Baradene College of the SACRED HEART

Baradene College Curriculum Document 2020

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BARADENE COLLEGE OF THE SACRED HEART & THE NEW CURRICULUM… A GUIDE

Educating for the 21st Century involves 'new' knowledge and 'new' ways of knowing. Education must be for a life of learning and relearning. The traditional view of learning and knowledge as a set of universal truths bound into a framework of disciplines has been surpassed by the view that knowledge and understanding through learning must be something dynamic, fluid and a process of making something new.

Catching The Knowledge Wave *by Jane Gilbert asserts that: … education will encourage students to learn knowledge from traditional disciplines, not in order to store it away for future use, to reproduce it or add to it, but to do things with it, to remake it in new ways.*

With this is mind and being aware of international and national trends in education, along with the needs of a global and national economy, our students need to develop a breadth of knowledge and understandings and have flexibility of choice in taking up a range of learning possibilities.

At Baradene College of the Sacred Heart we believe that holistic education starts with the individual. We respect the gifts and talents of each student and we set out to discover them. We know, as educators, that students succeed at school by first discovering and understanding their strengths and then building upon them. With this approach, not only will our students enjoy their learning and experience success, but they will also learn to take on the challenges of learning that they find more difficult.

The New Zealand Curriculum is a clear statement of what we deem important in education. It takes as its starting point a vision of our young people as lifelong learners who are confident and creative, connected, and actively involved. It includes a clear set of principles on which to base curriculum decision making. It sets out values that are to be encouraged, modelled, and explored. It defines five key competencies that are critical to sustained learning and effective participation in society and that underline the emphasis on lifelong learning.

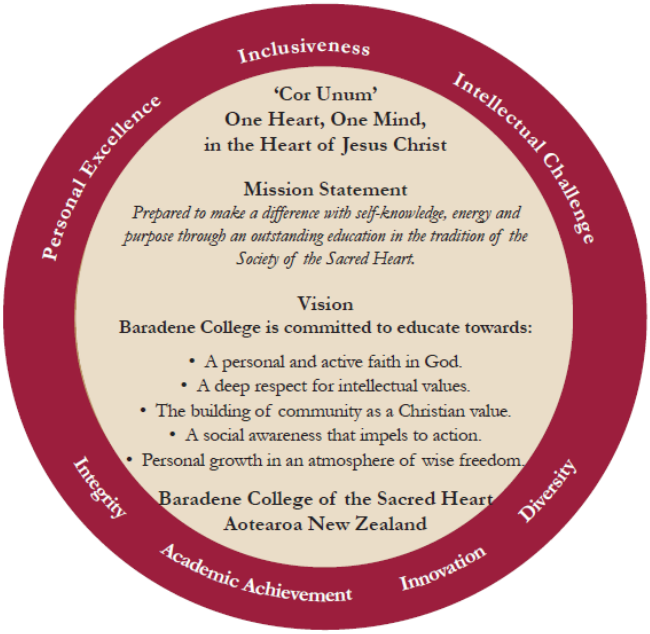
Karen Sewell, Secretary for Education, 2009
The New Curriculum, Ministry of Education

We, at Baradene, have worked on our strategic vision in line with this document and the tradition of Sacred Heart education. For teachers, parents and students there are some important messages about how learning will look, and what learning will take place, as we continue to prepare our young women for their future.

THE NEW ZEALAND CURRICULUM

The New Zealand Curriculum, based on national and international research, after a thorough process of consultation with educators and the wider community, has identified common values to be encouraged, modelled and explored: excellence; innovation; inquiry and curiosity; diversity; equity; community and participation; ecological sustainability; integrity and respect.

Baradene has aligned and embraced these values of the New Zealand Curriculum with its own core values.



KEY COMPETENCIES

In order to live, learn, work and contribute as active members of communities, the New Zealand Curriculum identifies competencies that all young people will need. They are: **thinking; using language, symbols and text; managing self; relating to others; and participating and contributing**.

As a college, we have been weaving the Habits of Mind that have been actively used by teachers and students into these key competencies. Our teachers now give explicit opportunities for these competencies to be used, practised and reflected upon in learning programmes.

As parents, you can expect to see the language of the competencies reflected in both your daughter's and teacher's evaluation of her learning journey.

LEARNING AREAS

The New Zealand Curriculum specifies eight learning areas, each with its own achievement objectives …

English, the arts, health and physical education, learning languages, mathematics and statistics, science, social sciences, technology.

The intention is that learning be broad and general, laying foundations for later specialisation in your daughter's learning journey. Our college will provide the learning contexts that best suits the needs and aspirations of our college community. Central to all learning areas is language with its specialisation and students' response to language. Our college now presents a Baradene Curriculum that endeavours to meet the ongoing curriculum needs of your daughter and the demands of the New Zealand Curriculum.

In **English**, students study, use, and enjoy language and literature communicated orally, visually, or in writing.

In the **Arts**, students explore, refine, and communicate ideas as they connect thinking, imagination, senses, and feelings to create works and respond to the works of others.

In **Health and Physical Education**, students learn about their own well-being, and that of others and society, in health-related and movement contexts.

In learning **Languages**, students learn to communicate in an additional language, develop their capacity to learn further languages, and explore different world views in relation to their own.

In **Mathematics and Statistics**, students explore relationships in quantities, space, and data and learn to express these relationships in ways that help them to make sense of the world around them.

In **Science**, students explore how both the natural and physical world and science itself work so that they can participate as critical, informed, and responsible citizens in a society in which science plays a significant role.

In **Social Sciences**, students explore how societies work and how they themselves can participate and take action as critical, informed, and responsible citizens.

In **Technology**, students learn to be innovative developers of products and systems and discerning consumers who make a difference in the world.

