much more difficult than the Year 11 course, with many new concepts that will need to be assimilated throughout the year. | | | |
| COURSE COSTS | \$60 approx. - Students will be required to purchase Nulake or Walker maths homework booklets. A CASIO FX-9860GIII PLUS graphical calculator is required for this course. An Education Perfect charge may apply. | | | |
| | | | | |
| No. | I/E | Level | Credits | Standard Title |
| 91257 | I | 2 | 4 | Apply graphical models in solving problems |
| 91259 | I | 2 | 3 | Apply trigonometric relationships in solving problems |
| 91264 | I | 2 | 4 | Use statistical methods to make an inference |
| 91269 | I | 2 | 2 | Apply systems of equations in solving problems |
| 91261 | E | 2 | 4 | Apply algebraic methods in solving problems |
| 91262 | E | 2 | 5 | Apply calculus methods in solving problems |
| | | | | |
| COURSE OFFERS ENDORSEMENT | Yes - subject to NZQA criteria being met. | | | |
| PATHWAY LINK | Leads into NCEA Level 3 Calculus or Level 3 Statistics and Modelling, or both. | | | |

LEVEL 2 MATHEMATICS

| Level 2 Mathematics with Statistics 201 (NCEA) | | | | |
|--|-----|---|---------|---|
| WHY STUDY THIS COURSE? | | This course introduces skills essential to later study within and beyond school. Mathematics beyond Level 2 is an essential requirement for many tertiary courses. Seven achievement standards will be taught on this course. This course will lead on to only 301 Statistics and Modelling in Level 3. | | |
| COURSE DESCRIPTION | | To introduce skills essential to later study within and beyond school. To gain an appreciation for the need for logic, discipline, structure, and problem solving as tools for everyday living. | | |
| ENTRY REQUIREMENTS | | Students need to be aware that this Level 2 course is challenging and much more difficult than the Year 11 course, with many new concepts that will need to be assimilated throughout the year. | | |
| COURSE COSTS | | \$60 approx. - Students will be required to purchase Nulake or Walker maths homework booklets. A CASIO FX-9860GIII graphical calculator is required for this course. An Education Perfect charge may apply. | | |
| No. | I/E | Level | Credits | Standard Title |
| 91256 | I | 2 | 2 | Apply co-ordinate geometry methods in solving problems |
| 91258 | I | 2 | 2 | Apply sequences and series in solving problems |
| 91259 | I | 2 | 3 | Apply trigonometric relationships in solving problems |
| 91260 | I | 2 | 2 | Apply network methods in solving problems |
| 91264 | I | 2 | 4 | Use statistical methods to make an inference |
| 91268 | I | 2 | 2 | Investigate a situation involving elements of chance using a simulation |
| 91267 | E | 2 | 4 | Apply probability methods in solving problems |
| COURSE OFFERS ENDORSEMENT | | Yes - subject to NZQA criteria being met. | | |
| PATHWAY LINK | | Leads into NCEA Level 3 301 Mathematics with Statistics and Modelling. | | |

LEVEL 3 MATHEMATICS - (UE Approved Subject)

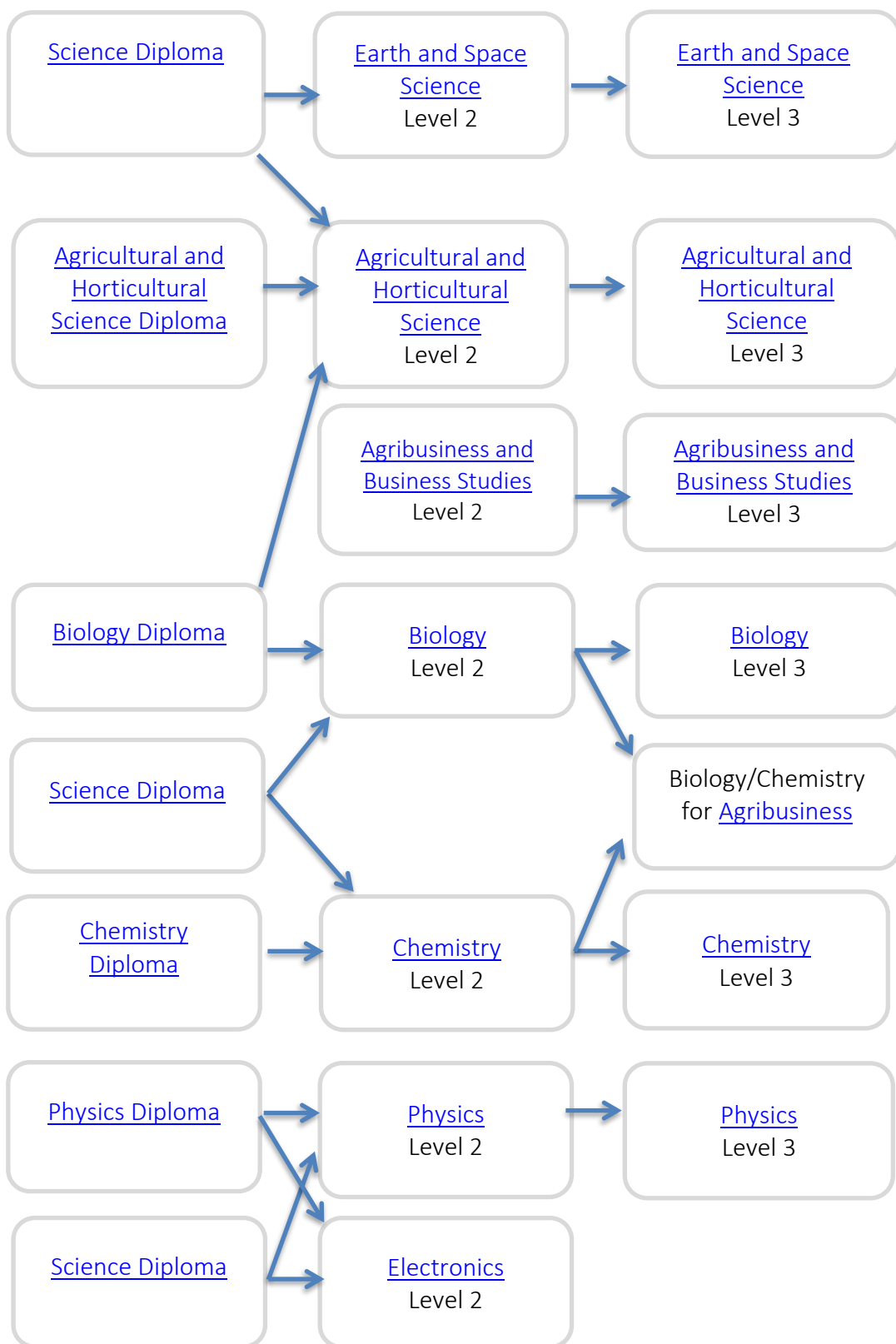
| Level 3 Mathematics with Calculus 301 (NCEA) | | | | |
|--|-----|---|---------|--|
| WHY STUDY THIS COURSE? | | This course extends previous mathematical studies, particularly differential and integral calculus that forms half of the course. It is an essential subject for tertiary engineering and some scientific courses. It is also useful in many other fields of study such as Economics. Mathematics with Calculus can be taken independently of, or in conjunction with, Statistics and Modelling at Level 3. | | |
| COURSE DESCRIPTION | | To extend previous mathematics studies, particularly differential and integral calculus. Topics covered are differentiation, differential equations, trigonometry, integration, algebra, and geometry. | | |
| ENTRY REQUIREMENTS | | This course assumes confidence with most aspects of the Calculus Mathematics 201 course. Students must be aware that the course is very challenging, and a grade point average of 60 or more is recommended from the Level 2 Calculus course, with Merit passes in the Algebra Achievement Standards or a Cambridge AS pass. | | |
| COURSE COSTS | | \$60 approx. - Students will be required to purchase Nulake or Walker maths homework booklets. A CASIO FX-9860GIII PLUS graphical calculator is required for this course. An Education Perfect charge may apply. | | |
| No. | I/E | Level | Credits | Standard Title |
| 91573 | I | 3 | 3 | Apply the geometry of conic sections in solving problems |
| 91575 | I | 3 | 4 | Apply trigonometry methods in solving problems |
| 91577 | E | 3 | 5 | Apply the algebra of complex numbers in solving problems |
| 91578 | E | 3 | 6 | Apply differentiation methods in solving problems |
| 91579 | E | 3 | 6 | Apply integration methods in solving problems |
| COURSE OFFERS ENDORSEMENT | | Yes - subject to NZQA criteria being met. | | |
| PATHWAY LINK | | Leads into Tertiary Education. | | |

LEVEL 3 MATHEMATICS - (UE Approved Subject)

| Level 3 Mathematics with Statistics 301 (NCEA) | | | | | |
|--|-----|---|---------|--------------|--|
| WHY STUDY THIS COURSE? | | This is a subject needed for entry into many tertiary courses. It can be taken independently of, or in conjunction with, Mathematics with Calculus at Level 3. | | | |
| COURSE DESCRIPTION | | This course has three internals and two externals. The internals include statistical investigations involving time series, formal inference, and linear programming. The external examination topics are probability concepts and evaluate statistically based reports. | | | |
| ENTRY REQUIREMENTS | | This course assumes confidence with most aspects of the Level 2 Statistics or Calculus course. Students must be aware that the course is challenging, and a grade point average of 60 is recommended from their Level 2 course. | | | |
| COURSE COSTS | | \$60 approx. - Students will be required to purchase Nulake homework booklets for homework. A CASIO FX-9860GIII graphical calculator is required for this course. An Education Perfect charge may apply. | | | |
| No. | I/E | Level | Credits | Lit | Standard Title |
| 91574 | I | 3 | 3 | | Apply linear programming methods in solving problems |
| 91580 | I | 3 | 4 | | Investigate time series data |
| 91582 | I | 3 | 4 | | Use statistical methods to make an inference |
| 91584 | I | 3 | 4 | UE R UE W | Evaluate statistically based reports |
| 91585 | E | 3 | 4 | | Apply probability concepts in solving problems |
| COURSE OFFERS ENDORSEMENT | | Yes - subject to NZQA criteria being met. | | | |
| PATHWAY LINK | | Leads into Tertiary Education. | | | |

LEVEL 3 MATHEMATICS (A LEVEL – CAMBRIDGE) - (UE Approved Subject)

| Year 13 Cambridge A Level Mathematics | | | | |
|---------------------------------------|-----|--|--|--|
| WHY STUDY THIS COURSE? | | <p>Cambridge International A Level Mathematics is accepted by universities and employers as proof of mathematical knowledge and understanding. Successful candidates gain lifelong skills, including:</p> <ul style="list-style-type: none"> ▪ a deeper understanding of mathematical principles. ▪ the further development of mathematical skills including the use of applications of Mathematics in the context of everyday situations and in other subjects that they may be studying. ▪ the ability to analyse problems logically, recognising when and how a situation may be represented mathematically. ▪ the use of Mathematics as a means of communication. ▪ a solid foundation for further study. | | |
| COURSE DESCRIPTION: | | The syllabus for A Level Mathematics comprises of the unit of Pure Mathematics (P3) and the unit of Probability and Statistics (S2) or Mechanics (P4). Students can also complete achievement standards towards NCEA Level 3. | | |
| ENTRY REQUIREMENTS: | | Students opting for this course need a B or higher in the Extended papers at AS or gaining the majority of Merit or higher at NCEA Level 2 in the external examinations or at the discretion of the HOD of Mathematics. | | |
| COURSE COSTS: | | CIE exams fee apply and are currently \$150 for this course. A CASIO FX-9860GIII graphical calculator is required for this course. An Education Perfect charge may apply. | | |
| Cambridge Certification Title | | Units | Examination | |
| A Level Mathematics | | Pure Mathematics P3 | Paper 3 Examination 1 hour 50 min | |
| | | Probability and Statistics (S2) P6 or Mechanics P4 | Paper 4 or Paper 6 Examination 1 hour 15 mins | |
| NCEA Examinations | | | | |
| No. | I/E | Level | Credits | Standard Title |
| 91573 | I | 3 | 3 | Apply the geometry of conic sections in solving problems |
| 91575 | I | 3 | 4 | Apply trigonometry methods in solving problems |
| 91577 | E | 3 | 5 | Apply the algebra of complex numbers in solving problems |
| 91578 | E | 3 | 6 | Apply differentiation methods in solving problems |
| 91579 | E | 3 | 6 | Apply integration methods in solving problems |
| COURSE OFFERS ENDORSEMENT | | Yes - subject to NZQA criteria being met. | | |
| PATHWAY LINK | | Leads into Tertiary Education. | | |



YEAR 11 SCIENCE - Diploma

| Year 11 Science | | |
|-------------------------------|--|--------------------------|
| WHY STUDY THIS COURSE? | The perfect course for keeping your options open. This course provides students with a broad Science experience covering Biology, Chemistry, Physics and Earth and Space. This course covers enough detail to provide students with the opportunity of specialising in any Year 12 Science course. Whilst also giving students a base knowledge in Science to critically evaluate and apply science knowledge. | |
| COURSE DESCRIPTION | This course splits up into four topics: <ul style="list-style-type: none"> • Physics: Conservation of energy, focusing specifically on electricity. • Earth and Space: Astronomical cycles and rock cycles effect on Earth. • Biology: Human systems, including muscular, skeletal, cardiovascular and respiratory. • Chemistry: Acids and bases, looking at rates of reactions. | |
| ENTRY REQUIREMENTS | None. | |
| COURSE COSTS | None. | |
| | Points | Description |
| Common Assessment | 1-8 | Research project. |
| Portfolio | 1-8 | Homework assignments. |
| Collaborative Assessment | 1-8 | Group practicals. |
| Examination | 1-8 | End of year examination. |
| COURSE OFFERS | Total of 32 Points towards the St Paul's Diploma for Science. | |
| PATHWAY LINK | This course leads into Level 2 Physics, Chemistry, Biology, Earth and Space. | |

LEVEL 2 EARTH AND SPACE SCIENCE

| Level 2 Earth and Space Science 201 (NCEA) | | | | |
|--|-----|---|---------|--|
| WHY STUDY THIS COURSE? | | There is a nationwide demand for graduates with Science degrees that incorporate Geological Science. This course explores the fundamental principles and skills of this career pathway. The course is also designed for students who achieve better with internal assessments. | | |
| COURSE DESCRIPTION | | This course provides students with a variety of Earth and Space Science experiences. From learning about biological adaptations of creatures to survive extreme environments, to investigating the extreme geological and meteorological events that are shaping our Planet (Earthquakes, Volcanoes and Tsunami). | | |
| ENTRY REQUIREMENTS | | Completion of Year 11 Biology, Chemistry, Physics or General Science. | | |
| COURSE COSTS | | \$35 approx - ESA Level 2 Earth and Space Science workbook. | | |
| No. | I/E | Level | Credits | Standard Title |
| 91187 | I | 2 | 4 | Carry out a practical Earth and Space Science investigation |
| 91189 | I | 2 | 4 | Investigate geological processes in a New Zealand locality |
| 91190 | I | 2 | 4 | Investigate how organisms survive in an extreme environment |
| 91191 | E | 2 | 4 | Demonstrate understanding of the causes of extreme Earth events in New Zealand |
| 91192 | E | 2 | 4 | Demonstrate understanding of stars and planetary systems |
| COURSE OFFERS ENDORSEMENT | | Yes - subject to NZQA criteria being met. | | |
| PATHWAY LINK | | Leads into Level 3 Earth and Space Science. | | |

LEVEL 3 EARTH AND SPACE SCIENCE - (UE Approved Subject)

| Level 3 Earth and Space Science 301 (NCEA) | | | | | |
|--|-----|-------|--|--------------|--|
| WHY STUDY THIS COURSE? | | | Understanding the systems and processes of how our planet sustains life is becoming increasingly important to the human race for its future survival. There is a growing demand for graduates in the Earth Sciences and this course provides an excellent introduction to current tertiary programmes. | | |
| COURSE DESCRIPTION | | | This course focuses heavily on Earth Systems and Space Science, while providing students with a variety of Science skills and learning experiences. The inter-relationship between the Geosphere, the Hydrosphere and the Atmosphere is the focus of this course. | | |
| ENTRY REQUIREMENTS | | | 12 credits from any Level 2 Science-based course, or at discretion of the LOC Science. | | |
| COURSE COSTS | | | \$30 approx - ESA Level 2 Earth and Space Science workbook. | | |
| No. | I/E | Level | Credits | Lit | Standard Title |
| 91410 | I | 3 | 4 | UE R | Carry out an independent practical Earth and Space Science investigation |
| 91411 | I | 3 | 4 | UE R | Investigate a socio-scientific issue in an Earth and Space Science context |
| 91415 | I | 3 | 4 | UE R | Investigate an aspect of astronomy |
| 91413 | E | 3 | 4 | UE R UE W | Demonstrate understanding of processes in the ocean system |
| 91414 | E | 3 | 4 | UE R UE W | Demonstrate understanding of processes in the atmosphere system |
| COURSE OFFERS ENDORSEMENT | | | Yes - subject to NZQA criteria being met. | | |
| PATHWAY LINK | | | Leads into tertiary education. | | |