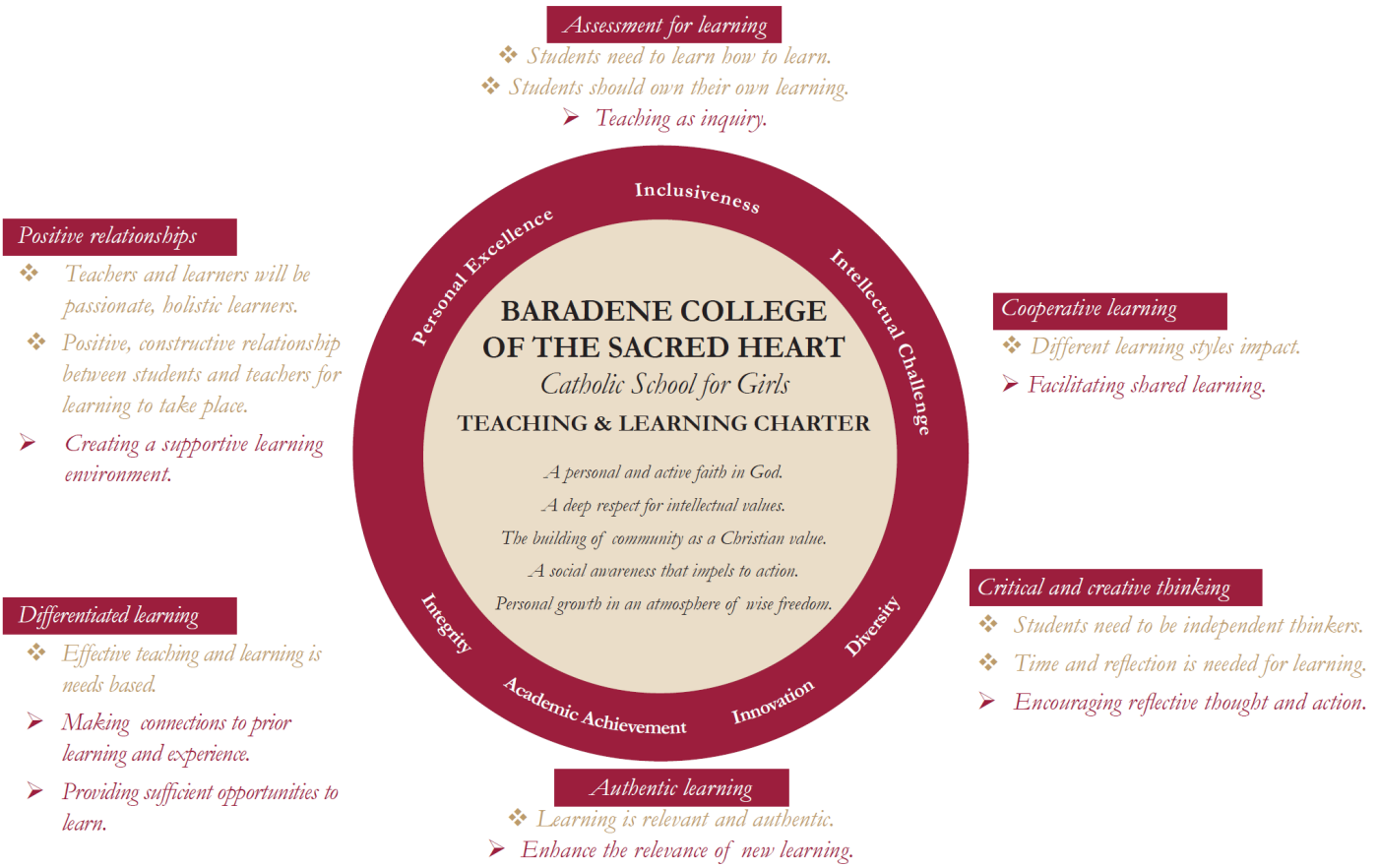
TEACHING & LEARNING IN THE NEW ZEALAND CURRICULUM

For schools and teachers new learning possibilities are being encouraged. Research tells us that students learn best when teachers: create a supportive learning environment; encourage reflective thought and action; enhance the relevance of new learning; facilitate shared learning; make connections to prior learning and experience; provide sufficient opportunities to learn; make teaching as inquiry.

The New Zealand Curriculum recommends the model of teacher as facilitator, as learning coach, no longer the traditional style of lecturer, pouring content and knowledge into young people. This means that the college will engage in more student group work, student research/inquiry, individual learning programmes with experts from beyond the classroom and many different resources and topics.

Our staff professional development programme reflects this teaching and learning commitment as expressed in our new Strategic Plan 2013- 2018 with the Objective, Create and Implement the Baradene College Curriculum:

- *Establish programmes from Year 7 - 13 which optimise individual learning pathways for all students.*
- *Ensure best practice pedagogy is embedded in all teaching and learning programmes.*



e-LEARNING

Learning supported by or facilitated by ICT will increasingly be explored by this curriculum as a way to open up new and different ways of learning, for example, enabling students to make connections by exploring new learning environments or by facilitating the creation of shared learning communities beyond the classroom walls.

Another of our College's Strategic Plan objectives supports these curriculum and learning possibilities:

Embrace ICT to Support the Building of a Learning Community

- *Provide support that enables teachers to embrace e-learning for the best delivery of curriculum (PLD, Hardware, Software, e-learning Facilitators.)*

THEMED LEARNING CONTEXTS

Our Five Goals of Sacred Heart education, along with the values of the New Zealand Curriculum, provide teachers with a context to explore today's issues. For your daughter, such themed learning contexts provide a platform to think critically and to solve problems for the future. Such themes may include Enterprise and Globalisation, Sustainability, Citizenship, Diversity, Ethics and the Common Good.

INTER-LEARNING AREAS

The Baradene Curriculum takes up the challenge in the New Zealand Curriculum document to remove subject boundaries: *While the learning areas are presented as distinct, this should not limit the ways in which schools structure the learning experiences offered to students. All learning should make use of the natural connections that exist between learning areas and that link learning areas to the values and key competencies.*

Some faculties are collaborating in planning to teach common topics or themes across subject or faculty areas. This means students can explore from varying perspectives, knowledge and ideas that enrich their understandings and often provide them with new insights.

AUTHENTIC LEARNING EXPERIENCES

We encourage, and will continue to encourage the many learning experiences that are provided for our students outside the classroom. There are many learning experiences that see our students acquire new knowledge, through real life contexts. As a College, we will continue to focus on our programme development in this area. Some examples of authentic learning experiences that we currently provide are:

- Model United Nations Assembly
- Year 11 Social Awareness programme
- Overseas exchanges
- Outward Pursuits Centre
- Overseas trips
- Stage Challenge
- Coding

These are the real opportunities that underpin the New Zealand Curriculum with its vision of sustainable learning for young people that enables them to leave school, confident and active as lifelong learners.

The tradition of Sacred Heart education means, *A Deep Respect for Intellectual Values. "We bring up the children for the future, not for the present, not that we may enjoy the fruit of our work, but for others, for God, for the church, for their parents, for their home life. … therefore it is better to begin a great work than to finish a small one."*

M Monahan RSCJ

Mrs Sandy Pasley,
Principal
BSc, PG Dip (Chem),
Dip Tchg, Dip Ed,
MEd Admin (Hons)

LEARNING AREA PATHWAYS 7 - 10

LEARNING AREA	Year 7/8	Year 9	Year 10
RELIGIOUS EDUCATION	RE	RE	RE
ENGLISH	English	English Junior ESOL	English Junior ESOL
COMMERCE			Business Studies
THE ARTS			
PERFORMING ARTS	Music Dance/Drama	Music Dance/Drama	Music Dance Drama Media Studies
VISUAL ARTS	Visual Art	Visual Art	Visual Art
HEALTH & PHYSICAL EDUCATION	Health & PE	Health & PE	Health & PE
LANGUAGES Half a year of each in Year 7 & 8	Chinese French Spanish Te reo Māori	Chinese French Spanish Te reo Māori	Chinese French Spanish Te reo Māori
MATHEMATICS & STATISTICS	Mathematics	Mathematics	Mathematics
SCIENCE	Science	Science	Science
SOCIAL SCIENCES	Social Studies	Social Studies	Social Studies
TECHNOLOGY	Technology	Technology	Design & Visual Com Coding & Digital Construction & Materials Food & Processing

LEARNING AREA PATHWAYS 11 - 13

LEARNING AREA	Year 11 / LEVEL 1	Year 12 / LEVEL 2	Year 13 / LEVEL 3
RELIGIOUS EDUCATION	RE	RE	RE
ENGLISH	English Senior ESOL	English Senior ESOL	English English Shakespeare Senior ESOL
COMMERCE	Accounting Economics	Accounting Economics	Accounting Economics
THE ARTS			
PERFORMING ARTS	Music Dance Drama Media Studies	Music Dance Drama Media Studies	Music Dance Drama Media Studies
VISUAL ARTS	Art Design & Photography Intro	History of Art Design Painting Photography	History of Art Design Painting Photography
PHYSICAL EDUCATION	Physical Education	Physical Education	Physical Education
LANGUAGES	Chinese French Spanish Te reo Māori	Chinese French Spanish Te reo Māori	Chinese French Spanish Te reo Māori
MATHEMATICS & STATISTICS	Mathematics -for Numeracy - Mathematics & Statistics	Mathematics - towards Calculus -towards Statistics	Mathematics - Calculus - Statistics - Calculus Advanced
SCIENCE	Biological Science Physical Science	Biology Chemistry Physics	Biology Chemistry Physics Chemistry Advanced
SOCIAL SCIENCES	Geography History	Geography History Classical Studies Travel & Tourism*	Geography History Classical Studies Travel & Tourism*
TECHNOLOGY	Design & Visual Com Coding & Digital Construction & Materials Food & Processing	Design & Visual Com Coding & Digital Construction & Materials Food & Processing	Design & Visual Com Coding & Digital Construction & Materials Food & Processing
GATEWAY		Gateway*	Gateway*

Y12 you may choose no more than two subjects marked * Y13 you may choose only one subject marked * unless approved by the Dean.

LEARNING AREAS

"Christian education is the first and most important means that the Society uses to honour the divine heart of Jesus. It will make the reign of the heart of Jesus flower in the world."

Madeleine Sophie Barat

The learning area statements give clear direction to our College's programmes. These statements determine learning goals relevant to the needs of our students. Achievement objectives are selected in response to identified student interests and learning needs.

Baradene College offers a comprehensive curriculum based on the objectives of the New Zealand National Curriculum which encourages students to be capable, self assured and self directed life long learners. The emphasis is on providing effective teaching and learning programmes to meet individual needs. There is a focus on gathering effective data to show where the student is in her learning, identifying the next steps she needs to take and facilitating her achievement.

The Curriculum is organised around 10 Key Learning Areas with cross curricula integration planned within the classroom through integrated units with the focus on inquiry learning. Engaging students in the learning process is the heart of teaching. Teachers seek to foster active, interactive and deep learning approaches so that learners can interact meaningfully within the world in which they live.

LEARNING AREAS FOR 7 - 10

- Religious Education
- English
- The Arts (Performing Arts and Visual Arts)
- Commerce
- Health and Physical Education
- Learning Languages (Te Reo Māori, French, Spanish and Chinese)
- Mathematics
- Social Sciences
- Science
- Technology

YEAR 7 & 8

Year 7 & 8 is comprised of 12 classes, 6 x Year 7 and 6 x Year 8 classes. The emphasis is on providing effective teaching and learning programmes to meet the needs of each student as they transition from primary education to secondary school. Learning programmes are created by individual faculties as a result of evidence gathered from continuous testing and observation of students' needs throughout the year. Students are encouraged to analyse their own test and achievement information in order to create goals for further academic improvement. Programmes are developed that support students not only in achieving academic success but also to develop key competencies (Managing Self, Relating to Others, Participating and Contributing, Using Language, Symbols and Text and Thinking), which are in line with the values of the New Zealand Curriculum. These are underpinned by the goals of a Sacred Heart Education in order to provide Year 7 and 8 students with a holistic education intended to develop in them a lifelong love of learning.

Subjects offered in Year 7 & 8:

English - taught by specialist teachers

Mathematics - taught by specialist teachers

Religious Education - taught by specialist teachers

Social Studies - taught by specialist teachers

Science - taught by specialist science teachers

Technology - taught by specialist technology teachers

Health - taught by specialist teachers

Physical Education - taught by specialist PE teachers

Performing Arts - taught by specialist teachers
(Dance, Drama, Music and Media Studies)

Visual Arts - taught by specialist teachers

Languages - taught by specialist language teachers
(Te reo Māori, French, Spanish, Chinese)

Programmes are also designed to cater for students with diverse needs within the faculty. Baradene has a Learning Centre to specifically help students needing extra academic support in the core subjects of English and Mathematics. The Year 7/8 students who require extra guidance with English are able to boost their reading levels with a programme called "Rainbow Reading" facilitated by the teacher aides in the Learning Centre. For those students requiring extra support in Mathematics, a specialist Maths tutor works with small groups of students who have been identified through the school's standardised tests as requiring extra tuition in this subject.

The Gifted and Talented, identified by the school's standardised testing, are offered the opportunity to participate in a timetabled enrichment programme which is challenging and stimulating.

Extra-curricular opportunities include:

- Debating/speech competitions
- ICAS competitions
- Road patrol
- Dance groups
- Sports teams (see separate sports booklet)
- Student committees
- Junior Choir Orchestra
- Music Academy
- School sports days
- La Fete
- Feast of the Sacred Heart performances
- Involvement in inter-house competitions
- Future problem solving
- National Young Leaders Day
- Kapa Haka Cultural Group

Education Outside the Classroom:

- Y8 Camp
- Retreats and Masses
- Trips out of the classroom to support learning
- Sports Exchanges

COMMERCE

All students need to be able to understand and make decisions in the financial world we live in. Studying any Commerce subject will enable the student to make financial decisions for themselves and others.

What is Commerce about?

In Commerce, students explore how the economic and business world operate. In Accounting, students become equipped with the ability to make real life financial decisions, to prepare and communicate financial information to users and to be accountable to stakeholders for their actions. In Economics they examine the choices people make about the use of limited resources to satisfy unlimited wants. Economics explores issues around sustainability, enterprise, citizenship and globalisation. Economists are interested in the factors that influence the well-being of people and aim to find solutions to improve people's standard of living. Business Studies is an introduction to all of these concepts.

Why study Commerce?

Commerce provides many job opportunities in virtually every sector and therefore prepares the student well for their future employment and adult life.

BUSINESS STUDIES - YEAR 10

Description

This course introduces students to the business world and the practical skills that develop enterprising knowledge and practice. It will include a range of business activities, leading to students developing their own product and business model and applying their product in a market environment. It will include the development of personal skills around enterprise, financial literacy, teamwork, promotion and communication. The course will introduce accounting concepts related to the students' business activities and basic understanding of economics, business and consumer behaviour from a personal and small business perspective.

Costs: $20.00 contribution for products and market experience (may be returned if product successful).

Leads to Accounting or Economics.

ACCOUNTING

LEVEL 1

The Level 1 course introduces the student to the language and process of accounting and how it is used to provide information on the financial performance of individuals, households, communities and small businesses. The objectives of the course are to enable students to:

- Manage the financial affairs of individuals, households, sole proprietors and community organisations, while acting with integrity.
- Make use of appropriate communication tools and skills to process, report and interpret financial information for individuals, households, sole proprietors and community organisations.

Topics covered include a selection from the following:

- Accounting concepts for small entities.
- Making financial decisions for an individual or group.
- Demonstrate understanding of cash management for small entity.
- Process financial transactions for a small entity. Prepare financial statements for sole proprietors. Prepare financial information for a community organisation's annual general meeting.
- Interpret accounting information proprietors.