YEAR 11 AGRICULTURE AND HORTICULTURE SCIENCE – Diploma/NCEA

| Year 11 Agriculture and Horticulture Science (NCEA) | |
|---|---|
| WHY STUDY THIS COURSE? | <p>This course will introduce students to basic livestock, soil, and horticultural management practices, as well as some practical garden skills.</p> <p>The course of study will allow students to:</p> <ul style="list-style-type: none"> ▪ gain knowledge and skills in plant propagation techniques. ▪ look at the relationship between management practices and the environment. ▪ improve knowledge on livestock management practices. ▪ gain knowledge in soil and its associated management practices. ▪ visit various primary production systems. |
| COURSE DESCRIPTION | This subject is an Achievement Standards based academic NCEA course, students will receive NCEA credits in addition to their achievement contributing to the St Paul's Collegiate Level 1 Diploma. |
| ENTRY REQUIREMENTS | None |
| COURSE COSTS | \$100 for field trip and a workbook. |

| | Points | Description |
|--|--------|---|
| 1.4 Common Assessment AS91931 4 credits (External) | 1 - 8 | Demonstrate understanding of sustainability in primary production management practices. |
| 1.1 Internal Assessment AS91928 6 credits | 1 - 8 | Demonstrate understanding of how a life process is managed in a primary production system. |
| 1.2 Internal Assessment AS91929 5 credits | 1 - 8 | Demonstrate understanding of factors that influence the purpose and location of primary production. |
| 1.3 Examination AS91930 5 credits (External) | 1 - 8 | Demonstrate understanding of how soil properties are managed in a primary production system. |

| | |
|----------------------|--|
| COURSE OFFERS | Total of 32 Points towards the St Paul's Diploma for Agriculture and Horticulture Science and 20 credits towards NCEA Level 1. |
| PATHWAY LINK | This course leads into Level 2 Agricultural and Horticultural Science. |

LEVEL 2 AGRICULTURAL AND HORTICULTURAL SCIENCE

| Level 2 Agricultural and Horticultural Science (NCEA) | | | | |
|---|-----|---|---------|--|
| WHY STUDY THIS COURSE? | | Agriculture and Horticulture are the heartbeat of the New Zealand economy and so this course is very topical and relevant to all our futures. | | |
| COURSE DESCRIPTION | | This relevant exciting course covers aspects of horticulture and agriculture in New Zealand. It offers a number of field trips to farms and local industry-related centres. This course studies horticultural concepts that will be carried out on the school orchard, and agricultural concepts and management techniques that are applied on farms. | | |
| ENTRY REQUIREMENTS | | Completion of Year 11 Science based course. | | |
| COURSE COSTS | | \$100 - Field trip and materials. | | |
| No. | I/E | Level | Credits | Standard Title |
| 91289 | I | 2 | 4 | Carry out an extended practical agricultural or horticultural investigation |
| 91292 | I | 2 | 4 | Demonstrate understanding of how management practices influence plant growth and development in NZ commercial production |
| 91293 | I | 2 | 4 | Demonstrate understanding of livestock reproductive techniques in commercial production in New Zealand |
| 91290 | E | 2 | 4 | Demonstrate understanding of techniques used to modify physical factors of the environment for NZ plant production |
| 91294 | E | 2 | 4 | Demonstrate understanding of how NZ commercial management practices influence livestock growth and development |
| COURSE OFFERS ENDORSEMENT | | Yes - subject to NZQA criteria being met. | | |
| PATHWAY LINK | | Leads into Level 3 Agricultural and Horticultural Science. | | |

LEVEL 3 AGRICULTURAL AND HORTICULTURAL SCIENCE - (UE Approved)

| Level 3 Agricultural and Horticultural Science (NCEA) | | | | | |
|---|-----|-------|---|--------------|--|
| WHY STUDY THIS COURSE? | | | Agriculture and Horticulture are the heartbeat of the New Zealand economy. This course provides a great platform for all those considering furthering their studies through one of the New Zealand agricultural/horticultural tertiary institutions, or a career in the primary sector, where demand and opportunity for motivated young people is immense. | | |
| COURSE DESCRIPTION | | | This course covers in-depth studies of plant and livestock production in New Zealand, together with understanding of the environmental issues that face the New Zealand agricultural and horticultural sectors today. Being such an important and relevant part of the New Zealand economy, the course also offers insight into how factors affect profitability of our primary products. Information field trips included. | | |
| ENTRY REQUIREMENTS | | | 12 credits from any Level 2 Science-based course or LOC discretion. | | |
| COURSE COSTS | | | \$100 - Field trips and materials. | | |
| No. | I/E | Level | Credits | Lit | Standard Title |
| 91528 | I | 3 | 4 | | Carry out an investigation into an aspect of a New Zealand primary product or its production |
| 91529 | I | 3 | 6 | UE R UE W | Research and report on the impact of factors on the profitability of a New Zealand primary product |
| 91531 | E | 3 | 4 | UE R UE W | Demonstrate understanding of how the production process meets the market requirements for a New Zealand primary product(s) |
| 91532 | E | 2 | 5 | UE R UE W | Analyse a New Zealand primary production environmental issue |
| COURSE OFFERS ENDORSEMENT | | | Yes - subject to NZQA criteria being met. | | |
| PATHWAY LINK | | | Leads to tertiary education. | | |

LEVEL 2 AGRIBUSINESS AND BUSINESS STUDIES

| Level 2 Agribusiness and Business Studies (NCEA) | |
|--|---|
| WHY STUDY THIS COURSE? | <p>This is an integrated course of Agribusiness and Business Studies & flows on to the Agribusiness programme at Level Three. This programme is designed to engage and expose tertiary capable students to the wide range of opportunities, skills required & career pathways available across the Agribusiness and Business sectors and is primarily for students interested in the primary sector.</p> <p>The subject of Agribusiness integrates primary industries and businesses beyond the farm gate, such as agriculture, aquaculture, dairy manufacturing, equine, forestry, horticulture, seafood, and sports turf.</p> <p>The subject of Business Studies is about how individuals and groups of people organise, plan, and act to create and develop goods and services to satisfy customers. Business is influenced by and impacts on the cultural, ethical, environmental, political, and economic conditions of the day. Issues such as sustainability, citizenship, enterprise, and globalisation are central to both business and the study of business.</p> |
| COURSE DESCRIPTION | <p>Course material is based around both the Agribusiness and Business Studies achievement standards. The Agribusiness content will be under four strands, Science and Technology, Innovation, Management and Finance and Marketing. Business Studies is designed around five business themes that encompass business knowledge, content, and concepts. The five themes are business formation, functions of business, people in business, business management and business environment will have a central theme of enterprise, along with three broad concepts of globalization, citizenship, and sustainability.</p> <p>Through this integrated approach, the context will be brought to the students through a variety of online links to businesses, key industries, and speakers from a variety of business backgrounds and tertiary institutions.</p> |
| ENTRY REQUIREMENTS | Completion of any Year 11 Science or Commerce based course. |
| COURSE COSTS | \$100 - two field trips and materials. |

Course assessment will contain a blend of Agribusiness & Business Studies achievement standards. The course will be made up of at least one external (4 credits) & 4 internal (15 credits) achievement standards totaling 19 credits. The actual Achievement Standards will be decided upon by the interests of the students.

| No. | I/E | Level | Credits | Standard Title |
|----------------------------------|-----|-------|---------|--|
| 90846 | I | 2 | 3 | Conduct market research for a new or existing product |
| 90847 | I | 2 | 3 | Investigate the application of motivation theory in a business |
| 91295 | I | 2 | 4 | Demonstrate understanding of interactions between livestock behaviour and NZ commercial management practices |
| 91865 | I | 2 | 4 | Demonstrate understanding of future proofing influences that affect business viability |
| 91866 | I | 2 | 4 | Conduct an inquiry into the use of organisms to meet future needs |
| 91868 | I | 2 | 4 | Demonstrate understanding of cash flow forecasting for a business |
| 90844 | E | 2 | 4 | Demonstrate understanding of how a large business responds to external factors |
| COURSE OFFERS ENDORSEMENT | | | | |
| | | | | Yes - subject to NZQA criteria being met. |
| PATHWAY LINK | | | | |
| | | | | Leads to, but not exclusive to Level 3 Agribusiness. |

LEVEL 3 AGRIBUSINESS - (UE Approved Subject)

| Level 3 Agribusiness (NCEA) | | | | | |
|---|-----|-------|---|--------------|---|
| WHY STUDY THIS COURSE? | | | <p>The subject Agribusiness is defined as a course of study that integrates primary industries and business beyond the farm gate, encompassed by a group of sectors (agriculture, aquaculture, dairy manufacturing, equine, forestry, horticulture, seafood, and sports turf) that form the basis of modern food production.</p> <p>The Level Three Centre of Excellence in Agricultural Science and Business programme is an academic programme designed for students with strong Level 2 Sciences backgrounds and/or strong Level 2 Commerce backgrounds.</p> | | |
| COURSE DESCRIPTION | | | <p>Course material is based around the Agribusiness achievement standards under the strands of, Science and technology, Innovation, Management and finance, and Marketing; and the Business Studies achievement standards of analysing how and why New Zealand businesses operating in global markets make operational and strategic decisions in response to interacting internal and external factors. Virtual classroom technology will allow us to bring the sector to the students through a variety of online links to farms, key industry businesses, speakers from across the sector and tertiary institutions.</p> | | |
| ENTRY CRITERIA | | | 12 credits from any Level 2 Science or Commerce based courses. | | |
| 301 COURSE COSTS | | | \$100 - two field trips and materials. | | |
| No. | I/E | Level | Credits | Lit | Standard Title |
| 91382 | I | 3 | 6 | UE R | Develop a marketing plan for a new or existing product |
| 91869 | I | 3 | 4 | UE R | Analyse future-proofing strategies to ensure long term viability of a business |
| 91871 | I | 3 | 4 | UE R | Analyse how a product meets market needs through innovation in the value chain |
| 91380 | E | 3 | 4 | UE R UE W | Demonstrate understanding of strategic response to external factors by a business that operates in a global context |
| COURSE OFFERS UE and ENDORSEMENT | | | Yes - Subject to NZQA criteria being met. | | |
| PATHWAY LINK | | | Leads to tertiary education. | | |

YEAR 11 BIOLOGY - Diploma

| Year 11 Biology | |
|-------------------------------|--|
| WHY STUDY THIS COURSE? | The Year 11 Biology course will study living organisms (with a focus on Human Biology) and their interactions with each other and the physical environment. This course is an excellent foundation programme, providing students with a range of learning experiences that will benefit their future studies in biological science. It is designed to create a love for Biology, filled with exciting practical work, while also focusing on basic biological knowledge required for further studies. This course will stimulate a desire to discover more about nature and enable students to understand the fine balance of interactions within our own bodies and between other organisms within our taiao (environment). |
| COURSE DESCRIPTION | The course is split into three main sections: Section 1 – Organisation and Maintenance of Organisms Section II – Development of Organisms and the Continuity of Life Section III – Relationship between Organisms and their Taiao (environment) |
| ENTRY REQUIREMENTS | Year 10 Science. |
| COURSE COSTS | Nil |

| | Points | Description |
|--------------------------|--------|---|
| Common Assessment | 1-8 | Alternative to practical – mid-year. |
| Portfolio | 1-8 | Research project and presentation. |
| Collaborative Assessment | 1-8 | 10 practical's done throughout the year in groups. |
| Examination | 1-8 | End of year examination is made up of a combination of multi choice questions, short answer questions and an essay. |

| | |
|----------------------|---|
| COURSE OFFERS | Total of 32 Points towards the St Paul's Diploma for Biology. |
| PATHWAY LINK | Having a knowledge of Biology provides a base for every person's understanding of the natural world. This course will not only prepare you for Level 2 NCEA Biology, but also give you a general foundation for future years. Students interested in exploring careers in biological sciences, such as medicine, veterinary science, dentistry, agriculture, forestry, and biotechnology will benefit from this course. |

LEVEL 2 BIOLOGY

| Level 2 Biology (NCEA) | | | | | |
|----------------------------------|-----|--|---------|------|--|
| WHY STUDY THIS COURSE? | | A knowledge of Biology - the study of living organisms and their interactions with each other and the physical environment provides a base for every person's understanding of the natural world. Students who have an interest in the knowledge and practical investigations of Biology will find this course challenging and enjoyable. It builds your understanding of Biology concepts required for Year 13 and Scholarship Biology. | | | |
| COURSE DESCRIPTION | | <p>This course is structured around the following three themes:</p> <ul style="list-style-type: none"> ▪ 'Cellular units of life' – cells and cell processes ▪ 'Genetics & evolution' – gene expression ▪ 'Genetics & evolution' – variation and changes in gene pools | | | |
| ENTRY REQUIREMENTS | | It is recommended that students have completed either the Year 11 Biology course and/or the Year 11 Science course. This is a full academic course of Achievement Standards only. Students with no prior Biology learning experiences or who have difficulty writing multiple paragraph essay answers should discuss their entry with the LOC prior to choosing this course. | | | |
| COURSE COSTS | | \$35 approx: Workbook - \$35 | | | |
| No. | I/E | Level | Credits | Lit | Standard Title |
| 91153 | I | 2 | 4 | | Carry out a practical investigation in a biology context, with supervision |
| 91154 | I | 2 | 3 | | Analyse the biological validity of information presented to the public. |
| 91156 | E | 2 | 4 | UE W | Demonstrate understanding of life processes at the cellular level |
| 91157 | E | 2 | 4 | UE W | Demonstrate understanding of genetic variation and change |
| 91159 | E | 2 | 4 | | Demonstrate understanding of gene expression |
| COURSE OFFERS ENDORSEMENT | | Yes - subject to NZQA criteria being met. | | | |
| PATHWAY LINK | | Leads to Level 3 Biology and to Scholarship. | | | |

LEVEL 3 BIOLOGY - (UE Approved Subject)

| Level 3 Biology 301 (NCEA) | | | | | |
|----------------------------|-----|-------|---|--------------|---|
| WHY STUDY THIS COURSE? | | | A knowledge of Biology - the study of living organisms and their interactions with each other and the physical environment provides a base for every person's understanding of the natural world. Students who have an interest in the knowledge of Biology will find this course challenging and enjoyable. Success in this course is essential for future studies in the biological sciences (medicine, veterinary, dentistry, agriculture, forestry, biotechnology). | | |
| COURSE DESCRIPTION | | | <p>This course is structured around the following three themes;</p> <ul style="list-style-type: none"> • "The external environment" – plant and animal responses. • "The human animal" – thermoregulation, manipulating genetic transfer and trends in human biological and cultural evolution. • "Speciation" – processes and patterns. | | |
| ENTRY REQUIREMENTS | | | It is strongly recommended that students complete Year 12 Biology or Year 12 Science and have gained at least 15 credits before attempting this course. Other entry could be made after discussions with the LOC. High levels of written, numerical, and reading literacy are required. This is a full academic course assessed by Achievement Standards only and which require multiple paragraph essay answers. | | |
| COURSE COSTS | | | \$35 approx - Course workbook. | | |
| No. | I/E | Level | Credits | Lit | Standard Title |
| 91602 | I | 3 | 3 | UE R | Integrate biological knowledge to develop an informed response to a socio-scientific issue |
| 91603 | E | 3 | 5 | UE R UE W | Demonstrate understanding of the responses of plants and animals to their external environment |
| 91604 | I | 3 | 3 | UE R | Demonstrate understanding of how an animal maintains a stable internal environment (human thermoregulation) |
| 91605 | E | 3 | 4 | UE R UE W | Demonstrate understanding of evolutionary processes leading to speciation |
| 91606 | E | 3 | 4 | UE R UE W | Demonstrate understanding of trends in human evolution |
| COURSE OFFERS ENDORSEMENT | | | Yes - subject to NZQA criteria being met. | | |
| PATHWAY LINK | | | Leads to Scholarship Biology and to tertiary studies in the biological sciences. | | |

YEAR 11 CHEMISTRY - Diploma

| Year 11 Chemistry | | |
|-------------------------------|---|--|
| WHY STUDY THIS COURSE? | The Year 11 Chemistry course is an introduction to the world of Chemistry, the scientific study of the properties and behaviour of matter. Students will experience a range of learning opportunities in which they will master fundamental chemical concepts, experience a wide range of experimental techniques, and learn how Chemistry is used in the kaitiakitanga of our environment. | |
| COURSE DESCRIPTION | <p>This course is designed for those who already have an interest in Chemistry, those who know they require Level 2 and Level 3 Chemistry for their career pathway and those who just want to learn more about how the world around us works on a molecular level.</p> <p>The course is split into two sections, Technical Chemistry, and Maatai Matuu Taiao (Environmental Chemistry). Throughout, students will have both practical and theoretical lessons, as well as seminars and tutorial sessions. This variety aims to enhance students' understanding of new concepts, as well as spark interest and then allow curiosity to drive their learning.</p> | |
| ENTRY REQUIREMENTS | Year 10 Science. | |
| COURSE COSTS | Nil | |
| | Points | Description |
| Common Assessment | 1-8 | Practical Examination carried out individually |
| Portfolio | 1-8 | Research project and selection of practicals with a focus on Environmental Chemistry and kaitiakitanga |
| Collaborative Assessment | 1-8 | Selection of group practical tasks done throughout the year |
| Examination | 1-8 | Theory examination with a combination of multiple choice and written answers |
| COURSE OFFERS | Total of 32 Points towards the St Paul's Diploma for Chemistry. | |
| PATHWAY LINK | This course leads into Level 2 Chemistry | |

LEVEL 2 CHEMISTRY

| Level 2 Chemistry 201 (NCEA) | | | | |
|----------------------------------|-----|--|---------|--|
| WHY STUDY THIS COURSE? | | <p>Chemistry is the science of matter and its transformations. Chemists have a unique way of thinking about the material world around them – an atomic and molecular perspective.</p> <p>Knowledge and understanding of chemistry are crucial in biology, pharmacology, medicine, geology, materials science, patent law and engineering.</p> <p>Chemistry is a basic requirement for most University Science courses so students intending to study the sciences/engineering at tertiary level would be well advised to take Chemistry from Year 11 onwards.</p> | | |
| COURSE DESCRIPTION | | <p>Chemistry is about understanding the properties of different substances and how these substances can change. Chemistry allows us to predict how substances may alter when the surrounding conditions change, or how they may react to form new substances, and to explain why this happens. Chemists are continually changing matter into new and more useful forms.</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> ▪ All matter is made of particles. ▪ The properties of materials derive from the identity and arrangement of particles. ▪ Energy plays a key role in determining the changes that matter can undergo. ▪ Chemistry is everywhere. | | |
| ENTRY REQUIREMENTS | | <p>It is required that students have completed either the Year 11 Chemistry course and/or the Year 11 Science course. There is significant manipulation of formulae involved in the course therefore, it is recommended students have achieved Merit in 91027 Mathematics (Apply algebraic procedures in solving problems).</p> | | |
| COURSE COSTS | | Nil | | |
| No. | I/E | Level | Credits | Standard Title |
| 91910 | I | 2 | 4 | Carry out a practical investigation into a substance present in a consumer product using quantitative analysis |
| 91167 | I | 2 | 3 | Demonstrate understanding of oxidation-reduction |
| 91164 | E | 2 | 5 | Demonstrate understanding of bonding, structure, properties, and energy changes |
| 91165 | E | 2 | 4 | Demonstrate understanding of the properties of selected organic compounds |
| 91166 | E | 2 | 4 | Demonstrate understanding of chemical reactivity |
| COURSE OFFERS ENDORSEMENT | | Yes - subject to NZQA criteria being met. | | |
| PATHWAY LINK | | Leads to Level 3 Chemistry. | | |

LEVEL 3 CHEMISTRY - (UE Approved Subject)

| Level 3 Chemistry 301 (NCEA) | | | | |
|----------------------------------|-----|--|---------|---|
| WHY STUDY THIS COURSE? | | <p>Chemistry is the science of matter and its transformations. Chemists have a unique way of thinking about the material world around them – an atomic and molecular perspective.</p> <p>Knowledge and understanding of chemistry are crucial in biology, pharmacology, medicine, geology, materials science, patent law and engineering.</p> <p>Chemistry is a basic requirement for most University Science courses so students intending to study the sciences/engineering at tertiary level would be well advised to take Chemistry from Year 11 onwards.</p> | | |
| COURSE DESCRIPTION | | <p>Chemistry is about understanding the properties of different substances and how these substances can change. Chemistry allows us to predict how substances may alter when the surrounding conditions change, or how they may react to form new substances, and to explain why this happens. Chemists are continually changing matter into new and more useful forms.</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> ▪ All matter is made of particles. ▪ The properties of materials derive from the identity and arrangement of particles. ▪ Energy plays a key role in determining the changes that matter can undergo. ▪ Chemistry is everywhere. | | |
| ENTRY REQUIREMENTS | | <p>Minimum 8 external Level 2 Chemistry credits. Assessment will include content covered in the Level 2 course. There is significant manipulation of formulae involved in the course therefore, it is recommended students have achieved 91261 Mathematics (Apply algebraic methods in solving problems).</p> <p>Or at the LOC's discretion.</p> | | |
| No. | I/E | Level | Credits | Standard Title |
| 91388 | I | 3 | 3 | Demonstrate understanding of spectroscopic data in chemistry |
| 91393 | I | 3 | 3 | Demonstrate understanding of oxidation-reduction processes |
| 91390 | E | 3 | 5 | Demonstrate understanding of thermochemical principles and the properties of particles and substances |
| 91391 | E | 3 | 5 | Demonstrate understanding of the properties of organic compounds |
| 91392 | E | 3 | 5 | Demonstrate understanding of equilibrium principles in aqueous systems |
| COURSE OFFERS ENDORSEMENT | | Yes - subject to NZQA criteria being met. | | |
| PATHWAY LINK | | Leads to tertiary education. | | |

YEAR 11 PHYSICS - Diploma

| Year 11 Physics | | |
|-------------------------------|--|---|
| WHY STUDY THIS COURSE? | <p>The Year 11 Physics course is designed for students to learn about the principles of Physics through a mix of theoretical and practical work. It enables students to better understand the technological world in which they live and promotes an informed interest in scientific developments. Students acquire an understanding of the scientific skills used in everyday life, necessary for further study and learn how science is studied and practiced.</p> <p>Students will be challenged and gain an insight into the application of taiao in a scientific context.</p> | |
| COURSE DESCRIPTION | <p>The course will cover a range of topics from forces, motion, thermal effects, pressure, energy, electricity, waves and light, electromagnetism, and nuclear physics.</p> <p>It will develop analytical thinking skills in graphical and mathematical problem solving.</p> <p>Students will become familiar with scientific vocabulary, instruments, and apparatus.</p> <p>They will use information to identify patterns, report trends and draw inferences, present reasoned explanations for phenomena, patterns and relationships.</p> | |
| ENTRY REQUIREMENTS | Year 10 Science. | |
| COURSE COSTS | \$1.50 graphing software licence. | |
| | Points | Description |
| Common Assessment | 1-8 | Research report - may be based on analysis of externally collected data. |
| Portfolio | 1-8 | 10 practical's done throughout the year. |
| Collaborative Assessment | 1-8 | Extended group practical, resulting in a linear graph. |
| Examination | 1-8 | End of year examination is made up of a combination of multi choice and short answer questions. |
| COURSE OFFERS | Total of 32 Points towards the St Paul's Diploma for Physics. | |
| PATHWAY LINK | <p>The course provides a comprehensive introduction to the types of concepts taught in the Level 2 NCEA Physics course.</p> <p>Students interested in careers in engineering, medical and health sciences, renewable energy, research and development and astronomy will benefit from this course.</p> | |

LEVEL 2 PHYSICS

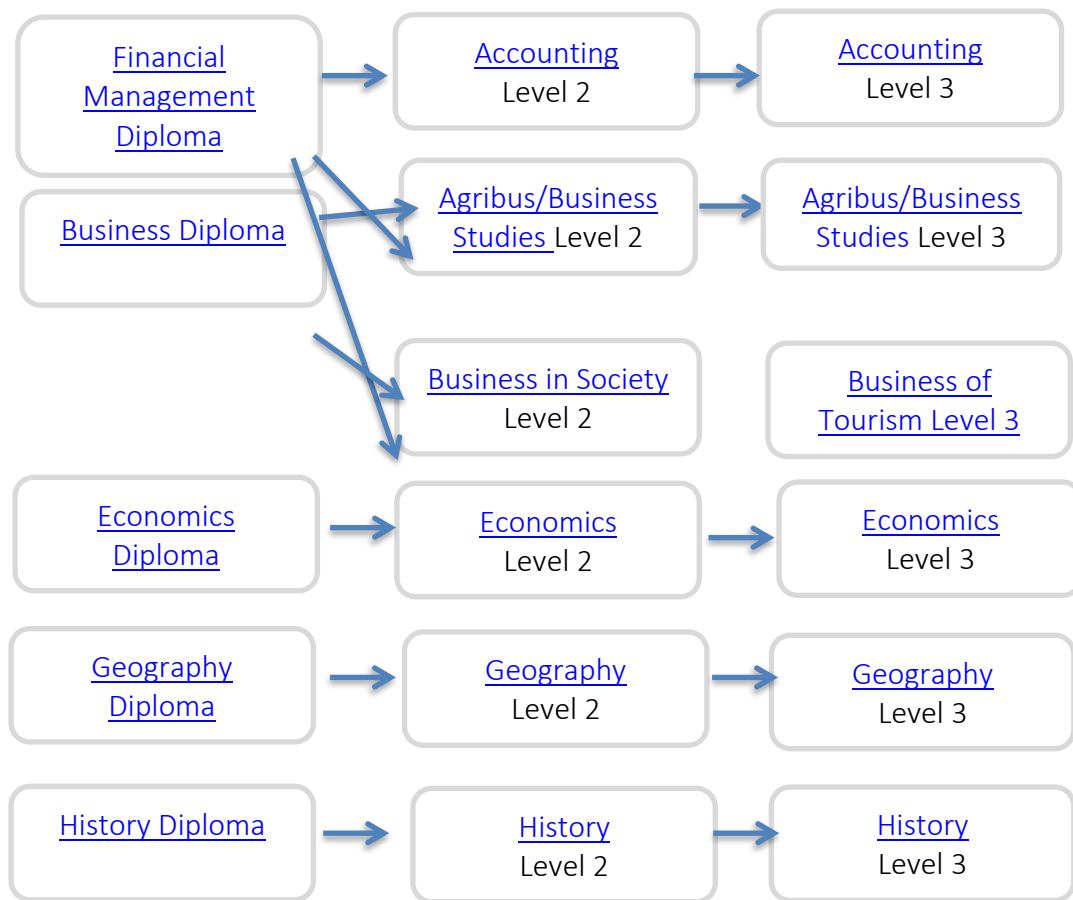
| Level 2 Physics 201 (NCEA) | | | | |
|----------------------------------|-----|--|---------|--|
| WHY STUDY THIS COURSE? | | <p>Physics is the fundamental science because it is the foundation of most areas of science, and it also underpins the technology we use in our daily lives. Physics can be defined as the study of matter, energy, and the relationship between the two. Put more simply, it is about how and why things work as they do.</p> <p>Physics is sometimes perceived as an inherently 'difficult subject' but the overall results that have been achieved indicate that this subject is as accessible as any other. Success is mostly a question of attitude and effort.</p> | | |
| COURSE DESCRIPTION | | <p>Students will gain an appreciation of the importance of Physics in our lives and an understanding of topics ranging from forces, motion, light and waves to electricity and magnetism.</p> | | |
| ENTRY REQUIREMENTS | | <p>Satisfactory completion of the Year 11 Physics course or Year 11 Science and Mathematics course. Variations from this are at the discretion of the LOC.</p> | | |
| COURSE COSTS | | <p>\$30 approx – for a write-on student workbook covering the course topics. \$1.50 graphing software licence.</p> | | |
| No. | I/E | Level | Credits | Standard Title |
| 91168 | I | 2 | 4 | Carry out a practical physics investigation that leads to a non-linear mathematical relationship |
| 91170 | E | 2 | 4 | Demonstrate understanding of waves |
| 91171 | E | 2 | 6 | Demonstrate understanding of mechanics |
| 91173 | E | 2 | 6 | Demonstrate understanding of electricity and electromagnetism |
| COURSE OFFERS ENDORSEMENT | | Yes - subject to NZQA criteria being met. | | |
| PATHWAY LINK | | This leads to Level 3 Physics. | | |

LEVEL 3 PHYSICS - (UE Approved Subject)

| Level 3 Physics 301 (NCEA) | | | | |
|----------------------------------|-----|--|---------|--|
| WHY STUDY THIS COURSE? | | <p>Physics is the fundamental science because it is the foundation of most areas of science, and it also underpins the technology we use in our daily lives. Physics can be defined as the study of matter, energy, and the relationship between the two. Put more simply, it is about how and why things work as they do.</p> <p>Physics is sometimes perceived as an inherently 'difficult subject' but the overall results that have been achieved indicate that this subject is as accessible as any other. Success is mostly a question of attitude and effort.</p> | | |
| COURSE DESCRIPTION | | <p>Students will gain an appreciation of the importance of Physics in our lives and an understanding of Physics topics ranging from rotational motion, simple harmonic motion and waves to electricity and magnetism.</p> <p>Note: Scholarship students will have to also study nuclear physics in order to be fully prepared for the scholarship examination.</p> | | |
| ENTRY REQUIREMENTS | | <p>Satisfactory completion of the Year 12 programme (gaining the majority of the Level 2 credits) is essential. Variations from this are at the discretion of the HOD.</p> | | |
| COURSE COSTS | | <p>\$30 approx – for a write-on student workbook covering the course topics. \$1.50 graphing software licence.</p> | | |
| No. | I/E | Level | Credits | Standard Title |
| 91521 | I | 3 | 4 | Carry out a practical investigation to test a physics theory relating two variables in a non-linear relationship |
| 91523 | E | 3 | 4 | Demonstrate understanding of wave systems |
| 91524 | E | 3 | 6 | Demonstrate understanding of mechanical systems |
| 91526 | E | 3 | 6 | Demonstrate understanding of electrical systems |
| COURSE OFFERS ENDORSEMENT | | <p>Yes - subject to NZQA criteria being met.</p> | | |
| PATHWAY LINK | | <p>This course is essential preparation for any tertiary programme involving technology or engineering.</p> | | |

LEVEL 2 ELECTRONICS

| Level 2 Electronics 203 (NCEA) | | | | |
|----------------------------------|-----|---|---------|--|
| WHY STUDY THIS COURSE? | | <p>Electronics is now involved in almost every sphere of human activity - communications, science, industrial control systems, appliances, transport, information technology (computing), sport, leisure, entertainment, and medicine. In many countries electronics-based industries are now the biggest employers and worldwide they are among the fastest growing industries. As a result, the demand for people trained and qualified in electronics is increasing rapidly.</p> | | |
| COURSE DESCRIPTION | | <p>This course is <i>totally internally assessed</i>, which means <i>no exams</i>. All credits gained in Electronics count towards NCEA.</p> <p>The course assesses 5 Unit standards. 3 standards are a mix of theory and practical; 2 standards are totally practical. The first involves the design and construction of a printed circuit board. The second involves the design and construction of an electronics product.</p> | | |
| ENTRY REQUIREMENTS | | <p>Satisfactory completion of Year 11 Mathematics or Year 11 Science, Physics or Chemistry. Variations from this will only be at the LOC's discretion.</p> | | |
| COURSE COSTS | | <p>\$40 approx - write-on text. \$15 approx - cost of some materials (if expensive components are required for the projects chosen by the student).</p> | | |
| No. | I/E | Level | Credits | Standard Title |
| US18239 | I | 2 | 5 | Demonstrate introductory knowledge of circuit concepts and measurements for electronics. |
| US18240 | I | 2 | 5 | Demonstrate knowledge of basic electronic components. |
| US18241 | I | 2 | 5 | Demonstrate knowledge of basic electronic systems. |
| US18242 | I | 2 | 3 | Construct a simple printed circuit. |
| US18243 | I | 2 | 6 | Construct simple electronic products from supplied circuit schematics. |
| COURSE OFFERS ENDORSEMENT | | No. | | |
| PATHWAY LINK | | Leads into Level 3 Electronics (if numbers allow). | | |



YEAR 11 FINANCIAL MANAGEMENT - Diploma

| Year 11 Financial Management | |
|-------------------------------|---|
| WHY STUDY THIS COURSE? | <p>Level 1 Financial Management equips students with practical knowledge and skills that are applicable across various subjects and can significantly enhance their financial literacy and prospects to make sound financial decisions for their future.</p> <p>This course is ideal as a one-year course developing key financial literacy skills or as a stepping-stone to further study of Accounting at Levels 2 and 3.</p> |
| COURSE DESCRIPTION | <p>This course provides students with a solid foundation in financial literacy and basic accounting principles, which are essential skills for life beyond the school gates. By understanding concepts such as budgeting, income and expenditure, assets, liabilities and equity and financial analysis, students can make informed decisions about their own finances whether this be personal or small business finances.</p> <p>Financial Management at Year 11 introduces students to the fundamentals of personal and business financial management, laying the groundwork for being financially literate as members of their whānau, and as small business owners. Financial Management fosters critical thinking, problem-solving, and analytical skills, as students learn to interpret and analyse financial statements using non-financial and financial information.</p> |
| ENTRY REQUIREMENTS | None. |
| COURSE COSTS | \$30 approx - workbooks. |

| | Points | Description |
|--------------------------|--------|---|
| Common Assessment | 1-8 | Analysis and interpretation using financial and non-financial information to make informed decisions. |
| Portfolio | 1-8 | Using an accounting software package, for example XERO, to process and report transactions and their impact on financial statements that will aid in decision making. |
| Collaborative Assessment | 1-8 | Decision making for a whānau, organisation or individual, within a budget. |
| Examination | 1-8 | Financial Statement Preparation for small businesses. |

| | |
|----------------------|--|
| COURSE OFFERS | Total of 32 Points towards the St Paul's Diploma for Financial Management. |
| PATHWAY LINK | This course leads into Level 2 Accounting, Business or Economics. |

LEVEL 2 ACCOUNTING

| Level 2 Accounting 201 (NCEA) | | | | |
|----------------------------------|-----|--|---------|---|
| WHY STUDY THIS COURSE? | | <p>Level 2 Accounting equips students with financial knowledge and skills that are applicable across various subjects and can significantly enhance their financial literacy and prospects to make sound financial decisions for small to medium sole proprietor businesses.</p> <p>This course can be commenced at Level 2 and is ideal for those wishing to study Accounting at Level 3.</p> | | |
| COURSE DESCRIPTION | | <p>The course has an emphasis on accounting for small to medium businesses that are registered for GST on the invoice basis. There is a focus on accounting systems, as well as financial reporting within a conceptual framework, processing using an accounting software package and decision making for sole proprietor businesses.</p> | | |
| ENTRY REQUIREMENTS | | None. | | |
| COURSE COSTS | | \$30 approx - workbooks. | | |
| No. | I/E | Level | Credits | Standard Title |
| 91175 | I | 2 | 4 | Demonstrate understanding of accounting processing using accounting software. |
| 91179 | I | 2 | 3 | Demonstrate understanding of an accounts receivable subsystem for an entity. |
| 91481 | I | 2 | 4 | Demonstrate understanding of a contemporary accounting issue for decision-making. |
| 91176 | E | 2 | 5 | Prepare financial information for an entity that operates accounting subsystems. |
| 91177 | E | 2 | 4 | Interpret accounting information for entities that operate accounting subsystems. |
| COURSE OFFERS ENDORSEMENT | | Yes - subject to NZQA criteria being met. | | |
| PATHWAY LINK | | Leads into NCEA Level 3 Accounting. | | |