Prerequisites: No prerequisites are required.

Leads to Level 2 Accounting.

LEVEL 2

The Level 1 course introduces the student to the language and process of accounting and how it is used to provide information on the financial performance of individuals, households, communities and small businesses. The objectives of the course are to enable students to:

- Manage the financial affairs of individuals, households, sole proprietors and community organisations, while acting with integrity.
- Make use of appropriate communication tools and skills to process, report and interpret financial information for individuals, households, sole proprietors and community organisations.

Topics covered include a selection from the following:

- Accounting concepts for small entities.
- Making financial decisions for an individual or group.
- Demonstrate understanding of cash management for a small entity.
- Process financial transactions for a small entity.
- Prepare financial statements for sole proprietors.
- Prepare financial information for a community organisation's annual general meeting.
- Interpret accounting information proprietors.

Prerequisites: Discretionary entry to Level 2 Accounting will be offered by the Teacher in Charge of Accounting.

Leads to Level 3 Accounting.

LEVEL 3

The Level 3 course further utilises the knowledge, understanding and analysis skills gained in Level 1 and 2 Accounting and applies it to the context of partnership and company entities. The course covers Generally Accepted Accounting Practice (GAAP) including the New Zealand Framework, the New Zealand International Reporting Standards (NZIFRS) and the New Zealand International Accounting Standards (NZIAS) and the associated statutory requirements.

Topics covered include a selection from the following:

- The conceptual basis of accounting in context.
- Processing transactions and preparing financial statements for a partnership.
- Processing transactions and preparing financial statements for a company.
- Using management accounting to discover how complex decisions are made in companies.
- Prepare a report analysing a listed New Zealand company.
- Demonstrate understanding of a job cost subsystem for an entity.

Prerequisites: Students who have completed the Level 1 and/or Level 2 courses in Accounting. Discretionary entry will be offered by the Teacher in Charge of Accounting.

Career Opportunities: Running your own business, business management, chartered accountancy, corporate, management or financial accounting, finance and banking, share broking, law and taxation, company secretary and a large range of positions involved in management.

ECONOMICS

LEVEL 1

The aim of Economics is to develop an understanding of how people meet their needs by allocating resources in society. The course looks at how, as a result of scarcity, consumers, producers, and the government make choices that affect New Zealand society and how the different sectors of the New Zealand economy are interdependent. A field trip to carry out market research will provide the basis for internal assessment requirements. The students also undertake a business activity where they produce, sell and market a product.

Leads to Level 2 Economics.

LEVEL 2

Students continue to develop analytical and numerical skills, promote decision-making skills and make predictions based on real world events. The Level 2 course looks at economic indicators within four main topics: Inflation, Trade, Growth and Government Policies in the New Zealand Context.

Prerequisites: Preference will be given to students who have achieved a minimum of 12 credits in Level 1 Economics. Discretionary entry will be offered by the Teacher in Charge of Economics.

Leads to Level 3 Economics.

LEVEL 3

This year students combine microeconomic and macroeconomic theory to understand the factors influencing a well-functioning market. Students learn to examine how the nature and size of the New Zealand economy is influenced by internal and external factors. Topics for the year are efficiency of the market, government interventions in the market, micro and macroeconomic theory.

Prerequisites: Preference will be given to students who have achieved 12 credits in Level 1 and Level 2 Economics. Discretionary entry will be offered by the Teacher in Charge of Economics.

Career Opportunities: Lawyer, marketing manager, property manager, economist, teacher, banker, financial consultant, international business.

SCHOLARSHIP

ACCOUNTING

This course will extend the Level 3 Accounting programme by adding depth and breadth to the student's knowledge. Extra-curricular tuition and workshops will prepare the students for the critical and analytical nature of the end-of-year examination. Candidates should demonstrate wide knowledge and wide reading. They must be able to respond critically to demanding resources and use skills of interpretation, analysis and evaluation.

Prerequisites: Preference will be given to students who have a majority of Excellence grades at Level 2 Accounting or are showing they are capable of this at Level 3. However, discretionary entry will be offered by the Head of Faculty.

Assessment: External - Three hour written examination.

ECONOMICS

This course will extend the Level 3 Economics programme by adding depth and breadth to the student's knowledge. Extra-curricular tuition and workshops will prepare the students for the critical and analytical nature of the end-of-year examination. Candidates should demonstrate wide knowledge and wide reading. They must be able to respond critically to demanding resources and use skills of interpretation, analysis and evaluation.

Prerequisites: Preference will be given to students who have a majority of Excellence grades at Level 2 Economics, however discretionary entry will be offered by the Head of Faculty.

Assessment: External - Three hour written examination.

ENGLISH

In English, students study, use, and enjoy language and literature communicated orally, visually or in writing.

What is English about?

English is the study, use, and enjoyment of the English language and its literature, communicated orally, visually and in writing, for a range of purposes and audiences and in a variety of text forms. Learning English encompasses learning the language, learning through the language and learning about the language.

Understanding, using and creating oral, written and visual texts of increasing complexity is at the heart of English teaching and learning. By engaging with text-based activities, students become increasingly skilled and sophisticated speakers and listeners, writers and readers, presenters and viewers.

Why study English?

Literacy in English gives students access to the understanding, knowledge, and skills they need to participate fully in the social, cultural, political, and economic life of New Zealand and the wider world. To be successful participants, they need to be effective oral, written, and visual communicators who are able to think critically.

By understanding how language works, students are equipped to make appropriate language choices and apply them in a range of contexts. Students learn to deconstruct and critically examine texts in order to understand the power of language to enrich and shape their own and others' lives.

Students appreciate and enjoy texts in all their forms. The study of New Zealand and world literature contributes to students' developing sense of identity, their awareness of new Zealand's bicultural heritage and their understanding of the world.

Success in English is fundamental to success across the curriculum. All learning areas (with the possible exception of languages) require students to receive, process, and present ideas or information using the English language as a medium. English can be studied both as a heritage language and as an additional language.

English presents students with opportunities to engage with and develop the key competencies in diverse contexts.

YEARS 7 - 8

Year 7 & 8 study extended texts to provide them with the opportunity to develop their love of literature and lay an excellent language foundation for future study in English. Reading is encouraged with regular library sessions.

YEARS 9 - 10

The Junior English programme covers the two strands of the New Zealand English Curriculum: Creating Meaning and Making Meaning. In each year of the programme, students study several units that introduce them to the study of literature at secondary level. These units are designed to help prepare students for NCEA Level 1.

The focus is on exploring genre and text conventions. Students are assisted to develop effective note-making and study organisation skills, to read widely and thoughtfully and to write accurately and effectively. Students have many enriching opportunities to extend their English studies into areas of personal interest and to produce a range of written, visual and oral texts.

LEVEL 1

The key areas covered in this course are reading skills, response to texts, writing and production skills. Students study a range of literary genres, including the short story, poetry, novel, drama and film, while learning to respond critically to written and visual unfamiliar texts. Skills are developed in all aspects of writing. Students are encouraged to develop their oral skills by taking part in class discussions, drama, debates and co-operative learning activities.