LEVEL 3 ACCOUNTING - (UE Approved Subject)

| Level 3 Accounting 301 (NCEA) | | | | | |
|----------------------------------|-----|-------|---|--------------|---|
| WHY STUDY THIS COURSE? | | | This course provides a strong theoretical foundation for further study of Accounting. It also provides students with an understanding of business financial reporting and an introduction to management accounting. The course allows students the opportunity to sit Scholarship Accounting in addition to their Level 3 programme. | | |
| COURSE DESCRIPTION | | | Within the context of companies which may be service, trading or manufacturing businesses, students are provided with an in-depth analysis of modern financial accounting principles, processing, and reporting. Analysis and interpretation of financial statements is advanced at this level. Management accounting including decision-making, cash budgets and CVP analysis is introduced. | | |
| ENTRY REQUIREMENTS | | | Some prior knowledge of the processing and reporting from Year 12 is desirable for entry to this course. Consult Mrs Bromwich if you have not studied Accounting prior to selecting this course. | | |
| COURSE COSTS | | | \$30 approx - workbooks. | | |
| No. | I/E | Level | Credits | Lit | Standard Title |
| 91405 | I | 3 | 4 | | Demonstrate understanding of accounting for partnerships |
| 91407 | I | 3 | 5 | UE R UE W | Prepare a report for an external user that interprets the annual report of a New Zealand reporting entity |
| 91409 | I | 3 | 4 | | Demonstrate understanding of a job cost subsystem for an entity |
| 91406 | E | 3 | 5 | | Demonstrate understanding of company financial statement preparation |
| 91408 | E | 3 | 4 | | Demonstrate understanding of management accounting to inform decision-making |
| COURSE OFFERS ENDORSEMENT | | | Yes - subject to NZQA criteria being met. | | |
| PATHWAY LINK | | | Leads into tertiary education. | | |

YEAR 11 BUSINESS - Diploma

| Year 11 Business | |
|-------------------------------|--|
| WHY STUDY THIS COURSE? | <p>Year 11 Business equips students with practical business knowledge and skills that are applicable to business owners and stakeholders so that they can make informed decisions that enhance the performance of the business and the well-being of the community that it operates in.</p> <p>This course is ideal as a one-year course developing key business knowledge and skills or as a stepping-stone to further study of Business at Levels 2 and 3.</p> |
| COURSE DESCRIPTION | <p>The course enables students to appreciate the issues that challenge business and stakeholders. In a rapidly changing world, it is important that citizens are able to make informed and rational decisions about business matters. Business contributes to the development of a culture of enterprise in New Zealand and supports efforts to improve economic and community well-being.</p> <p>This course focuses on small businesses in Aotearoa. Students will gain an understanding of various aspects of operating a small business, including the preparation of a business plan, marketing, human resources, and internal influences, on business decision making. Students explore the consequences of business decisions that enhance the well-being of stakeholders.</p> <p>Additionally, they will analyse the influence that external factors, including economic conditions, legal frameworks, environmental factors, competition, and social trends have on business. Maaori business concepts are woven throughout the course.</p> |
| ENTRY REQUIREMENTS | None. |
| COURSE COSTS | \$30 approx - workbooks. |

| | Points | Description |
|--------------------------|---|---|
| Common Assessment | 1-8 | Demonstrate understanding of human resources in a small business and application of the marketing mix to a product. |
| Portfolio | 1-8 | Explore relevant contemporary issues that impact businesses operating in Aotearoa. |
| Collaborative Assessment | 1-8 | Carry out and review a product-based business activity within a classroom context with direction. |
| Examination | 1-8 | Demonstrate understanding of internal features and external factors that impact a small business. |
| | | |
| COURSE OFFERS | Total of 32 Points towards the St Paul's Diploma for Business Studies. | |
| PATHWAY LINK | This course leads into Level 2 Accounting, Business Studies, or Economics . | |

LEVEL 2 BUSINESS IN SOCIETY

| Level 2 Business in Society (NCEA) | | | | | |
|------------------------------------|-----|---|---------|------|--|
| WHY STUDY THIS COURSE? | | This course is designed to connect students with their communities and will encourage students to participate as an active member of society. The teaching and learning would enable our aakonga to thrive in the diverse communities and environments of Aotearoa New Zealand and beyond as we would be able to place a greater emphasis on the “do” of Social Sciences. | | | |
| COURSE DESCRIPTION | | This course is internally based and includes a range of life/transition skills that can be used outside the classroom. This course will enable practices that include carrying out a business and carry out an action plan to enhance environmental and/or social sustainability. | | | |
| ENTRY REQUIREMENTS | | None, though a willingness to participate as part of a group is essential. You should consult Mrs Bromwich (LOC) if you are unsure. | | | |
| COURSE COSTS | | \$30 approx - workbooks. | | | |
| No. | I/E | Level | Credits | Lit | Standard Title |
| 90848 | I | 2 | 9 | | Carry out, review and refine a business activity within a community context with guidance. |
| 90810 | I | 2 | 6 | UE R | Undertake a personal action, with reflection, that contributes to a sustainable future. |
| COURSE OFFERS ENDORSEMENT | | No | | | |
| PATHWAY LINK | | Leads into Level 3 Business Studies | | | |

LEVEL 3 THE BUSINESS OF TOURISM

| Level 3 The Business of Tourism (NCEA) | | | | |
|---|-----|---|---------|---|
| WHY STUDY THIS COURSE? | | Studying “The Business of Tourism” course offers a dynamic platform for students to actively engage in the creation of innovative, sustainable business opportunities within the tourism sector. Through hands-on group activities, students acquire essential skills in planning, marketing, management and the practical operation of small businesses. This course not only focuses on immediate business operations but also emphasises sustainable growth and future expansion, equipping students with the knowledge and tools necessary to thrive in the ever-evolving tourism industry. | | |
| COURSE DESCRIPTION | | This course provides a comprehensive introduction to the business of tourism, emphasising innovative and sustainable practices. Students will explore the dynamic tourism industry in Aotearoa through classwork and a field trip to a notable tourist destination, offering a real-world perspective. The course, which is internally assessed, equips students with a range of essential business skills and knowledge, preparing them for life beyond the classroom. Students will plan, execute, and review an innovative, sustainable business, while also examining the potential for expansion into export markets. Additionally, they will delve into human resource challenges faced by growing businesses across various sectors. | | |
| ENTRY REQUIREMENTS | | None, though a willingness to participate and work collaboratively with a group of fellow students as part of a group is essential. You should consult Ms Bromwich, LOC Social Sciences, if you are unsure. | | |
| COURSE COSTS | | \$200 approx – fieldtrip. | | |
| <i>Note – a selection from the following achievement and unit standards will be offered to meet the student needs and pathways, for example University Entrance or a Career in Tourism.</i> | | | | |
| No. | I/E | Level | Credits | Standard Title |
| AS91384 | I | 3 | 9 | Carry out, with consultation, an innovative and sustainable business activity. |
| AS91385 | I | 3 | 3 | Investigate the exporting potential of a New Zealand business in a market, with consultation. |
| AS91383 | I | 3 | 3 | Analyse a human resource issue affecting tourist businesses. |
| US24733 | I | 3 | 5 | Describe and promote a New Zealand tourist destination. |
| US33212 | I | 3 | 5 | Describe and analyse the economic, social-cultural, and environmental impacts of tourism. |
| US18212 | I | 3 | 8 | Demonstrate knowledge of New Zealand as a tourist destination. |

| | |
|----------------------------------|---|
| COURSE OFFERS ENDORSEMENT | No |
| PATHWAY LINK | Leads into Tertiary Study and gaining the skills and knowledge to establish their own small business in the future. |

YEAR 11 ECONOMICS - Diploma

| Year 11 Economics | | |
|-------------------------------|--|--|
| WHY STUDY THIS COURSE? | The study of Economics at Year 11 provides ākonga with an understanding of the Aotearoa economy and how it interacts in a global environment. Ākonga investigate how individual consumers and producers make decisions about the use of scarce resources that best meet the needs of the individual and wider society. The place of Aotearoa in the global economy is also investigated. | |
| COURSE DESCRIPTION | The Year 11 course focuses on how New Zealand consumers and producers interact within local markets and then how they interact in the global market. This involves identifying how certain markets and sectors engage with each other to achieve the best outcomes for all involved. | |
| ENTRY REQUIREMENTS | None. | |
| COURSE COSTS | None. | |
| | | |
| | Points | Description |
| Common Assessment | 1-8 | Explore values producers use when making decisions about the use of scarce resources to produce goods or services. |
| Portfolio | 1-8 | Explore the place of Aotearoa in the global economy. |
| Collaborative Assessment | 1-8 | Investigate the economic impact of alternative markets or significant events on the past or present economy of Aotearoa. |
| Examination | 1-8 | Implications of government interventions in markets. |
| | | |
| COURSE OFFERS | Total of 32 Points towards the St Paul's Diploma for Economics. | |
| PATHWAY LINK | This course leads into Level 2 Economics. | |

LEVEL 2 ECONOMICS

| Level 2 Economics 201 (NCEA) | | | | | |
|----------------------------------|-----|-------|---|------|--|
| WHY STUDY THIS COURSE? | | | <p>Economics is the study of how individuals, communities, countries, and the world choose to use scarce resources to satisfy their needs and wants. Economics is how society solves the basic economic problem of:</p> <ul style="list-style-type: none"> • what to produce • how to produce it • for whom to produce it <p>The study of Economics at Level 2 provides you with a broad understanding of the economy of Aotearoa. It adds to your knowledge of Aotearoa as a community and about the use of our scarce resources. An understanding of the place of Aotearoa in the global economy, which is so important for our future, is also part of Level 2 economics. Economics is a worthwhile subject for anyone with a keen interest in the world around them and how society makes decisions, affecting collective and individual wellbeing of people living in Aotearoa.</p> | | |
| COURSE DESCRIPTION | | | <p>Four macro-economic issues are studied within an Aotearoa context. The issues studied are:</p> <ul style="list-style-type: none"> • trade • inflation • growth • employment <p>The focus of Economics at this level is how the Aotearoa economy and political process impact on us as producers and consumers.</p> | | |
| ENTRY REQUIREMENTS | | | None, but an interest in the Aotearoa economy is a significant advantage. Statistical and graphing skills are also an advantage. | | |
| COURSE COSTS | | | \$50 approx - workbook. | | |
| No. | I/E | Level | Credits | Lit | Standard Title |
| 91225 | I | 2 | 4 | UE R | Analyse unemployment using economic concepts and models |
| 91227 | I | 2 | 6 | UE R | Analyse how government policies and contemporary economic issues interact |
| 91228 | I | 2 | 4 | UE R | Analyse a contemporary economic issue of special interest using economic concepts and models |
| 91222 | E | 2 | 4 | | Analyse inflation using economic concepts and models |
| 91224 | E | 2 | 4 | | Analyse economic growth using economic concepts and models |
| COURSE OFFERS ENDORSEMENT | | | Yes - subject to NZQA criteria being met. | | |
| PATHWAY LINK | | | Leads into NCEA Level 3 Economics. | | |

LEVEL 3 ECONOMICS - (UE Approved Subject)

| Level 3 Economics 301 (NCEA) | | | | | |
|----------------------------------|-----|-------|---|--------------|---|
| WHY STUDY THIS COURSE? | | | <p>Economics is the study of how individuals, communities, countries and the world choose to use scarce resources to satisfy their needs and wants. Economics is how society solves the basic economic problem of:</p> <ul style="list-style-type: none"> ▪ what to produce ▪ how to produce it ▪ for whom to produce it <p>The study of Economics at Level 3 provides you with an understanding of the commercial world and how businesses, individuals and the government interact in producing and consuming goods and services which satisfy the needs and wants of the individual and society. It adds to your knowledge of Aotearoa as a community and about the use of our scarce resources. An understanding of the place of Aotearoa in the global economy, which is so important for our future, is also part of Level 3 of Economics. Economics is a worthwhile subject for anyone with a keen interest in the world around them and how all levels of society make decisions, affecting their collective and individual wellbeing. This course leads to NCEA Level 3 and the opportunity to sit scholarship Economics.</p> | | |
| COURSE DESCRIPTION | | | The content focuses on micro and macro-economic concepts relevant to the market economy within an Aotearoa context. | | |
| ENTRY REQUIREMENTS | | | None, but an interest in the Aotearoa economy is a significant advantage. Graphing skills are a key component of this course. | | |
| COURSE COSTS | | | \$50 approx - workbooks. | | |
| No. | I/E | Level | Credits | Lit | Standard Title |
| 91401 | I | 3 | 5 | UE R | Demonstrate understanding of micro-economic concepts |
| 91402 | I | 3 | 5 | UE R | Demonstrates understanding of government interventions to correct market failure |
| 91399 | E | 3 | 4 | UE R UE W | Demonstrate understanding of the efficiency of market equilibrium |
| 91403 | E | 3 | 6 | UE R UE W | Demonstrate understanding of macro-economic influences on the New Zealand economy |
| 91400 | E | 3 | 4 | UE R UE W | Demonstrate understanding of the efficiency of different market structures using marginal analysis. |
| COURSE OFFERS ENDORSEMENT | | | Yes - subject to NZQA criteria being met. | | |
| PATHWAY LINK | | | Scholarship Recommended. Leads into tertiary education. | | |

choose one

YEAR 11 GEOGRAPHY - Diploma

| Year 11 Geography | |
|-------------------------------|--|
| WHY STUDY THIS COURSE? | <p>Geography deepens students' knowledge and understanding of the people and places that make up the world in which they live. The subject concentrates on the many interactions that occur within and between the natural and cultural environments. Students of Geography investigate connections between people and places at local, regional, national, and global scales. It is the geographer's role to know, understand, and map the relationships and interconnections between phenomena. Geography aims, through its integrative approach, to foster a balanced view of, and respect for, the environment. A key part of this course is exploring how differences in perspectives and power influence decision-making, which has consequences within te taiao. Students will develop an understanding of the growing competition for resources and the conflicts that this creates. Environmental management, sustainable development for the future, and the role planning and decision-making plays are major themes of study. Students will be introduced to a range of skills.</p> |
| COURSE DESCRIPTION | <p>This course starts with a look at settlements, societies, and communities with a focus on Aotearoa New Zealand, Australia, and the Pacific— where people live and why; also looking at the impacts of this population distribution on planning for the future. Key focuses include contrasting our regional population with megacities in Asia.</p> <p>Physical landscapes and the forces that shape them are viewed through both a mātauranga Māori and scientific lens, with human interaction now and in the future illustrating consequences and challenges. Focuses here include the impact extreme natural events such as volcanic eruptions have had in New Zealand and around the world and how we mitigate against future eruptions. Case studies here include Ruapehu, Whaakarii/ White Island, and current international volcanos.</p> <p>The course concludes with a more outward-facing perspective looking at how relationships with other countries have shaped Aotearoa New Zealand's cultural diversity and the country's position in the global sphere. Specifically, the role of New Zealand with our Pacific neighbours in terms of sea level rise.</p> |
| ENTRY REQUIREMENTS | None. |
| COURSE COSTS | \$100 - Field trip to Auckland Volcanic Field. |

| | Points | Description |
|--------------------------|---------------|---|
| Common Assessment | 1-8 | Demonstrate understanding of how natural processes operate within te taiao. |
| Portfolio | 1-8 | Demonstrate understanding of spatial distribution of phenomena and its impacts within te taiao. |
| Collaborative Assessment | 1-8 | Carry out and participate in a geographic inquiry. |
| Examination | 1-8 | Demonstrate understanding of geographic decision-making in Aotearoa New Zealand or the Pacific. |
| COURSE OFFERS | | |
| | | Total of 32 Points towards the St Paul's Diploma for Geography |
| PATHWAY LINK | | |
| | | This course leads into Level 2 Geography. |

LEVEL 2 GEOGRAPHY

| Level 2 Geography 201 (NCEA) | | | | | |
|----------------------------------|-----|--|---------|------|---|
| WHY STUDY THIS COURSE? | | <p>Geography deepens students' knowledge and understanding of the people and places that make up the world in which they live. The subject concentrates on the many interactions that occur within and between the natural and cultural environments. Geography aims, through its integrative approach, to foster a balanced view of, and respect for, the environment. Students will study different natural environments, cultures, and communities at local, regional, and global scales. Students will develop an understanding of the growing competition for resources and the conflicts that this creates. Environmental management, sustainable development for the future and the role planning and decision making, are major themes of study. Students will be introduced to a range of skills.</p> | | | |
| COURSE DESCRIPTION | | <p>Students will develop knowledge and understanding of the following topics:</p> <ul style="list-style-type: none"> ▪ global patterns, processes, and links (Tropical Rainforests) ▪ geographic issues (Mining in the Coromandel) ▪ local area studies (Impact of tourism in Raglan) ▪ natural landscapes (Amazon Basin) ▪ global disparities in development (developed and developing economies) ▪ research ▪ application of geographic skills and concepts to selected topics ▪ GIS and digital mapping applications | | | |
| ENTRY REQUIREMENTS | | <p>Students are advised to complete a Year 11 Geography programme. The course has been designed to allow first time geographers to cope with the expected standards. School policy on Year 12 entry will apply.</p> | | | |
| COURSE COSTS | | \$65 for field trip to Raglan. | | | |
| No. | I/E | Level | Credits | Lit | Standard Title |
| 91244 | I | 2 | 3 | | Conduct geographic research with guidance |
| 91245 | I | 2 | 3 | | Explain aspects of a contemporary New Zealand geographic issue |
| 91246 | I | 2 | 3 | | Explain aspects of a geographic topic at a global scale |
| 91240 | E | 2 | 4 | UE R | Demonstrate geographic understanding of a large natural environment |
| 91243 | E | 2 | 4 | | Apply geography concepts and skills to demonstrate understanding of a given environment |
| COURSE OFFERS ENDORSEMENT | | Yes - subject to NZQA criteria being met. | | | |
| PATHWAY LINK | | Leads into NCEA Level 3 Geography. | | | |

LEVEL 3 GEOGRAPHY - (UE Approved Subject)

| Level 3 Geography 301 (NCEA) | | | | | |
|----------------------------------|-----|-------|--|---|--|
| WHY STUDY THIS COURSE? | | | <p>Geography deepens students' knowledge and understanding of the people and places that make up the world in which they live. The subject concentrates on the many interactions that occur within and between the natural and cultural environments. Geography aims, through its integrative approach, to foster a balanced view of, and respect for, the environment. Students will study different natural environments, cultures, and communities at local, regional, and global scales. Students will develop an understanding of the growing competition for resources and the conflicts that this creates. Environmental management, sustainable development for the future and the role planning and decision making, are major themes of study. Students will be introduced to a range of skills.</p> | | |
| COURSE DESCRIPTION | | | <p>Students will develop knowledge and understanding of the following topics:</p> <ul style="list-style-type: none"> ▪ global patterns, processes, and links (Global Terrorism; Human Trafficking; Tropical Reef) ▪ geographic issues (Plastic in Oceans) ▪ a cultural process – tourism development (Rotorua) ▪ planning and decision making (Resource Management Act Processes) ▪ student climate change strike ▪ apply concepts and skills to investigate geographic issues like water scarcity in Abu Dhabi; plastic in our oceans; development problems in Northland and Great Barrier Island. | | |
| ENTRY REQUIREMENTS | | | <p>The Year 13 course is designed to enable students to build upon their studies of the earlier two years. It is recommended that a student should have completed one year in Geography although the course is flexible enough to enable students to enter the course for the first time.</p> | | |
| COURSE COSTS | | | <p>\$110 to cover field trip to Rotorua to see the cultural processes of tourism in action. These costs cover transport, meals, and activities.</p> | | |
| No. | I/E | Level | Credits | Lit | Standard Title |
| 91600 | I | 3 | 4 | UE R | Examine a campaign of social action(s) to influence policy change(s) |
| 91431 | I | 3 | 3 | UE R | Analyse aspects of a contemporary geographic issue |
| 91432 | I | 3 | 3 | UR R | Analyse aspects of geographic topic at a global scale |
| 91427 | E | 3 | 4 | UE R UE W | Demonstrate understanding of how a cultural process shapes geographic environment(s) |
| 91429 | E | 3 | 4 | UE R UE W | Select and apply skills and ideas in a geographic context |
| COURSE OFFERS ENDORSEMENT | | | | Yes - subject to NZQA criteria being met. | |
| PATHWAY LINK | | | | Leads into NZ scholarship and University study. | |

YEAR 11 HISTORY - Diploma

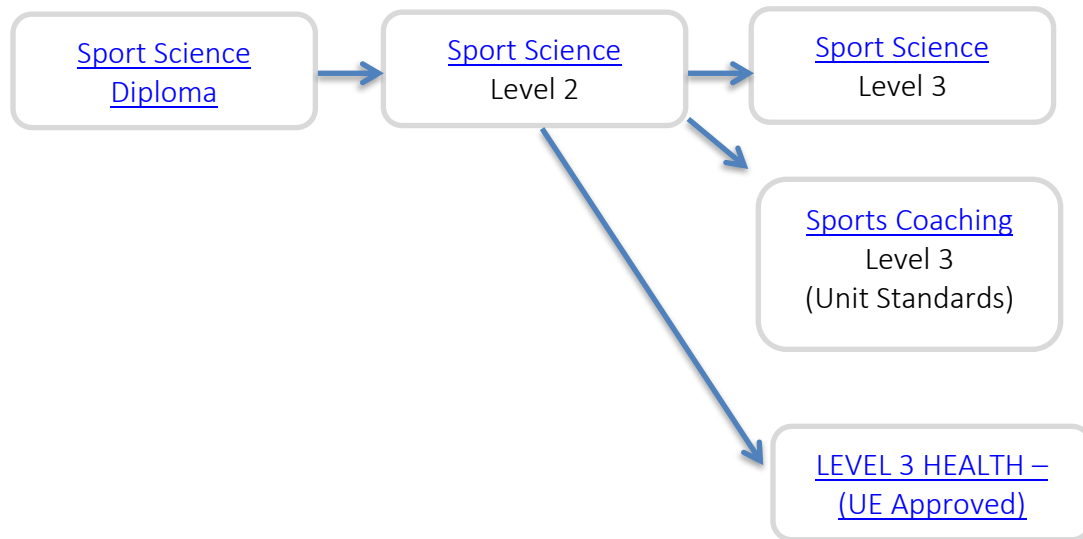
| Year 11 History | | |
|-------------------------------|--|---|
| WHY STUDY THIS COURSE? | <p>Your study of History will require curiosity and imagination. You will learn to connect with the past and imagine possible futures, consider the dilemmas and choices of people in the past, and investigate your community, NZ, and the wider world.</p> <p>Studying History also prepares you for the future, building confidence in your knowledge of the world around you, and skills such as questioning and empathy.</p> <p>Specific historical knowledge and skills will also be developed that are vital in many career paths, such as research techniques, evaluating evidence, writing skills, proving arguments and oral and written presentations.</p> | |
| COURSE DESCRIPTION | <p>Our study begins with the stories of misfits, rebels, and unsung heroes of New Zealand during World War One. Develop your research skills by creating a portfolio on your chosen New Zealand misfit, rebel, or unsung hero.</p> <p>Throughout the 1950s and 1960s the civil rights movement reached its height as African Americans fought for their political, social, and economic rights and protested for a growing awareness of race relations in the USA. We will be studying the roots of racism in America and various perspectives on issues such as - slavery, the American Civil War, Reconstruction and Jim Crow laws.</p> <p>Our final topic will focus on a defining event of the 20th century, the Holocaust. The systematic genocide of 11 million, including 6 million Jewish people, shocked the world. Learn about the stories of resilience and bravery from Holocaust survivors and understand why the Holocaust is such a significant historical event.</p> | |
| ENTRY REQUIREMENTS | None. | |
| COURSE COSTS | \$54 for a field trip to Auckland Museum. | |
| | | |
| | Points | Description |
| Common Assessment | 1-8 | Construct a narrative describing the causes and consequences of a significant historical event |
| Portfolio | 1-8 | Develop research skills, including an understanding of strengths and limitations of different historical sources. |
| Collaborative Assessment | 1-8 | Work collaboratively to demonstrate understanding of a variety of perspectives on historical people and events |
| Examination | 1-8 | Use historical sources to understand the significance of historical places, people, and events |
| | | |
| COURSE OFFERS | Total of 32 Points towards the St Paul's Diploma for History. | |
| PATHWAY LINK | This course leads into Level 2 History. | |

LEVEL 2 HISTORY

| Level 2 History 201 (NCEA) | | | | | |
|----------------------------------|-----|-------|---|--------------|---|
| WHY STUDY THIS COURSE? | | | Clear report writing and critical thinking are skills required in all careers. History will help you develop these essential skills. The study of History at Year 12 will give you a wider understanding of the forces that have shaped the world you live in and get you to think critically about the way in which the writing of history gives governments, and historians, a level of power to influence and shape the thinking and identity of a nation. Your historical writing is developed further, to reflect the level of complexity and critical thinking that will serve you well at tertiary level. | | |
| COURSE DESCRIPTION | | | <p>The Level 2 History course is designed to get students thinking critically about the “narrative” of history. In developing your craft as a historian, you will learn to evaluate the role of different causes in prompting events, assess the impact of these events, and consider the different ways in which this event has been discussed. You will study primary and secondary sources in order to give you an understanding of nineteenth and twentieth century history both in New Zealand and overseas.</p> <p>Students will study:</p> <ul style="list-style-type: none"> • Controversial events in History (own research) • Vietnam War and the My Lai Massacre • 9/11 | | |
| ENTRY REQUIREMENTS | | | This course is open to all students who have achieved in Year 11 History or achieved well in Year 11 English. You do not need to have studied Year 11 History to do well in this course. | | |
| COURSE COSTS | | | None. | | |
| No. | I/E | Level | Credits | Lit | Standard Title |
| 91229 | I | 2 | 4 | UE R | Carry out an inquiry of an historical event or place that is of significance to New Zealanders (Controversial social event) |
| 91232 | I | 2 | 5 | UE R | Interpret different perspectives of people in an historical event that is of significance to New Zealanders (My Lai Massacre) |
| 91231 | E | 2 | 4 | UE R UE W | Examine sources of an historical event that is of significance to New Zealanders (Unseen text/sources) |
| 91233 | E | 2 | 5 | UE R UE W | Examine causes and consequences of a significant historical event |
| COURSE OFFERS ENDORSEMENT | | | Yes - subject to NZQA criteria being met. | | |
| PATHWAY LINK | | | Leads into NCEA Level 3 History. | | |

LEVEL 3 HISTORY - (UE Approved Subject)

| Level 3 History 301 (NCEA) | | | | | |
|----------------------------------|-----|---|---------|--------------|---|
| WHY STUDY THIS COURSE? | | <p>“Clear, accurate and convincing report writing is a skill required in all careers.” This is a reason Business New Zealand’s CEO Phil O’Reilly advances for history being a vital subject to study. O’Reilly also contends that history is valued by employers in the Business sector, as History students learn to be analytical and critical, which are highly sought after skills. Research, writing and referencing skills learnt in history will hold students in good stead for tertiary study in many subjects and most career pathways. There are 15 credits (internal) and 4 credits (external).</p> | | | |
| COURSE DESCRIPTION: | | <p>Welcome to Level 3 History. This year we are focusing on the causes and consequences of the world and nationally significant events:</p> <ul style="list-style-type: none"> • Contested events in History (Own choice, Research) • Atomic Bombing of Japan • Invasion of Waikato <p>For the internals, students will research an event of their choice, analyse the causes and consequences of the Invasion of Waikato and analyse the historical debate on the dropping of the Atomic bomb.</p> | | | |
| ENTRY REQUIREMENTS | | <p>This History course is open to all students with good reading and writing skills. You do not need to have previously studied History in order to do well in this course.</p> | | | |
| COURSE COSTS | | <p>\$40 for fieldtrip to Invasion of Waikato sites.</p> | | | |
| No. | I/E | Level | Credits | Lit | Standard Title |
| 91434 | I | 3 | 5 | UE R | Research a historical event or place of significance to New Zealanders, using primary and secondary sources (contested event) |
| 91435 | I | 3 | 5 | UE R | Analyse an historical event, or place, of significance to New Zealanders |
| 91437 | I | 3 | 5 | UE R | Analyse different perspectives of a contested event of significance to New Zealanders (Dropping Atomic Bombs on Japan) |
| 91436 | E | 3 | 4 | UR R UE W | Analyse evidence relating to an historical event of significance to New Zealanders |
| COURSE OFFERS ENDORSEMENT | | <p>Yes - subject to NZQA criteria being met.</p> | | | |
| PATHWAY LINK | | <p>Leads into NZ scholarship and University study.</p> | | | |



YEAR 11 SPORTS SCIENCE - Diploma

| Year 11 Sports Science | |
|-------------------------------|---|
| WHY STUDY THIS COURSE? | <p>Enrolling in our Sports Science course provides you with a solid foundation for future studies in key areas such as exercise physiology, physiotherapy, sports management and coaching, and the dynamic field of sports governance and policymaking. This comprehensive course equips you with the knowledge and skills necessary to excel in these exciting disciplines.</p> <p>Beyond academic knowledge, our Sports Science course also focuses on developing valuable life skills that are highly sought after in various industries. Through engaging activities and collaborative projects, you'll enhance your teamwork, communication, problem-solving, and leadership abilities. These skills are essential for success in any professional setting and will empower you to make a positive impact in your chosen field.</p> <p>Join us in exploring the limitless possibilities that Sports Science has to offer. Unleash your potential, empower others, and become a catalyst for a healthier, fitter society. Enrol in our Year 11 Sports Science course today and pave the way for a successful future!</p> |
| COURSE DESCRIPTION | <p>Course Topics Include:</p> <ul style="list-style-type: none"> • Introduction to Coaching Practice: Gain a solid foundation in coaching principles and techniques. Learn about effective communication, leadership, and motivational strategies to inspire athletes and maximise their potential. • Exercise Prescription: Explore the principles of training, fitness components, and methods of training and understand how to design tailored fitness regimens based on individual goals, fitness levels, and specific sports requirements. • Anatomy: Explore the structure and function of the human body. Study the skeletal, muscular, and cardiorespiratory systems. • Physiology: Explore the physiological responses and adaptations that occur during exercise. This includes learning about sports injury. • Factors Influencing Participation: Investigate the socio-cultural factors that impact an individual's participation in sports and physical activities. Examine barriers to participation and strategies for promoting inclusivity. • Analysing Performance: Develop skills in evaluating and assessing athletic performance. Learn how to use quantitative and qualitative analysis to identify strengths, weaknesses, and areas for improvement. The focus is also on the use of biomechanical principles. • Motor Skill Learning: Understand the process of acquiring and refining motor skills. Explore motor control, motor development, and the factors that influence skill acquisition and performance enhancement. |

| | |
|---------------------------|--|
| | <ul style="list-style-type: none"> • Sports Psychology: Explore the psychological factors that influence athletic performance and well-being. Study topics such as motivation, goal setting, concentration, confidence, stress management, and team dynamics. |
| ENTRY REQUIREMENTS | The course is designed for students who have a genuine interest in how the body works, sport and personal fitness performance. |
| COURSE COSTS | \$200 for trips to various centres relevant to the course. |

| | Points | Description |
|--------------------------|--------|--|
| Common Assessment | 1-8 | As you progress through the Introduction to Coaching Practice unit, you will have the opportunity to showcase your understanding of leadership strategies and their effectiveness through a common test using the Education Perfect platform. This assessment will assess your knowledge of different leadership approaches and your ability to evaluate their effectiveness in various coaching contexts. |
| Portfolio | 1-8 | Demonstrate your understanding of exercise prescription, anatomy, and physiology through a comprehensive portfolio assessment. This assessment will consist of a series of single-lesson topic tests that will assess your knowledge and application of key concepts related to muscles, bones, joints, movement, cardiovascular/respiratory responses, and injuries. |
| Collaborative Assessment | 1-8 | In the engaging unit on Factors Influencing Participation, you will explore the various factors that impact individuals' engagement in sports and physical activities. To showcase your understanding of these factors and their influence on participation, you will participate in a collaborative presentation assessment task. The collaborative presentation will focus on three key aspects: Hauora, Motivation, and Barriers. |
| Examination | 1-8 | The end-of-year exam is designed to assess your comprehensive understanding of the key topics covered throughout the year. The exam will be conducted over a 3-hour duration and will consist of four sections. This exam will assess all the units covered throughout the year. |
| COURSE OFFERS | | Total of 32 Points toward the St Paul's Diploma for Sports Science. |
| PATHWAY LINK | | This course leads into Level 2 Sports Science which covers topic such as: Sports Studies, Sports Management, Education, Personal Training, Elite Sport, Community Sport, Coaching. |

LEVEL 2 SPORTS SCIENCE

Level 2 Sports Science

WHY STUDY THIS COURSE?

Enrolling in our Sports Science course provides you with a solid foundation for future studies in key areas such as exercise physiology, physiotherapy, sports management and coaching, and the dynamic field of sports governance and policymaking. This comprehensive course equips you with the knowledge and skills necessary to excel in these exciting disciplines.

Beyond academic knowledge, our Sports Science course also focuses on developing valuable life skills that are highly sought after in various industries. Through engaging activities and collaborative projects, you'll enhance your teamwork, communication, problem-solving, and leadership abilities. These skills are essential for success in any professional setting and will empower you to make a positive impact in your chosen field.

Join us in exploring the limitless possibilities that Sports Science has to offer. Unleash your potential, empower others, and become a catalyst for a healthier, fitter society. Enrol in our Level 2 Sports Science course today and pave the way for a successful future!