Prerequisites: English is compulsory for all students at Level 1.

Assessment: Three internal assessments, three external standards in a three-hour exam.

Leads to Level 2 English.

LEVEL 2

The study of language and literature are key elements of this course. Poetry, short stories, novel, drama and film will be studied and analysed in depth. Students continue to build on writing skills developed at Level 1. Critical thinking skills and the close reading of unfamiliar texts with an emphasis on techniques relating to reader/writer purpose are also developed.

Prerequisites: English is compulsory for all students at Level 2.

Assessment: Three internal assessments, three external standards in a three-hour exam.

Leads to Level 3 English.

LEVEL 3

ENGLISH

This is a course that teaches students how to develop a critical response to a range of visual and written texts. This course is designed to equip students with the skills needed to study at tertiary level. They extend their reading into critical literature and participate in a unique interview assessment that develops speaking skills for tertiary studies. Students undertake a personal project in an area of literature or language that is of interest to them. To foster personal growth, students also develop their own assessment task from a range of options.

Prerequisites: The course is open to all but students are advised to consider their Level 2 results and to be aware that the Level 3 programme is challenging. Students should seek their English teacher's advice or speak to the Head of Faculty if in doubt. Parents and students should be aware that Auckland University will require 17 credits in Level 2 or Level 3 English for admission to all courses in addition to the 10 UE literacy credits required by NZQA. Students who do not have 17 credits in Level 2 English should also discuss their options with the Head of Faculty.

Assessment: Three internal assessments, two external standards in a three-hour exam.

Career Opportunities: Law, journalism, human resources, teaching, publishing.

ENGLISH SHAKESPEARE

This is a course that teaches students how to develop a critical response to a range of visual and written texts, including Shakespeare. This course is designed to equip students with the skills needed to study at tertiary level as well as support their learning for possible entry to the scholarship examination. Students extend their reading into critical literature and participate in a unique interview assessment that develops speaking skills for tertiary studies. Close reading and forming literary arguments are major foci in this course.

Prerequisites: The course is open to all but students are advised to consider their Level 2 results and to be aware that this Level 3 programme is challenging and suits students who are passionate about the study of English language and literature. Students should seek their English teacher's advice or speak to the Head of Faculty if in doubt. Parents and students should be aware that Auckland University will require 17 credits in Level 2 or Level 3 English for admission to all courses in addition to the 10 UE literacy credits required by NZQA. Students who do not have 17 credits in Level 2 English should also discuss their options.

Assessments: Three internal assessments, three external standards in a three-hour exam.

Career Opportunities: Law, journalism, human resources, teaching, publishing.

SCHOLARSHIP

This course extends the Level 3 English programme by adding depth and breadth to the students' knowledge. Extra -curricular, fortnightly tuition and holiday workshops prepare the students for the critical and analytical nature of the end-of-year examination. Candidates should be widely read and have an appreciation of aspects of intertextuality. They must be able to respond critically to demanding texts and use the skills of interpretation, analysis and evaluation.

Prerequisites: Preference will be given to students who show a steady commitment to literature in their personal reading and in their formal studies.

Assessment: External - Three hour written examination of three literary essays.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

This is a course for international students and students whose first language is not English. Proficiency in English is assessed prior to entry and students are placed into one of the ESOL classes, according to their year level and ability in order to achieve literacy.

YEARS 9 - 10

Junior ESOL Years 9 and 10 is a course that helps prepare students for mainstream classes. Both Year 9 ESOL and Year 10 ESOL courses are based on the four basic skills of reading, writing, listening and speaking. Both programmes are aligned to the Junior English programme. There is an emphasis on acquiring the vocabulary and content required for mainstream classes at the various levels. Homework, especially in vocabulary and grammar, deepens students' learning and a wide variety of reading also helps.

Leads to Level 1 ESOL

LEVEL 1

Students are provided with the opportunity to achieve Achievement Standards for Literacy at Level 1. The credits are in reading, writing and visual presentation.

Homework is given to improve grammar, increase vocabulary competency and writing skills as well as helping students to read a variety of texts.

Prerequisites: Placement Test and at the discretion of the Dean of International Students and the HOF of English.

Leads to Level 2 Literacy and entry to a mainstream class

LEVEL 2/3

Description

This two-year Level 2/3 course provides students with the opportunity to begin achieving their Level 2 achievement standards which gives them the opportunity to gain entry to a New Zealand or overseas university.

Students focus on gaining Level 2/3 achievement standards in reading, writing, speaking and presenting.

Homework is given to increase grammar, accuracy and develop vocabulary competency.

Prerequisites: Some Level 1/2 standards might also be completed during this time.

Leads to either Level 3 English or tertiary study

HEALTH & PHYSICAL EDUCATION

In Health and Physical Education, students learn about their own well-being, and that of others and society, in health-related and movement contexts.

What is Health and Physical Education about?

In health and physical education, the focus is on the well-being of the students themselves, of other people, and of society through learning in health-related and movement contexts.

Four underlying and interdependent concepts are at the heart of this learning area:

Hauora - a Māori philosophy of well-being that includes the dimensions taha wairua, taha hinengaro, taha tinana, and taha whānau, each one influencing and supporting the others.

Attitudes and values - a positive, responsible attitude on the part of students to their own well-being; respect, care, and concern for other people and the environment; and a sense of social justice.

The socio-ecological perspective - a way of viewing and understanding the inter-relationships that exist between the individual, others, and society.

Health promotion - a process that helps to develop and maintain supportive physical and emotional environments and that involves students in personal and collective action.

Why study in this learning area?

Through learning and by accepting challenges in health related and movement contexts, students reflect on the nature of well-being and how to promote it. As they develop resilience and a sense of personal and social responsibility, they are increasingly able to take responsibility for themselves and contribute to the well- being of those around them, of their communities, of their environments (including natural environments), and of the wider society.

YEARS 7 - 10

The main focus of the Years 7-10 programmes in Physical Education and Health are to develop: motor skills through a wide range of activities, skills and attitudes needed to maintain and improve personal health and/or physical development and the expertise that improves relationships with other people. It is hoped that students develop positive attitudes towards physical activity. The Health programmes will cover a range of topics to enhance well-being.

PHYSICAL EDUCATION

LEVEL 1

Students will be offered the opportunity to experience and participate in a wide range of physical activities in a variety of contexts within school, and in the outdoors. They will study how the body moves and responds to physical activity and investigate the influences in society that encourage people to be active. The main focus of this year is to equip students with the necessary skills to maintain and develop their personal well-being, both now and in the future, as well as prepare them for future courses in NCEA Physical Education.

LEVEL 2

Students will be offered the opportunity to experience and participate in a wide range of physical activities. They will study relationships between regular exercise, fitness and health. They will examine anatomy, biomechanics and exercise physiology, and how they relate to activity. Students will explore and develop leadership and safety skills in a variety of settings and improve their performance of a variety of sports. This course will include an outdoor education camp at the Hilary Outdoors Centre in National Park. Preference will be given to students with a minimum of 14 credits at Level 1 Physical Education, English or Science. This course may be started at Level 2 without having done the Level 1 course with evidence of sporting activity and academic achievement.