COURSE DESCRIPTION

Course Topics Include:

- **Introduction to Coaching Practice:** Gain a solid foundation in coaching principles and techniques. Learn about effective communication, leadership, and motivational strategies to inspire athletes and maximise their potential.
- **Exercise Prescription:** Explore the principles of training, fitness components, and methods of training and understand how to design tailored fitness regimens based on individual goals, fitness levels, and specific sports requirements.
- **Anatomy:** Explore the structure and function of the human body. Study the skeletal, muscular, and cardiorespiratory systems.
- **Physiology:** Explore the physiological responses and adaptations that occur during exercise. This includes learning about sports injury.
- **Factors Influencing Participation:** Investigate the socio-cultural factors that impact an individual's participation in sports and physical activities. Examine barriers to participation and strategies for promoting inclusivity.
- **Analysing Performance:** Develop skills in evaluating and assessing athletic performance. Learn how to use quantitative and qualitative analysis to identify strengths, weaknesses, and areas for improvement. The focus is also on the use of biomechanical principles.

| | | | | |
|----------------------------------|---|--------------|----------------|---|
| | <ul style="list-style-type: none"> • Motor Skill Learning: Understand the process of acquiring and refining motor skills. Explore motor control, motor development, and the factors that influence skill acquisition and performance enhancement. • Sports Psychology: Explore the psychological factors that influence athletic performance and well-being. Study topics such as motivation, goal setting, concentration, confidence, stress management, and team dynamics. | | | |
| ENTRY REQUIREMENTS | <ul style="list-style-type: none"> • Genuine Interest: Students should have a sincere curiosity and passion for exploring how the body functions, as well as a keen interest in sports and personal fitness performance. • End-of-Year Exam Results: Students should have achieved a minimum of 4 points in their St Paul's Year 11 Sports Science end-of-year exam. This requirement ensures that students have demonstrated a satisfactory level of understanding and competency in the subject matter. • Consultation with the Leader of Curriculum: Students who did not study Sports Science in Year 11 are required to consult with the Leader of Curriculum. | | | |
| COURSE COSTS | \$200 for trips to various centres relevant to course. | | | |
| | | | | |
| No. | I/E | Level | Credits | Standard Title |
| 91328 | I | 2 | 5 | Demonstrate understanding of how and why biophysical principles relate to the learning of physical skills (2.3) |
| 91329 | I | 2 | 4 | Demonstrate understanding of the application of biophysical principles to training for physical activity (2.2) |
| 91330 | I | 2 | 4 | Perform a physical activity in an applied setting (2.4) |
| 91332 | I | 2 | 4 | Evaluate leadership strategies that contribute to the effective functioning of a group (2.6) |
| 91327 | I | 2 | 3 | Examine the role and significance of physical activity in the lives of young people in New Zealand (2.1) |
| | | | | |
| COURSE OFFERS ENDORSEMENT | Yes - subject to NZQA criteria being met. | | | |
| PATHWAY LINK | Leads into NCEA Level 3 Sports Science OR Level 3 Sports Coaching | | | |

LEVEL 3 SPORTS SCIENCE - ADVANCED PHYSICAL EDUCATION
(UE Approved Subject)

Level 3 Sports Science 301 (NCEA)

| | |
|--------------------------------------|---|
| <p>WHY STUDY THIS COURSE?</p> | <p>Enrolling in our Sports Science course provides you with a solid foundation for future studies in key areas such as exercise physiology, physiotherapy, sports management and coaching, and the dynamic field of sports governance and policymaking. This comprehensive course equips you with the knowledge and skills necessary to excel in these exciting disciplines.</p> <p>Beyond academic knowledge, our Sports Science course also focuses on developing valuable life skills that are highly sought after in various industries. Through engaging activities and collaborative projects, you'll enhance your teamwork, communication, problem-solving, and leadership abilities. These skills are essential for success in any professional setting and will empower you to make a positive impact in your chosen field.</p> <p>Join us in exploring the limitless possibilities that Sports Science has to offer. Unleash your potential, empower others, and become a catalyst for a healthier, fitter society. Enrol in our Level 3 Sports</p> |
| <p>COURSE DESCRIPTION</p> | <p>The course is designed to enhance your understanding of the scientific and socio-cultural factors associated with Physical Activity, including:</p> <ul style="list-style-type: none"> • Evaluate physical activity experiences to devise strategies for lifelong well-being. • Analyse a physical skill performed by self or others. • Evaluate the effectiveness of a performance improvement programme. • Perform a physical activity to nationally developed performance standards. • Devise strategies or a physical activity outcome. |
| <p>ENTRY REQUIREMENTS</p> | <p>It is expected that students will have independent study skills to apply both the knowledge of principles and analysis of skills to given assignments. It is important that students have taken the Year 12 Sports Science course and achieved in 91328 and 91329.</p> |
| <p>COURSE COSTS</p> | <p>\$200 – Field trip costs.</p> |

| No. | I/E | Level | Credits | Lit | Standard Title |
|----------------------------------|-----|-------|---------|---|---|
| 91498 | I | 3 | 4 | | Evaluate physical activity experiences to devise strategies for lifelong well-being |
| 91499 | I | 3 | 3 | | Analyse a physical skill performed by self or others. |
| 91500 | I | 3 | 4 | UE R | Evaluate the effectiveness of a performance improvement programme |
| 91501 | I | 3 | 4 | | Perform a physical activity to nationally developed performance standards |
| 91789 | I | 3 | 4 | | Devise strategies for a physical activity outcome |
| | | | | | |
| COURSE OFFERS ENDORSEMENT | | | | Yes - subject to NZQA criteria being met. | |
| PATHWAY LINK | | | | Tertiary education (Health Sciences, Radiography, Physiotherapy, Sports Studies, Sport Management, Education, Personal Training, Elite Sport, Community Sport, Coaching). | |

LEVEL 3 SPORTS COACHING – (includes UNIT STANDARDS)

| Level 3 Sports Coaching | |
|-------------------------------|---|
| WHY STUDY THIS COURSE? | In today's world of increasing leisure time and the need for qualified people to keep our society healthy and fit, the Sports Coaching course helps to build well-rounded young people that will have the skill to help others in our communities in the future. This course offers students an alternate pathway to our existing Sports Science course. This course will equip students with the skills needed to coach sport at a beginner level. It is an assessment package that combines a mixture of Achievement Standards and Unit Standards. The course can help support people wanting to work/study in the areas of sports coaching and teaching. Students that take Year 13 Sports Coaching will be required to be involved in the coaching of a junior St Paul's Collegiate sports team of their choice for the duration of one term. |
| COURSE DESCRIPTION | To educate students about the theory and practice of sports coaching. Some areas of focus are: <ul style="list-style-type: none"> • Planning beginner level coaching sessions for sport participants. • Coaching beginner-level participants through skill development activities for a selected sport. • Reviewing coaching of beginner-level participants through skill development activities for a selected sport. • Demonstrate quality performance of a physical activity in an applied setting. • Analyse a physical skill performed by self or others. |
| ENTRY REQUIREMENTS | This course is an alternative to Sports Science and therefore students are not able to study both. The Sports Coaching course is completely internally assessed and offers Achievement Standards worth seven credits and Unit Standards worth 14 credits. |
| COURSE COSTS | \$200 – Field trip costs. |

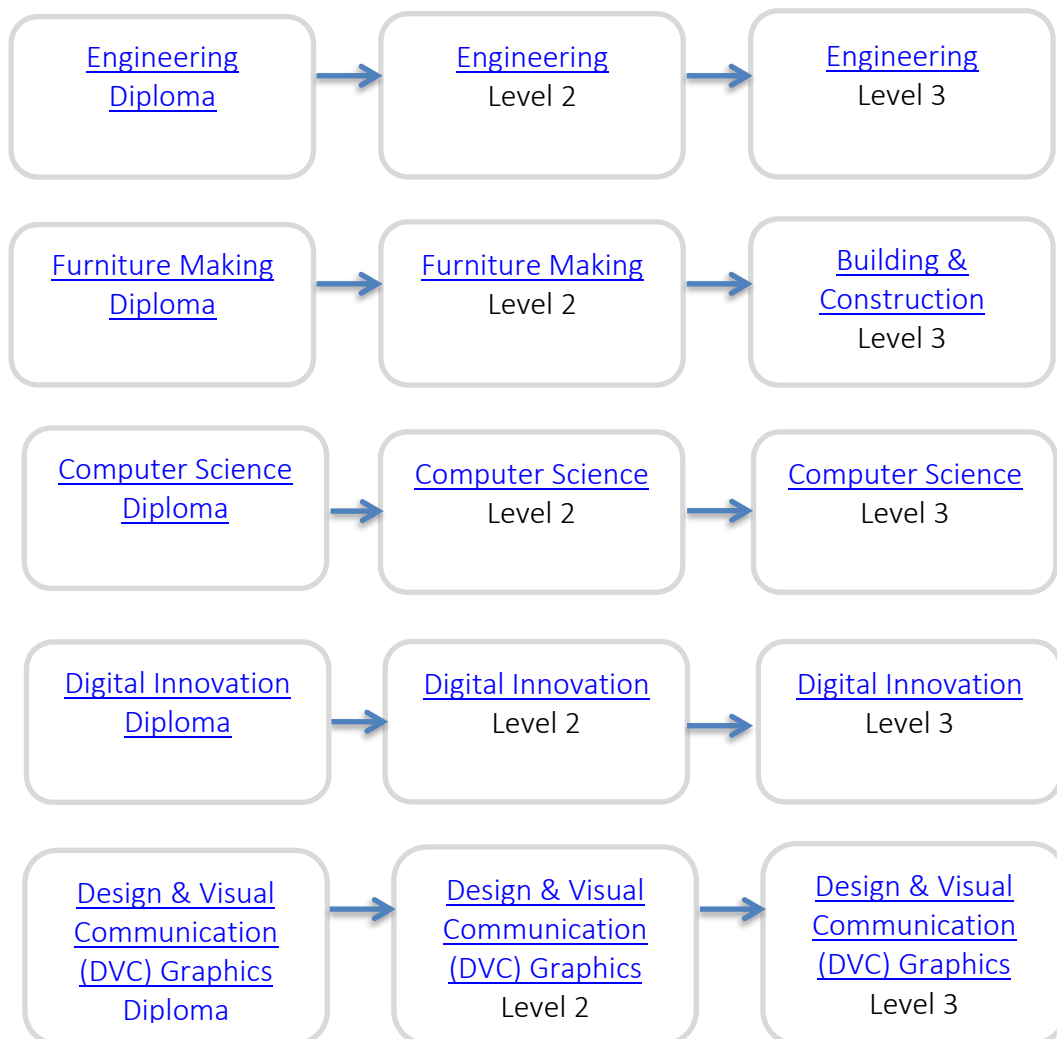
| No. | I/E | Level | Credits | Standard Title |
|----------------------------------|-----|-------|---------|--|
| 91499 | I | 3 | 3 | Analyse a physical skill performed by self or others |
| 91501 | I | 3 | 4 | Demonstrate quality performance of a physical activity in an applied setting |
| US 31677 | I | 3 | 4 | Coach beginner-level participants through skill development activities for a selected sport |
| US 31678 | I | 3 | 4 | Review coaching of beginner-level participants through skill development activities for a selected sport |
| US 22771 | I | 3 | 6 | Plan beginner-level coaching sessions for sport participants |
| | | | | |
| COURSE OFFERS ENDORSEMENT | | | | No |
| PATHWAY LINK | | | | Sports Studies, Sports Management, Education, Personal Training, Elite Sport, Community Sport, Coaching. |

LEVEL 3 HEALTH – (UE Approved Subject)

| Level 3 Health | |
|------------------------|--|
| WHY STUDY THIS COURSE? | <p>Health is a subject that is becoming more and more relevant to our everyday society. We see life examples of the topics studied on a day-to-day basis in the media, community, school, in our families and this is a focus for our learning in the classroom. We learn how real-life issues affect us personally, our relationships with others and in the community. In addition, there are many factors that affect the selected topics, and these are also taught/learnt.</p> |
| COURSE DESCRIPTION | <p>The course is designed to enhance your understanding of health concepts and the real-life implications of health on wellbeing including:</p> <ul style="list-style-type: none"> • Analyse a New Zealand health issue • Analyse an international health issue • Evaluate health practices currently used in New Zealand • Analyse a contemporary ethical issue in relation to wellbeing • Evaluate models for health promotion <p>Due to the nature of this course, there is a lot of student choice around topic content allowing your learning to be relevant to you.</p> |
| ENTRY REQUIREMENTS | <p>It is expected that students will have independent study skills to apply both the knowledge of principles and analysis of skills to given assignments. It is important that students are confident in their literacy skills to achieve in this course.</p> |
| COURSE COSTS | <p>\$200 – Field trip costs.</p> |

| No. | I/E | Level | Credits | Lit | Standard Title |
|----------------------------------|-----|-------|---------|---|---|
| 91461 | I | 3 | 5 | UE R | Analyse a New Zealand health issue |
| 91462 | I | 3 | 5 | UE R EU W | Analyse an international health issue |
| 91463 | I | 3 | 5 | UE R | Evaluate health practices currently used in New Zealand |
| 91464 | I | 3 | 4 | UE R | Analyse a contemporary ethical issue in relation to wellbeing |
| 91465 | E | 3 | 5 | UE R UE W | Evaluate models for health promotion |
| COURSE OFFERS ENDORSEMENT | | | | Yes – subject to NZQA criteria being met. | |
| PATHWAY LINK | | | | Tertiary education (Health Sciences, Nursing, Education, Health care assistant, Health service manager, Epidemiologist, Community Sport, Psychology). | |

TECHNOLOGY FACULTY – Leader of Curriculum Mr A Harries



YEAR 11 ENGINEERING - Diploma

| Year 11 Engineering | | |
|-------------------------------|---|--|
| WHY STUDY THIS COURSE? | Engineering is for students who has an eye on pursuing a practical vocation. The student who functions more effectively in a hands-on environment. It provides a basic grounding for students who have a practical aptitude and are considering a career in any of the metal-based trades or Engineering degrees. | |
| COURSE DESCRIPTION | Students will gain the fundamental knowledge and skills of engineering processes. This is achieved through theory knowledge and practical application. Areas of focus - Marking out, measuring, machining, and joining methods. They will do three take-home projects where they will be using the skills taught throughout the course. | |
| ENTRY REQUIREMENTS | There is no prerequisite to the course, but a good understanding and achievement in the Year 10 Materials Technology course is recommended. | |
| COURSE COSTS | \$200 approx - Costs of materials used in their take-home projects. | |
| | Points | Description |
| Common Assessment | 1-8 | Weathervane project - core engineering skills and accuracy of the final product. |
| Portfolio | 1-8 | Fully completed theory work that shows understanding of safety and correct application of hand tools and machines. |
| Collaborative Assessment | 1-8 | Students will be evaluated based on their capacity to work collaboratively and harmoniously within a workshop environment. This assessment will be carried out through the analysis of their performance in the Common Assessment. |
| Examination | 1-8 | Students can work independently, read and understand working drawings, apply correct engineering process to produce a quality finished project. |
| COURSE OFFERS | Total of 32 Points towards the St Paul's Diploma for Engineering. | |
| PATHWAY LINK | This course leads into Level 2 Engineering. | |

LEVEL 2 ENGINEERING

| Level 2 Engineering (NCEA) | | | | |
|----------------------------------|-----|--|---------|---|
| WHY STUDY THIS COURSE? | | This course is a continuation of Year 11 Engineering. It provides a basic grounding for students who have a practical aptitude and are considering a career in any of the metal-based trades or engineering degrees. | | |
| COURSE DESCRIPTION | | <p>The programme is predominantly practically based. Students will do Industry Based Unit Standard type assessment with theory work and practical application. They will do one main take-home project using the skills taught throughout the course and taking up the bulk of the assessment and workshop time. Students will gain skills in the following areas:</p> <ul style="list-style-type: none"> ▪ Safe working practices. ▪ Practical skills – use and care of hand tools and power tools. ▪ Measuring with micrometer and vernier measuring tools. ▪ Mechanical assemble. ▪ Shaping, cutting, and fitting engineering components. ▪ Fabrication and assembly. | | |
| ENTRY REQUIREMENTS | | The student needs to have successfully completed the Year 11 Engineering course. | | |
| COURSE COSTS | | \$650 approx - Costs of materials used in their take-home projects. | | |
| No. | I/E | Level | Credits | Standard Title |
| US21911 | I | 2 | 2 | Demonstrate knowledge of safety on engineering worksites |
| US4435 | I | 1 | 3 | Select, use, and care for engineering dimensional measuring equipment |
| US32055 | I | 2 | 7 | Demonstrate knowledge of and apply good work practices when performing simple fabrication |
| US32053 | I | 2 | 7 | Demonstrate knowledge of and apply good work practices when performing machining operations in MaPS environment |
| COURSE OFFERS ENDORSEMENT | | No. | | |
| PATHWAY LINK | | This leads to NCEA Level 3 Engineering. | | |

LEVEL 3 ENGINEERING

| Level 3 Engineering 303E (NCEA) | | | | |
|----------------------------------|-----|--|---------|---|
| WHY STUDY THIS COURSE? | | The course is a continuation of the Year 12 Engineering. You will be required to apply your engineering skills independently to a project. It is intended for students who have a practical aptitude and are considering a career in any of the trades or mechanical engineering degree or diploma courses. The course is assessed using internal achievement standards. | | |
| COURSE DESCRIPTION | | The program is predominantly practically based. We start with a small skills-based project and then the students are required to manage a larger project of their choosing. This will mean organising the plans for the project, how it will be made and any extra parts that might be required. | | |
| ENTRY REQUIREMENTS | | It is highly recommended that students complete the Year 12 Engineering course before entering this one. | | |
| COURSE COSTS | | \$400 approx - Costs of materials used in their take-home projects. | | |
| No. | I/E | Level | Credits | Standard Title |
| 91620 | I | 3 | 6 | Implement complex procedures to integrate parts using resistant materials to make a specified product |
| US32056 | I | 3 | 7 | Perform fabrication operations in manufacturing pathways skills (MaPS) environment |
| US32054 | I | 3 | 7 | Produce components by performing engineering machining operations in manufacturing pathways skills (MaPS) environment |
| COURSE OFFERS ENDORSEMENT | | No. | | |
| PATHWAY LINK | | Any of the Engineering and Automotive trades. Further tertiary opportunities. | | |

YEAR 11 FURNITURE MAKING - Diploma

| Year 11 Furniture Making | | |
|-------------------------------|---|--|
| WHY STUDY THIS COURSE? | This course is designed to introduce students to Furniture Making. Giving them the skills to produce quality projects out of timber. Being able to transform a piece of timber into furniture is satisfying and rewarding. It provides a basic grounding for students who have a practical aptitude and are considering a career in any of the trades. | |
| COURSE DESCRIPTION | <p>The programme is predominantly practically based. Students will complete two projects during the year. The first project is skills based following a specified design. For the second project, students will have the opportunity to apply the new skills into their own personal design. Most other units are practically based. However, a portion of theory and assignment type work will be expected to reinforce the knowledge base. Students will gain skills in the following areas:</p> <ul style="list-style-type: none"> ▪ recognising and confirming job specifications ▪ practical skills – use of hand and power tools ▪ selection and use of safety equipment ▪ set up and operation of woodworking machines ▪ furniture carcass construction | |
| ENTRY REQUIREMENTS | There is no prerequisite to the course but a good understanding and achievement in the Year 10 course is recommended. | |
| COURSE COSTS | \$200 approx - (depending on project size). Costs of the materials used in the production of two take-home projects. | |
| | Points | Description |
| Common Assessment | 1-8 | Clock Project - Students |
| Portfolio | 1-8 | Joints Portfolio - Evidence of understanding, testing and application of joints will be gathered across the common assessment task and the final project |
| Collaborative Assessment | 1-8 | Students will be assessed on their ability to collaborate and coexist within a workshop setting. Evidence for this will be gathered across the Common Assessment task and the Final Project. |
| Examination | 1-8 | Design based project. Students will be given a design brief and constraints. They will then make their project and be assessed on the final outcome. |
| COURSE OFFERS | Total of 32 Points towards the St Paul's Diploma for Furniture Making. | |
| PATHWAY LINK | This leads to NCEA Level 2 Furniture Making. | |

LEVEL 2 FURNITURE MAKING (Unit Standards)

| Level 2 Furniture Making (NCEA) | | | | |
|----------------------------------|-----|---|---------|---|
| WHY STUDY THIS COURSE? | | This course is a continuation of the Year 11 Furniture Making Course. It is made up of Level 2 Industry Based Unit Standards. This course continues to build on the skills and units that the students did in the Year 11 course. It is intended for students who have a practical aptitude and are considering a career in any of the trades. | | |
| COURSE DESCRIPTION | | <p>The programme is predominantly practically based. Students will complete two projects during the year. The first project is skills based following a specified design. For the second project, students will have the opportunity to apply the new skills into their own personal design. The units are practically based; however, a portion of theory and assignment work is required to reinforce the knowledge base and provide the assessment. Students will gain skills in the following areas:</p> <ul style="list-style-type: none"> ▪ Comparison of furniture article with job specifications ▪ Practical skills – Use of hand and power tools ▪ Sketching of plans for furniture making ▪ Material calculations for furniture making ▪ Set and operation of machinery | | |
| ENTRY REQUIREMENTS | | It is strongly recommended that a Year 11 Furniture course has been completed. | | |
| COURSE COSTS | | \$200 approx - (depending on project size). Costs of the materials used in the production of two take-home projects. | | |
| No. | I/E | Level | Credits | Standard Title |
| US12927 | I | 2 | 6 | Identify, select, maintain, and use hand tools for BCATS projects |
| US25921 | I | 2 | 6 | Make a cupboard with a drawer as a BCATS project |
| US24350 | I | 2 | 6 | Identify, select, maintain, and use portable power tools for BCATS projects |
| COURSE OFFERS ENDORSEMENT | | No. | | |
| PATHWAY LINK | | This leads to NCEA Level 3 Building and Construction class. | | |

LEVEL 3 CONSTRUCTION

| Level 3 Construction (NCEA) | | | | |
|----------------------------------|-----|---|---------|--|
| WHY STUDY THIS COURSE? | | <p>This course is for students who have a real interest in the building industry and want to pursue a career in this field. This course provides a basic grounding for those students who have a practical aptitude and are considering a career in the trades. Students will gain skills in the following areas:</p> <ul style="list-style-type: none"> ▪ decision making ▪ safe work practices ▪ selection of hand and power tools ▪ practical skills - use of hand and power tools ▪ communication skills ▪ managing and providing first aid | | |
| COURSE DESCRIPTION | | <p>The programme is predominantly practically based. The students complete two workshop projects and are part of a team one day a week to construct a house. This project is supported by qualified builders and allows the students to gain first-hand experience of working on a full-size construction project. The theory work consists of unit standards assignments and tests. The three first aid units are provided by an outside provider over a two-day course in the school.</p> | | |
| ENTRY REQUIREMENTS | | <p>Previous workshop experience would be an advantage. However, the course is open to any students who feel they have a practical aptitude.</p> | | |
| COURSE COSTS | | <p>\$650 approx - This includes tool starter kit, small workshop projects and first aid course.</p> | | |
| No. | I/E | Level | Credits | Standard Title |
| US29677 | I | 3 | 2 | Follow safe workplace practices, and contribute to a health and safety culture, in a BCATS environment |
| US29678 | I | 3 | 4 | Demonstrate knowledge of, select, and use materials for a Stage 3 BCATS project |
| US29682 | I | 3 | 4 | Select, use, and maintain tools, equipment, and machinery for a Stage 3 BCATS project |
| US29684 | I | 3 | 12 | Undertake a Stage 3 BCATS project |
| US6401 | I | 2 | 1 | Provide First Aid |
| US6402 | I | 1 | 1 | Provide basic life support |
| COURSE OFFERS ENDORSEMENT | | No. | | |
| PATHWAY LINK | | Building industry, including plumbing, electrical etc. Quantity surveying, site management courses. | | |

YEAR 11 DIGITAL TECHNOLOGY - Diploma

| Year 11 Computer Science | | |
|--------------------------|--|---|
| WHY STUDY THIS COURSE? | <p>Computing and technological skills are an essential part of our modern lives. There is a shortage of skilled IT professionals and a diverse range of interesting career pathways in IT.</p> <p>In Computer Science, the emphasis is on programming and problem-solving. This is aimed at students who have an interest in computing and are considering a potential career in the IT industry.</p> <p>The two streams of Digital Technology are mutually exclusive. You can either take Computer Science or Digital Innovations, but not both.</p> | |
| COURSE DESCRIPTION | <p>The Computer Science course is aimed at students who are interested in problem-solving and learning to program, as well as developing websites using HTML and CSS. Students will learn:</p> <ul style="list-style-type: none"> ▪ Basic program planning skills, including planning and flowcharting. ▪ Programming using Python. ▪ Basic web design skills. ▪ Website development using HTML and CSS. ▪ Basic concepts of information management. ▪ Basic digital prototyping and wireframe design for programming. | |
| ENTRY REQUIREMENTS | Students should have good basic skills in computing and access to a computer and the internet for homework. | |
| COURSE COSTS | Some print balance may be required to print certain projects. Adobe Creative Suite (now provided free through the school). A Windows or Apple laptop is essential, a Chromebook is not appropriate for this course. | |
| | | |
| | Points | Description |
| Common Assessment | 1-8 | 24 hour hackathon to develop common task |
| Portfolio | 1-8 | Develop a digital portfolio of learner's work |
| Collaborative Assessment | 1-8 | Develop a web/digital outcome in team |
| Examination | 1-8 | Develop a significant programming outcome |
| | | |
| COURSE OFFERS | Total of 32 Points towards the St Paul's Diploma for Digital Technology | |
| PATHWAY LINK | This leads to NCEA Level 2 Computer Science | |

YEAR 11 DIGITAL TECHNOLOGY - Diploma

| Year 11 Digital Innovation | | |
|----------------------------|--|--|
| WHY STUDY THIS COURSE? | <p>Computing and technological skills are an essential part of our modern lives. There is a shortage of skilled IT professionals and a diverse range of interesting career pathways in IT.</p> <p>This course is aimed at students interested in using computers with an emphasis on creativity, innovation, app design, 3D printing and maker space technology. This course can cater to a wide range of interests and ability levels.</p> <p>The two streams of Digital Technology are mutually exclusive. You can either take Computer Science or Digital Innovations, but not both.</p> | |
| COURSE DESCRIPTION | <p>The Digital Innovations course is project based and focuses on solving real world problems in a creative and authentic way. Students will use a range of software related to their specific interests and project. This could include:</p> | |
| | <ul style="list-style-type: none"> ▪ Adobe XD ▪ Photoshop ▪ Character Animation ▪ Game Development | <ul style="list-style-type: none"> ▪ Illustration ▪ Movie Making and Editing ▪ Figma ▪ App Development |
| ENTRY REQUIREMENTS | <p>There are no prerequisites for this course. Students should have good basic skills in computing and access to a computer and the internet for homework.</p> | |
| COURSE COSTS | <p>Some print balance may be required to print certain projects. Adobe Creative Suite (now provided free through the school). A Windows or Apple laptop is essential, a Chromebook is not appropriate for this course.</p> | |
| | Points | Description |
| Common Assessment | 1-8 | 24-hour Design Jam |
| Portfolio | 1-8 | Project based learning - Students present their outcome in a chosen media - video, 3D space, Interactive ePub |
| Collaborative Assessment | 1-8 | Figma Design Component Library Project |
| Examination | 1-8 | Prototyping/Iterating major outcome for web |
| COURSE OFFERS | Total of 32 Points towards the St Paul's Diploma for Digital Innovation | |
| PATHWAY LINK | This leads to NCEA Level 2 Digital Technology | |

LEVEL 2 DIGITAL TECHNOLOGY

| Level 2 Computer Science 201 (NCEA) | | | | |
|--|-----|--|---------|---|
| WHY STUDY THIS COURSE? | | <p>Computing and technological skills are an essential part of our modern lives. There is a shortage of skilled IT professionals and a diverse range of interesting career pathways in IT.</p> <p>In Computer Science, the emphasis is on programming and problem-solving. This is aimed at students who have an interest in computing and are considering a potential career in the IT industry.</p> <p>The two streams of Digital Technology are mutually exclusive. You can either take Computer Science or Digital Innovations, but not both.</p> | | |
| COURSE DESCRIPTION | | <p>This course is aimed at students who are considering further education and a career in computing. Problem-solving skills are a key component of this programme. Students will learn:</p> <ul style="list-style-type: none"> ▪ Advanced skills in program planning and algorithms. ▪ Advanced programming skills using Python. ▪ Advanced web design skills. ▪ Website development using HTML5, CSS, and JavaScript, and Photoshop. ▪ Advanced concepts from computer science. | | |
| ENTRY REQUIREMENTS | | <p>Good results in the programming and computer science at Year 11 and an interest in Mathematics. Access to a computer and the internet to complete homework is essential.</p> | | |
| COURSE COSTS | | <p>Some print balance may be required to print certain projects. Adobe Creative Suite (now provided free through the school). A Windows or Apple laptop is essential, a Chromebook is not appropriate for this course.</p> | | |
| <i>A selection from the following standards:</i> | | | | |
| No. | I/E | Level | Credits | Standard Title |
| 91891 | I | 2 | 4 | Apply conventions to develop a design for a digital technologies' outcome |
| 91892 | I | 2 | 4 | Use advanced techniques to develop a database |
| 91896 | I | 2 | 6 | Use advanced programming techniques to develop a computer program |
| 91897 | I | 2 | 4 | Use advanced processes to develop a digital technologies outcome |
| COURSE OFFERS ENDORSEMENT | | Yes, subject to NZQA criteria being met. | | |
| PATHWAY LINK | | This leads to NCEA Level 3 Computer Studies. | | |

LEVEL 2 DIGITAL TECHNOLOGY

| Level 2 Digital Innovation 201 (NCEA) | | | | |
|--|-----|--|--|---|
| WHY STUDY THIS COURSE? | | <p>Computing and technological skills are an essential part of our modern lives. There is a shortage of skilled IT professionals and a diverse range of interesting career pathways in IT.</p> <p>This course is aimed at students interested in using computers with an emphasis on creativity, innovation, app design, 3D printing and maker space technology. Students have agency over the projects they select, allowing students to develop skills and understanding in a wide range of STEAM disciplines. This course can cater to a wide range of interests and ability levels.</p> <p>The two streams of Digital Technology are mutually exclusive. You can either take Computer Science or Digital Innovations, but not both.</p> | | |
| COURSE DESCRIPTION | | <p>The Digital Innovations course is project based and focuses on solving real world problems in a creative and authentic way. Students will use a range of software related to their specific interests and project. The emphasis is on developing skills through problem-solving, initiative, design, and innovation. This could include:</p> | | |
| | | <ul style="list-style-type: none"> ▪ Adobe XD ▪ Photoshop ▪ Character Animation ▪ Game Development | <ul style="list-style-type: none"> ▪ Illustration ▪ Movie Making and Editing ▪ Special Effects ▪ App Development | |
| ENTRY REQUIREMENTS | | <p>There are no prerequisites for this course, and it can be picked up at level 2. Students should have good basic skills in computing and access to a computer and the internet for homework.</p> | | |
| COURSE COSTS | | <p>Some print balance may be required to print certain projects. Adobe Creative Suite (now provided free through the school). A Windows or Apple laptop is essential, a Chromebook is not appropriate for this course.</p> | | |
| <i>A selection from the following standards:</i> | | | | |
| No. | I/E | Level | Credits | Standard Title |
| 91891 | I | 2 | 3 | Apply conventions to develop a design for a digital technologies' outcome |
| 91357 | I | 2 | 6 | Undertake effective development to make and trial a prototype |
| 91897 | I | 2 | 6 | Use advanced processes to develop a digital technologies outcome |
| 91893 | I | 2 | 4 | Use advanced techniques to develop a digital media outcome |
| COURSE OFFERS ENDORSEMENT | | Yes - subject to NZQA criteria being met. | | |
| PATHWAY LINK | | This leads to NCEA Level 3 Computer Studies. | | |

LEVEL 3 DIGITAL TECHNOLOGY – (UE Approved Subject)

| Level 3 Computer Science 301 (NCEA) | | | | | |
|--|-----|---|---------|-----|---|
| WHY STUDY THIS COURSE? | | <p>Computing and technological skills are an essential part of our modern lives. There is a shortage of skilled IT professionals and a diverse range of interesting career pathways in IT.</p> <p>In Computer Science, the emphasis is on programming and problem-solving. This is aimed at students who have an interest in computing and are considering a potential career in the IT industry.</p> <p>The two streams of Digital Technology are mutually exclusive. You can either take Computer Science or Digital Innovations, but not both.</p> <p>Students who wish to, can sit the Waikato University Scholarship exam in October.</p> | | | |
| COURSE DESCRIPTION | | <p>This course is aimed at students who are considering further education and a career in computing. Problem-solving skills are essential to successfully complete this programme. Students will learn the following:</p> <ul style="list-style-type: none"> ▪ Complex skills in program planning. ▪ Complex programming skills using Python. ▪ Complex web design skills. ▪ Website development using HTML5, CSS, JavaScript, Bottle and Python. ▪ An in-depth understanding of areas of computer science. ▪ Databases with SQL. | | | |
| ENTRY REQUIREMENTS | | <p>Good results in the 201 Computer Science course in Year 12 and an interest in Mathematics. Access to a computer and the internet to complete homework is essential.</p> | | | |
| COURSE COSTS | | <p>Some print balance may be required to print certain projects. Adobe Creative Suite (now provided free through the school). A Windows or Apple laptop is essential, a Chromebook is not appropriate for this course.</p> | | | |
| <i>A selection from the following standards:</i> | | | | | |
| No. | I/E | Level | Credits | Lit | Standard Title |
| 91901 | I | 3 | 4 | | Apply UX methodologies to develop a design for a digital technologies outcome |
| 91902 | I | 3 | 4 | | Use complex techniques to develop a database |
| 91906 | I | 3 | 4 | | Use complex programming techniques to develop a computer program |
| 91907 | I | 3 | 6 | | Use complex processes to develop a digital technologies outcome |
| COURSE OFFERS ENDORSEMENT | | Yes - subject to NZQA criteria being met. | | | |
| PATHWAY LINK | | This leads to Tertiary Education. | | | |

LEVEL 3 DIGITAL TECHNOLOGY - (UE Approved Subject)

| Level 3 Digital Innovation 301 (NCEA) | | | | | |
|---------------------------------------|-----|--|---------|--|---|
| WHY STUDY THIS COURSE? | | <p>Computing and technological skills are an essential part of our modern lives. There is a shortage of skilled IT professionals and a diverse range of interesting career pathways in IT.</p> <p>This course is aimed at students interested in using computers with an emphasis on creativity, innovation, app design, 3D printing and maker space technology. Students have agency over the projects they select, allowing students to develop skills and understanding in a wide range of STEAM disciplines. This course can cater to a wide range of interests and ability levels.</p> <p>The two streams of Digital Technology are mutually exclusive. You can either take Computer Science or Digital Innovations, but not both.</p> | | | |
| COURSE DESCRIPTION | | <p>The Digital Innovations course is project based and focuses on solving real world problems in a creative and authentic way. Students will use a range of software related to their specific interests and project. The emphasis is on developing skills through problem-solving, initiative, design, and innovation. This could include:</p> | | | |
| | | <ul style="list-style-type: none"> ▪ Adobe XD ▪ Photoshop ▪ Character Animation ▪ Game Development | | <ul style="list-style-type: none"> ▪ Illustration ▪ Movie Making and Editing ▪ Special Effects ▪ App Development | |
| ENTRY REQUIREMENTS | | <p>There are no prerequisites for this course, and it can be picked up at Level 3. Students should have good basic skills in computing and access to a computer and the internet for homework.</p> | | | |
| COURSE COSTS | | <p>Some print balance may be required to print certain projects. Adobe Creative Suite (now provided free through the school). A Windows or Apple laptop is essential, a Chromebook is not appropriate for this course.</p> | | | |
| No. | I/E | Level | Credits | Lit | Standard Title |
| 91610 | I | 3 | 6 | | Develop a conceptual design considering fitness for purpose in the broadest sense |
| 91901 | I | 3 | 3 | | Apply user experience methodologies to develop a design for a digital technologies' outcome |
| 91903 | I | 3 | 4 | | Use complex techniques to develop a digital media outcome |
| 91907 | I | 3 | 6 | | Use complex processes to develop a digital technologies outcome |
| COURSE OFFERS ENDORSEMENT | | Yes - subject to NZQA criteria being met. | | | |
| PATHWAY LINK | | This leads to Tertiary Education. | | | |