LEVEL 3

Students will participate in and experience a wide range of fitness and sporting activities.

They will:

- Analyse a physical skill to show an understanding of biomechanics
- demonstrate performance in sports against national standards
- examine trends and issues in sport and the impact on New Zealand Society
- participate in and reflect on an outdoor education experience

The main focus of the course is to develop personal well-being. The emphasis is on personal responsibility and organisation. A high level of commitment is required.

Prerequisites: Preference will be given to students with a minimum of 15 credits at Level 2 Physical Education. This course may be started at Level 3 without having done the Level 2 course at the discretion of the HOF and with the evidence of sporting activity and academic achievement.

Career Opportunities: Fitness/leisure industry, sports administration, sports science, teaching, physiotherapy, rehabilitation, coaching.

SCHOLARSHIP

High achieving students are encouraged to participate in the Scholarship programme. This opportunity will add depth and critical thinking skills to the student's knowledge. Candidates should demonstrate a high level of knowledge and the ability to research, develop and evaluate ideas. Extra tuition and workshops will assist students in preparing and writing the external report, which is on a topic of their choice.

LANGUAGES

In Learning Languages, students learn to communicate in an additional language, develop their capacity to learn further languages, and explore different world views in relation to their own.

What is Learning Languages about?

Learning a new language provides a means of communicating with people from another culture and exploring one's own personal world.

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 ways of expressing meanings; each has intrinsic value and special significance for its users.

This learning area provides the framework for the teaching and learning of languages that are additional to the language of instruction. Level 1 of the curriculum is the entry level for students with no prior knowledge of the language being learned, regardless of their school year.

Why study a language?

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.

Te reo Māori and New Zealand sign language (NZSL) are official languages of New Zealand. Because of New Zealand's close relationships with the peoples of the Pacific, Pasifika languages also have a special place. By learning an additional language and its related culture, 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, whether face to face or technologically facilitated, 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 move between, and respond to, different languages and different cultural practices, they are challenged to consider their own identities and assumptions.

As they learn a language, students develop their understanding of the power of language. They discover new ways of learning, new ways of knowing, 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).

YEARS 7 - 10

Languages offered in Year 7 & 8 are French, Spanish, te reo Māori and Chinese. All students have a two terms taster course for each language in Year 7 and Year 8 so they can choose the language they want to study in Year 9.

All students learn a language at Year 9. They can choose between Te reo Māori, French, Spanish or Chinese.

This course is preparing students to work at Levels 1 and 2 of the New Zealand curriculum. It integrates language and culture and provides a variety of opportunities for listening, speaking, presenting and performing, viewing, reading and writing. The focus at this level is on developing communication skills.

At Year 9 level the aim is for the students to understand and use familiar expressions and everyday vocabulary, and to interact in a simple way in supported situations.

At Year 10 students are encouraged to continue with the language they studied in Year 9 but may choose to start learning a second additional language. At Year 10 level the aim is for the students to understand and construct simple texts using their knowledge of the target language, describe aspects of their own background and immediate environment.

At all year levels students will cover the four language skills of listening, reading, writing and speaking. Inherent to language learning is a deepening of intercultural understanding. The main key competencies in Languages are a focus on using language, symbols and texts and relating to others.

CHINESE

LEVEL 1

Students continue to develop their speaking and listening skills using the communicative approach and increase their ability to read and write characters in Year 11 Chinese.

They will learn to initiate and sustain a conversation in familiar social situations beyond the immediate context, e.g. past and future, write extended passages and read independently in characters.

Students will also extend their understanding and awareness of Chinese culture and values.

Students learn to understand and produce a variety of text types:

- Communicate information, ideas and opinions in the form of letters, reviews, emails or blogs.
- Express and respond to personal ideas and opinions.
- Communicate appropriately in different situations, e.g. restaurant, shops or on streets.
- Understand ways in which the target language and culture are organised for different purposes, e.g. letters, posters or blog entries.

Prerequisites Preference will be given to students who have two years of Chinese.

Leads to Level 2 Chinese.

LEVEL 2

This course continues the study of a wider range vocabulary and extends grammar, expressions and Chinese characters. There is a focus on developing listening and reading (receptive skills), speaking and writing (productive skills) and communication and conversation skills. Topics covered include: health and lifestyle, part-time work, leisure, festivals, travel and school ball. All students have the opportunity to participate in the National Chinese Speech Competition in New Zealand.

Students learn to use language variably and effectively to express and justify their own ideas and opinions and support or challenge those of others. They learn to use and identify the linguistic and cultural forms that guide interpretation and enable them to respond critically to texts.

- Communicate information, ideas and opinions through increasingly complex and varied texts.
- Explore the views of others, developing and sharing personal perspectives.
- Engage in sustained interaction and produce extended text.
- Analyse ways in which the target language is organised in different texts and for different purposes.
- Explore how linguistic meaning is conveyed across languages.
- Analyse ways in which the target culture is organised for different purposes and for different audiences.
- Analyse how the use of the target language expresses cultural meanings.

Prerequisites: Preference will be given to students who have gained credits in Level 1 Chinese. Discretionary entry will be offered by the Head of Faculty.

Leads to Level 3 Chinese.

LEVEL 3

This course provides students opportunities to relate themselves to the society and the bigger world. They will develop the ability to express and share opinions, interact with others, and communicate in a variety of spoken and written contexts. The topics will cover different lifestyles, stereotypes, cultural events, living in China, and one Chinese film. The students can participate in the National Chinese Speech Competition and the Essay Competition held by the Confucius Institute.

Students learn to use language variably and effectively to express and justify their own ideas and opinions and support or challenge those of others. They learn to use and identify the linguistic and cultural forms that guide interpretation and enable them to respond critically to texts.

- Communicate information, ideas, and opinions through increasingly complex and varied texts.
- Explore the views of others, developing and shaping personal perspectives.
- Engage in sustained interaction and produce extended text.
- Analyse ways in which the target language is organized in different texts and for different purposes.
- Explore how linguistic meaning is conveyed across languages.
- Analyse ways in which the target culture(s) is(are) organised for different purposes and for different audiences.
- Analyse how the use of the target language expresses cultural meanings.

Prerequisites: Preferences will be given to students who have gained credits in Level 2 Chinese. Discretionary entry will be offered by the Head of Faculty.

Career Opportunities: Business, management, diplomatic services, global marketing specialist, engineering companies, education, consulting, tourist, journalism, research analyst.

FRENCH

LEVEL 1

Students are provided with an opportunity to explore the language and culture using a communicative approach through the skills of listening, speaking, reading and writing. Topics include family, daily life, schooling and holidays. Students learn to understand and produce more complex language. They learn to communicate beyond the immediate context, e.g., about past and future events. Students learn to understand and produce a variety of text types.

- Communicate information, ideas and opinions through different text types.
- Express and respond to personal ideas and opinions.
- Communicate appropriately in different situations.
- Understand ways in which the target language and culture are organised for different purposes.

Prerequisites: Preference will be given to students who have two years of French. Discretionary entry will be offered by the Head of Faculty.

Leads to Level 2 French.

LEVEL 2

Students adopt a more focussed approach to grammar and vocabulary and are introduced to some French literature and film. Topics covered include young people and family, environment, future plans, travel and leisure. Students learn to use language variably and effectively to express and justify their own ideas and opinions and support or challenge those of others. They learn to use and identify the linguistic and cultural forms that guide interpretation and enable them to respond critically to texts.

- Communicate information, ideas and opinions through increasingly complex and varied texts.
- Explore the views of others, developing and sharing personal perspectives.
- Engage in sustained interaction and produce extended texts.
- Analyse ways in which the target language is organised in different texts and for different purposes.
- Explore how linguistic meaning is conveyed across languages.
- Analyse ways in which the target culture is organised for different purposes and for different audiences.
- Analyse how the use of the target language expresses cultural meanings.

Prerequisites: Preference will be given to students who have gained credits in Level 1 French. Discretionary entry will be offered by the Head of Faculty.

Leads to Level 3 French.

LEVEL 3

Students develop the ability to express themselves more fully in the language. Students look in depth at topics such as: Social Problems, New Zealand and French speaking countries, the famous French novel 'Le Petit Prince' by St Exupéry and a film study "Intouchables". Students also read a comic book about the life of Madeleine Sophie Barat.

Students learn to use language variably and effectively to express and justify their own ideas and opinions and support or challenge those of others. They learn to use and identify the linguistic and cultural forms that guide interpretation and enable them to respond critically to texts.

- Communicate information, ideas and opinions through increasingly complex and varied texts.
- Explore the views of others, developing and sharing personal perspectives.
- Engage in sustained interaction and produce extended text.
- Analyse ways in which the target language is organised in different texts and for different purposes.
- Explore how linguistic meaning is conveyed across languages.
- Analyse ways in which the target culture is organised for different purposes and for different audiences.
- Analyse how the use of the target language expresses cultural meanings.

Prerequisites: Preference will be given to students who have gained credits in Level 2 French. Discretionary entry will be offered by the Head of Faculty.

Career Opportunities: International business, international law, diplomatic service, tourism and hospitality, translator/interpretation education.

SPANISH

LEVEL 1

Students are provided with an opportunity to explore the language and culture using a communicative approach through the skills of listening, speaking, reading and writing. Topics include leisure time, school and holidays, myself and my family and shopping for food and gifts. Students learn to understand and produce more complex language. They learn to communicate beyond the immediate context, e.g., about past and future events. Students learn to understand and produce a variety of text types.

- Communicate information, ideas and opinions through different text types.
- Express and respond to personal ideas and opinions.
- Communicate appropriately in different situations. Understand ways in which the target language and culture(s) are organised for different purposes.

Prerequisites: Preference will be given to students who have two years of Spanish. Discretionary entry will be offered by the Head of Faculty.

Leads to Level 2 Spanish.

LEVEL 2

Students adopt a more focussed approach in grammar and vocabulary in order to extend their comprehension and production skills. Topics covered include in the past, our world, youth problems, future plans and health.

Students learn to use language variably and effectively to express and justify their own ideas and opinions and support or challenge those of others. They learn to use and identify the linguistic and cultural forms that guide interpretation and enable them to respond critically to texts.

- Communicate information, ideas and opinions through increasingly complex and varied texts.
- Explore the views of others, developing and sharing personal perspectives.
- Engage in sustained interaction and produce extended text.
- Analyse ways in which the target language is organised in different texts and for different purposes.
- Explore how linguistic meaning is conveyed across languages.
- Analyse ways in which the target culture(s) is (are) organised for different purposes and for different audiences.
- Analyse how the use of the target language expresses cultural meanings.

Prerequisites: Preference will be given to students who have gained credits in Level 1 Spanish. Discretionary entry will be offered by the Head of Faculty.

Leads to Level 3 Spanish.

LEVEL 3

Students adopt a more focussed approach in grammar and vocabulary in order to extend their comprehension and production skills. Topics covered include: Planning a trip, personal problems, health, social problems and latest news.

Students learn to use language variably and effectively to express and justify their own ideas and opinions and support or challenge those of others. They learn to use and identify the linguistic and cultural forms that guide interpretation and enable them to respond critically to texts.

- Communicate information, ideas and opinions through increasingly complex and varied texts.
- Explore the views of others, developing and sharing personal perspectives.
- Engage in sustained interaction and produce extended text.
- Analyse ways in which the target language is organised in different texts and for different purposes.
- Explore how linguistic meaning is conveyed across languages.
- Analyse ways in which the target culture(s) is (are) organised for different purposes and for different audiences.
- Analyse how the use of the target language expresses cultural meanings.

Prerequisites: Preference will be given to students who have gained credits in Level 2 Spanish. Discretionary entry will be offered by the Head of Faculty.

Career Opportunities: International business, international law, diplomatic service, tourism and hospitality, translation/interpretation, education and health.

TE REO MĀORI

LEVEL 1

The Year 11 Course aims to improve students' ability in both written and spoken Māori. The basic grammatical structures of Year 10 are enhanced, in order to allow students to gain greater fluency in their speech and writing. By the end of this year, students at this level can converse with te reo Māori speakers in familiar social situations and cope with some less familiar ones. They can use basic Māori language patterns instinctively. They show a willingness to experiment with new language and to read independently. They can write short passages, personal letters, and simple formal letters in te reo Māori. Students are increasingly confident in using a range of strategies for learning te reo Māori and for communicating with others in predominantly Māori social contexts.

Prerequisites: Year 10 te reo Māori or equivalent. Te reo Māori at NCEA Level 1 is open to students from Years 11, 12 or 13 with the approval of the Head of Faculty.

Leads to Level 2 te reo Māori.

LEVEL 2

The Year 12 course reinforces the oral and written skills established in Year 11 and strengthens listening and reading. At the end of Level 2 students can take part in general conversation with speakers of te reo Māori, understand most of what is said, and contribute relevant comments. They can explain and discuss many of their own ideas and opinions and may use te reo Māori creatively. They can read a variety of authentic te reo Māori materials and write for a range of purposes. Students use a range of strategies to help them learn te reo Māori effectively, and they demonstrate a good level of fluency for a learner of te reo Māori as a second language.

Prerequisites Credits from te reo Māori Level 1 or equivalent. This Level 2 course is open to students from Years 11, 12 or 13 with the approval of the Head of Faculty.

Leads to Level 3 te reo Māori.

LEVEL 3

The final year in te reo Māori sees students build upon the foundations of Level 1 and 2. At this level students will have an appreciation of not only the language but the Māori world and tikanga. By the end of Year 13, students can take part in general conversation with speakers of te reo Māori, understand most of what is said, and contribute relevant comments. They can explain and discuss many of their own ideas and opinions and may use te reo Māori creatively. They can read a variety of authentic te reo Māori materials and write expressively for a range of purposes. Students use a range of strategies to help them learn te reo Māori effectively, and they demonstrate a high level of fluency for a learner of te reo Māori as a second language.

Prerequisites: Credits from te reo Māori Level 2 or equivalent.

Career Opportunities: The advantages of having achieved some proficiency in te reo Māori are apparent in terms of careers, education in life-skills and appreciation of our indigenous culture. Study of Māori Language offers many areas for graduates to pursue careers in: teaching, law, research, journalism, archives, property, administration, policy advice, tourism, health work and social work. Knowledge of Māori is increasingly expected and required of those seeking to study in Postgraduate courses at University.