YEAR 11 DESIGN AND VISUAL COMMUNICATION - Diploma

| Year 11 Design and Visual Communication (DVC) | | |
|---|---|--|
| WHY STUDY THIS COURSE? | Design and Visual Communication (DVC) focuses on communicating ideas and precise information through drawing. DVC still retains most of the technical drawing skills but has an emphasis on design process, creativity, and individual choices. The flexibility of design briefs provided by the course, allows all students to explore different areas and levels of design and drawing. DVC involves a rich variety of learning experiences leading to a wide range of career opportunities, including all the design fields, Engineering, Architecture, Drafting and Product Design. In DVC, students will learn how to use OnShape and ArchiCAD. These computer-aided design programs will help students creating and testing complex designs. OnShape is similar to SolidWorks a CAD program most universities use for Engineering courses, it is also used by most engineering and manufacturing companies. ArchiCAD is used by architectural companies and some architectural faculties at university and also Wintec. | |
| COURSE DESCRIPTION | <p>To develop a rich variety of learning experiences that will lead to a wide range of career opportunities, including all the design fields, Engineering, Architecture, Drafting, Product and Spatial. The course requires a commitment to the assignment work through which all assessment is undertaken.</p> <p>Course will include:</p> <ul style="list-style-type: none"> ▪ leaning to use OnShape and ArchiCAD ▪ freehand sketching ▪ rendering and presentation of work ▪ design process ▪ evaluation and research ▪ pictorial instrumental drawing ▪ mock ups and models ▪ design principles | |
| ENTRY REQUIREMENTS | Year 10 DVC is recommended. | |
| COURSE COSTS | \$30 approx - Drawing equipment. Student will need a laptop with a minimum of 16 GB RAM with a computer mouse as well. | |
| | Points | Description |
| Common Assessment | 1-8 | Engineering drawing CAD OnShape Design process Freehand sketching Rendering |
| Portfolio | 1-8 | Architectural design ArchiCAD Design era and Architects |
| Collaborative Assessment | 1-8 | Product design Freehand sketching Designers |
| Examination | 1-8 | Architectural and product design Adding product to architectural design producing working drawings |
| COURSE OFFERS | Total of 32 Points towards the St Paul's Diploma for Design and Visual Communication | |
| PATHWAY LINK | Leads into NCEA Level 2 Design and Visual Communication. | |

LEVEL 2 DESIGN AND VISUAL COMMUNICATION (GRAPHICS)

| Level 2 Design and Visual Communication (DVC) Graphics 201 (NCEA) | | | | |
|---|-----|---|---------|---|
| WHY STUDY THIS COURSE? | | Design and Visual Communication (DVC) focuses on communicating ideas and precise information through drawing. DVC still retains most of the technical drawing skills but has an emphasis on design process, creativity, and individual choices. The flexibility of design briefs provided by the course, allows all students to explore different areas and levels of design and drawing. DVC involves a rich variety of learning experiences leading to a wide range of career opportunities, including all the design fields, Engineering, Architecture, Drafting, Product and Spatial. | | |
| COURSE DESCRIPTION | | <p>To develop a rich variety of learning experiences that will lead to a wide range of career opportunities, including all the design fields, Engineering, Architecture and Drafting. The course requires a commitment to the assignment work through which all assessment is undertaken.</p> <p>Course will include:</p> <ul style="list-style-type: none"> • freehand sketching • industrial orthographic drawings • CAD – computer aided design • mock ups and models • design principles and societal considerations • architectural design • technological product design • evaluation and research • presentation techniques | | |
| ENTRY REQUIREMENTS | | There is no prerequisite for entry, but a successful completion of the Year 11 Design and Visual Communication course is highly recommended. | | |
| COURSE COSTS | | <p>\$80 approx - Drawing equipment from previous year is adequate.</p> <p>Students will need a laptop with a minimum of 16 GB Ram as per the requirements for using OnShape and ArchiCAD the CAD programs student will use. Students will also need a computer mouse.</p> | | |
| No. | I/E | Level | Credits | Standard Title |
| 91341 | I | 2 | 6 | Develop a spatial design through graphics practice |
| 91342 | I | 2 | 6 | Develop a product design through graphics practice |
| 91343 | I | 2 | 4 | Using visual communication techniques to compose a presentation of a design |
| 91337 | E | 2 | 3 | Use visual communication techniques to generate design ideas |
| 91338 | E | 2 | 4 | Produce working drawings to communicate technical details of a design |
| COURSE OFFERS ENDORSEMENT | | Yes - subject to NZQA criteria being met. | | |
| PATHWAY LINK | | Leads into NCEA Level 3 Design and Visual Communication. | | |

LEVEL 3 DESIGN AND VISUAL COMMUNICATION (GRAPHICS) (UE Approved Subject)

| Level 3 Design and Visual Communication (DVC) Graphics 301 (NCEA) | | | | |
|---|-----|---|---------|---|
| WHY STUDY THIS COURSE? | | Design and Visual Communication (DVC) focuses on communicating ideas and precise information through drawing. DVC still retains most of the technical drawing skills but has an emphasis on design process, creativity and individual choices. The flexibility of design briefs provided by the course, allows all students to explore different areas and levels of design and drawing. DVC involves a rich variety of learning experiences leading to a wide range of career opportunities – architecture, engineering, and any other design. | | |
| COURSE DESCRIPTION | | <p>Choose one area of study:</p> <ul style="list-style-type: none"> ▪ Architectural and Environmental design; or ▪ Product, Engineering or Technological design <p>The students will cover the following:</p> <ul style="list-style-type: none"> ▪ A range of drawing systems, the basis of which will be used to communicate and express design ideas. ▪ An appreciation of modern drawing technologies. ▪ Use a variety of presentation and illustration techniques and materials. ▪ Read, analyse, and use a wide range of drawing and graphic information. ▪ Understand and apply the principles and methods of projection. ▪ Problem solving – through investigation, drawing, modelling, and computer graphics. ▪ Knowledge of materials and their application to product design, systems, or environmental design ▪ Evaluation of their solutions ▪ Develop an appreciation of aesthetic awareness of designs impact on people’s lives and environment. | | |
| ENTRY REQUIREMENTS | | Students must have gained achievement in Year 11 Design and Visual Communication, and it is highly recommended that achievement was gained at Level 2. | | |
| COURSE COSTS | | <p>\$10 approx - for colour copying. Drawing equipment from the previous year is adequate.</p> <p>Students will need a laptop with a minimum of 16 GB Ram as per the requirements for using OnShape and ArchiCAD the CAD programs student will use. Students will also need a computer mouse.</p> | | |
| No. | I/E | Level | Credits | Standard Title |
| 91629 | I | 3 | 6 | Resolve a spatial design through graphics practice |
| 91630 | I | 3 | 6 | Resolve a product design through graphics practice |
| 91631 | E | 3 | 6 | Produce working drawings to communicate production details for a complex design |
| 91627 | E | 3 | 4 | Initiate design ideas through exploration |

| | |
|----------------------------------|--|
| COURSE OFFERS ENDORSEMENT | Yes - subject to NZQA criteria being met. |
| PATHWAY LINK | Leads into engineering, architecture, drafting, industrial design, product design, graphic design, and any other design field. |



YEAR 11 TE REO MAAORI - Diploma

| Year 11 Te Reo Maaori | | |
|-------------------------------|---|--|
| WHY STUDY THIS COURSE? | <p>Students will build upon their previous reo Māori learning to extend their kete kōrero to talk about a variety of events and situations.</p> <p>Students will be able to use more advanced sentence structures that will enable them to build upon their descriptive knowledge with a focus on whakawhiti kōrero and asking/ answering questions. Students will be comfortable discussing a variety of events and their feelings pertaining to their immediate world.</p> | |
| COURSE DESCRIPTION | <ul style="list-style-type: none"> • The focus of this course is to build the students' reo a-waha (oral skills) and reo a-tuhi (written skills) and aroā (comprehension). • Students will learn a variety of words at regular intervals to build their vocabulary. • Students will acquire a diverse range of sentence structures, enabling effective communication about topics relevant to their experiences. Core learning will be delivered through meaningful contexts that reflect the Maaori worldview, ensuring learning is relevant and culturally resonant. | |
| ENTRY REQUIREMENTS | Students will have needed to complete either Year 10 Maaori or Year 9 Masterclass. | |
| COURSE COSTS | None. | |
| | Points | Description |
| Common Assessment | 1-8 | Reading, Writing, Listening assessment |
| Portfolio | 1-8 | Over the course of the year, students will work on different writing types |
| Collaborative Assessment | 1-8 | This collaborative assessment will engage students to work together to complete an oral presentation |
| Examination | 1-8 | A digital exam at the end of the year will be provided for the students which will test the student's ability to write and understand unfamiliar text in Māori |
| COURSE OFFERS | Total of 32 Points towards the St Paul's Diploma for Te Reo Maaori | |
| PATHWAY LINK | Year 12 Te Reo Maaori | |

LEVEL 2 TE REO MAAORI

| Level 2 Te Reo Maaori 201 (NCEA) | | | | | |
|----------------------------------|-----|-------|---|------|---|
| WHY STUDY THIS COURSE? | | | <p>This course aims to provide and develop a balanced approach towards writing, reading, oral and listening standards. By the end of the course, students will be able to better use language effectively to express their own ideas and opinions, communicate with more a complex use of language beyond the immediate context, and can understand and produce a variety of text types.</p> <p>Students will have the opportunity to earn 24 credits from two internally assessed standards and two externally assessed standards.</p> | | |
| COURSE DESCRIPTION | | | <p>Students will benefit from the Graduate Diploma in Maaori by broadening their skills in listening, speaking, reading and writing. This programme aims to enhance their communicative abilities, enabling them to express their personal voice. The learning experience will be framed by Kaupapa Maaori, encompassing traditional Maaori practices, waiata, karakia, history and contemporary issues related to Maaori.</p> | | |
| ENTRY REQUIREMENTS | | | <p>Students must have completed Year 11 Te Reo Maaori. Application can be made to the LOC Te Reo Maaori for special admission.</p> | | |
| COURSE COSTS | | | <p>\$20 Language Perfect log on.</p> | | |
| No. | I/E | Level | Credits | Lit | Standard Title |
| 91288 | I | 2 | 6 | UE W | Waihanga tuhinga auaha, i te reo o te ao torotoro |
| 91285 | I | 2 | 6 | | Kōrero kia whakamahi i te reo o te ao torotoro |
| 91286 | E | 2 | 6 | UE R | Pānui kia mōhio ki te reo o te ao torotoro |
| 91287 | E | 2 | 6 | UE W | Tuhi i te reo o te ao torotoro |
| COURSE OFFERS ENDORSEMENT | | | <p>Yes - subject to NZQA criteria being met.</p> | | |
| PATHWAY LINK | | | <p>Leads into NCEA Level 3 Te Reo Maaori.</p> | | |

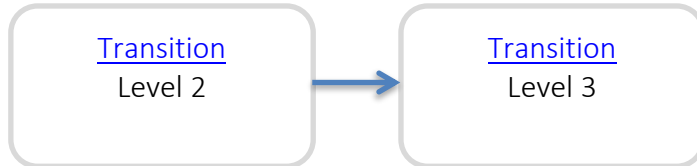
LEVEL 3 TE REO MAAORI - (UE Approved Subject)

| Level 3 Te Reo Maaori 301 (NCEA) | | | | | |
|----------------------------------|-----|-------|--|------|---|
| WHY STUDY THIS COURSE? | | | This course aims to provide a balanced approach to written, oral, reading and listening strands of Te Reo Maaori with major emphasis placed on independent learning. This course aims to develop student's ability to communicate with more complex use of language, identify the linguistic forms that guide interpretation and enable them to respond critically to texts. Students will have the opportunity to earn 28 credits from three internally assessed standards and two externally assessed standards. | | |
| COURSE DESCRIPTION | | | Students will extend from their Level 2 Te Re Maaori learning and advance their skills in listening, speaking, reading and writing. This programme aims to refine their communicative abilities through contextualised learning experiences that enable students to improve their Te Reo Maaori with accuracy, fluency and cultural integrity, thereby contributing to the revitalisation of the language. | | |
| ENTRY REQUIREMENTS | | | Students must have completed Year 12 Te Reo Māori and have gained a minimum of 12 NCEA Level 2 credits in Te Reo Māori. Application can be made to the LOC Te Reo Māori for special admission. | | |
| COURSE COSTS | | | \$20 Language Perfect log on. | | |
| No. | I/E | Level | Credits | Lit | Standard Title |
| 91654 | I | 3 | 6 | UE W | Waihanga tuhinga whai take i te reo Maaori o te ao whanui |
| 91651 | I | 3 | 6 | | Kōrero kia whakamahi i te reo Māori o te ao whānui |
| 91652 | E | 3 | 6 | UE R | Pānui kia mōhio ki te reo Māori o te ao whānui |
| 91653 | E | 3 | 6 | UE W | Tuhi i te reo Māori o te ao whānui |
| COURSE OFFERS ENDORSEMENT | | | Yes - subject to NZQA criteria being met. | | |
| PATHWAY LINK | | | Leads into Tertiary Education. | | |

OTHER SUBJECTS – Head of Learning Enhancement Unit Mrs Meaghan Cooley

| Year 11 | Level 2 | Level 3 |
|---------|---------|---------|
|---------|---------|---------|

[Supported Learning St Paul's Diploma](#)



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YEAR 11 – SUPPORTED LEARNING - Diploma

| Year 11 Supported Learning | | |
|-------------------------------|---|---|
| WHY STUDY THIS COURSE? | Supported Learning provides a safe learning environment and a more personalised programme, enabling every aakonga to succeed. This course aims to support aakonga develop skills and processes in Literacy and Numeracy that will be transferable in all their subjects. Students will be provided with an opportunity to work and receive support in their other subjects in a structured and supportive specialist environment. | |
| COURSE DESCRIPTION | Supported Learning offers students multiple opportunities to develop skills in structured Literacy and Numeracy through completing assessments, tasks and collaborative projects. Learning is structured around supporting students to gain the NZQA Literacy and Numeracy Common Assessment Tasks. | |
| ENTRY REQUIREMENTS | Application for entry into this course will be needs based. The Leader of Curriculum LEU and Deputy Principal (SENCO) will decide whether a student qualifies for this course. | |
| COURSE COSTS | Nil. | |
| | Points | Description |
| Common Assessment | 1-8 | Literacy and Numeracy tasks including a letter or email and problem-solving task. Completed over two lessons. |
| Portfolio | 1-8 | A collection of Literacy and Numeracy tasks that are worked on throughout the year. |
| Collaborative Assessment | 1-8 | Participate in a group collaborative task. The assessment of visual and oral skills. |
| Examination | 1-8 | Students will be examined on a range of Literacy and Numeracy aspects taught throughout the year. |
| COURSE OFFERS | Total of 32 Points towards the St Paul's Diploma for Supported Learning. | |
| PATHWAY LINK | This course leads into Level 2 | |

LEVEL 2 TRANSITION

| Level 2 Transition (NCEA) | | | | |
|---|---|-------|---------|--|
| WHY STUDY THIS COURSE? | This course begins to prepare students to bridge the gap between school life and life outside of school. | | | |
| COURSE DESCRIPTION | This is a one-year course assessed by ITO Unit Standards that covers some aspects of students moving from school to the workplace and gives students some life skills and qualifications. | | | |
| ENTRY REQUIREMENTS | Open entry. Note: Every student who applies for Transition will need to discuss and negotiate this option with their Parents/Guardians, Housemaster, and the Deputy Headmaster (Curriculum and Assessment), Mr Coley. | | | |
| COURSE COSTS | Transport and costs of practical courses, e.g., forklift licence and identifying hazards and risks. | | | |
| No. | I/E | Level | Credits | Standard Title |
| US10781 | I | 2 | 3 | Produce a plan for own future directions |
| US12352 | I | 2 | 3 | Describe aspects of one's own whakapapa, heritage and cultural identity |
| US12355 | I | 2 | 3 | Describe strategies for managing stress |
| US4252 | I | 2 | 2 | Produce a personal targeted CV (curriculum vitae) |
| US12349 | I | 2 | 3 | Demonstrate knowledge of time management |
| Optional Unit standards and Qualifications (Added cost) | | | | |
| US10851 | I | 3 | 7 | Operate a powered industrial lift truck (forklift) |
| US10852 | I | 3 | 3 | Operate a powered industrial lift truck (forklift) fitted with attachments |
| US18409 | I | 3 | 4 | Use a forklift mounted safety platform in the workplace |
| US30265 | I | 3 | 8 | Apply health and safety risk assessment to a job role |
| COURSE OFFERS ENDORSEMENT | No | | | |
| PATHWAY LINK | Leads into NCEA Level 3 Transition. | | | |

LEVEL 3 TRANSITION

| Level 3 Transition (NCEA) | | | | |
|---|-----|--|---------|--|
| WHY STUDY THIS COURSE? | | This course begins to prepare students to bridge the gap between school life and life outside of school. | | |
| COURSE DESCRIPTION | | This is a one-year course assessed by ITO Unit Standards that covers some aspects of students moving from school to the workplace and gives students some life skills and qualifications. | | |
| ENTRY REQUIREMENTS | | Open entry. Note: Every student who applies for Transition will need to discuss and negotiate this option with their Parents/Guardians, Housemaster, and the Deputy Headmaster (Academic). | | |
| COURSE COSTS | | Transport to and from workplace; cost of practical courses, e.g., prevention of back injuries. | | |
| No. | I/E | Level | Credits | Standard Title |
| US4251 | I | 3 | 3 | Plan a career pathway |
| US9681 | I | 3 | 3 | Contribute within a team or group which has an objective |
| US30906 | I | 3 | 6 | Plan and engage in an activity intended to benefit the community. |
| US30911 | I | 3 | 3 | Demonstrate knowledge of a specified workplace. |
| Optional Unit standards and Qualifications (Added cost) | | | | |
| US16701 | I | 3 | 3 | Demonstrate knowledge and skills for driving on a road for endorsement W (wheels) |
| US16702 | I | 3 | 3 | Demonstrate knowledge and skills for driving on a road or endorsement R (rollers) |
| US16703 | I | 3 | 3 | Demonstrate knowledge and skills for driving on a road for endorsement T (tracks) |
| US23966 | I | 3 | 2 | Describe types of elevating work platforms (EWPs), and industry requirements for their use |
| US23960 | I | 3 | 3 | Assess the worksite, prepare and operate a scissor lift elevating work platform (EWP) |
| US23961 | I | 3 | 4 | Assess the worksite, prepare and operate a truck-mounted elevating work platform (EWP) |
| COURSE OFFERS ENDORSEMENT | | No | | |
| PATHWAY LINK | | | | |