SCHOLARSHIP LANGUAGES

This course will extend the Level 3 programme by adding depth and breadth to the student's knowledge. Extra-curricular tuition and workshops will prepare the students for the critical and analytical nature of the end-of-year examination. Candidates should demonstrate aspects of high level analysis and critical thinking, integration, synthesis and application of highly developed knowledge, skills and understanding to complex situations, logical development, precision and clarity of ideas.

Scholarship Chinese, French and Spanish have a listening, a writing, a reading and a speaking component. The listening, reading and speaking sections will be in the target language. There are two writing sections, one in the target language and one in English or te reo Māori.

Prerequisites: Preference will be given to students who have a majority of Excellence grades in their Level 2 Language course, however discretionary entry will be offered by the Head of Faculty.

Assessment: External - Three hour examination, including a writing and a speaking section.

MATHEMATICS & STATISTICS

In Mathematics and Statistics, students explore relationships in quantities, space, and data and learn to express these relationships in ways that help them to make sense of the world around them.

What is Mathematics and Statistics about?

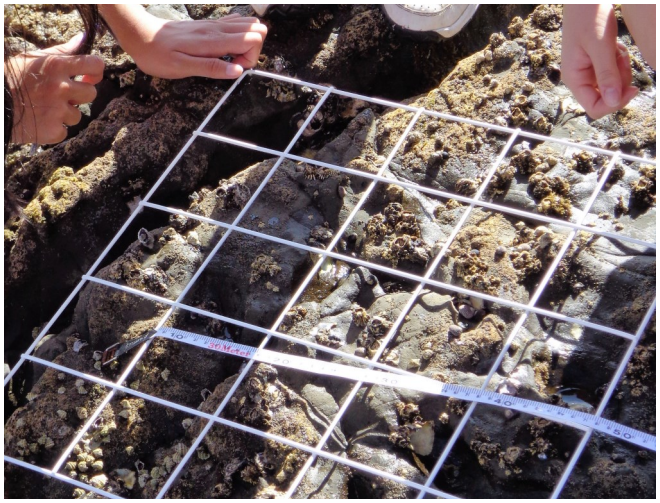
Mathematics is the exploration and use of patterns and relationships in quantities, space, and time. Statistics is the exploration and use of patterns and relationships in data. These two disciplines are related but have different ways of thinking and of solving problems. Both equip students with effective means for investigating, interpreting, explaining, and making sense of the world in which they live.

Mathematicians and Statisticians use symbols, graphs, and diagrams to help them find and communicate patterns and relationships, and they create models to represent both real-life and hypothetical situations. These situations are drawn from a wide range of social, cultural, scientific, technological, health, environmental, and economic contexts.

Why study Mathematics and Statistics?

By studying Mathematics and Statistics, students develop the ability to think creatively, critically, strategically, and logically. They learn to structure and to organise, to carry out procedures flexibly and accurately, to process and communicate information, and to enjoy intellectual challenge.

By learning Mathematics and Statistics, students develop other important thinking skills. They learn to create models and predict outcomes, to conjecture, to justify and verify, and to seek patterns and generalisations. They learn to estimate with reasonableness, calculate with precision, and understand when results are precise and when they must be interpreted with uncertainty. Mathematics and Statistics have a broad range of practical applications in everyday life, in other learning areas, and in workplaces.



YEARS 7 - 10

The new curriculum has grouped mathematics into three strands and our courses reflect these:

- Number and Algebra. This involves calculating, estimating, generalising and patterning.
- Geometry and Measurement. Properties and symmetries of shapes, as well as quantifying attributes of objects using appropriate units and instruments.
- Statistics. Collecting, analysing, using and presenting data. Investigating situations that involve elements of chance.

Students are tested prior to each topic and that prior knowledge is used to inform the teaching programme. Students are encouraged to develop the ability to think creatively, critically, strategically and logically.

LEVEL 1

Students must do one of the following two courses unless they have completed the course at Year 10. Year 10 students will be selected for NCEA Level 1 at the discretion of the Head of Faculty.

MATHEMATICS [MAT]

This course offers study of the strands of Numeric Reasoning, Algebra, Trigonometry, Statistics and Probability.

Prerequisites: A Level 1 Mathematics course is compulsory.

Leads to Level 2 Mathematics Towards Calculus or Mathematics Towards Statistics.

MATHEMATICS AND STATISTICS [MAS]

This course offers study of the strands of Numeric Reasoning, Statistics and Probability. Entry to this course is by invitation of the Head of Faculty.

Prerequisites: A Level 1 Mathematics course is compulsory.

LEVEL 2

Students may choose from one of the following courses.

MATHEMATICS TOWARDS CALCULUS [MTC]

Topics studied include algebra, calculus and trigonometry.

Prerequisites: Students need a minimum of 10 credits in NCEA Level 1., including algebra.

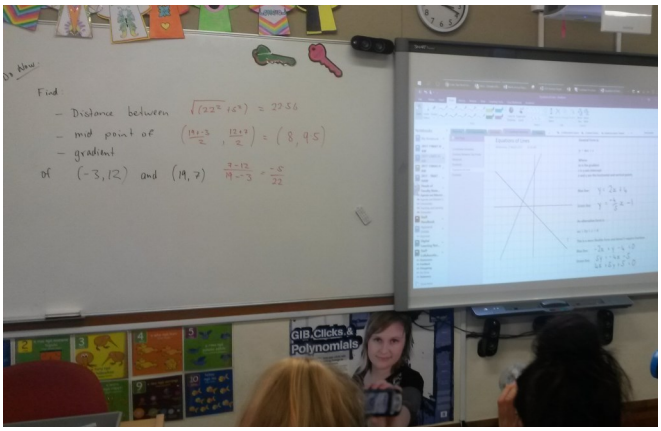
Leads to both Level 3 courses in Calculus or Statistics.

MATHEMATICS TOWARDS STATISTICS [MTS]

Topics studied include statistics, simulations, questionnaire design, experimental design and probability.

Prerequisites: Students need a minimum of 10 credits in NCEA Level 1.

Leads to Level 3 Statistics.



LEVEL 3

Students may choose up to two courses, either CLC or CLCA, or STA.

CALCULUS [CLC]

This course is made up of algebra, trigonometry and calculus.

Prerequisites: Preference will be given to students who have a minimum of 10 credits in Level 2 algebra, calculus and trigonometry. Discretionary entry will be offered by the Head of Faculty.

Career Opportunities: Actuary, operations research, mathematician, engineering, systems analyst, logistics, econometrician.

CALCULUS ADVANCED [CLCA]

Similar to the CLC course, but offers additional standards and advanced algebra to broaden knowledge and help to prepare students to succeed at scholarship level.

Prerequisites: Preference will be given to students who have a merit or excellence grades in Level 2 algebra, calculus and trigonometry. Discretionary entry will be offered by the Head of Faculty.

Career Opportunities: Actuary, operations research, mathematician, engineering, systems analyst, logistics, econometrician.

STATISTICS [STA]

The course extends the development of statistical methods to find, use and assess appropriate statistical models, to make inferences about populations and to investigate situations that involve elements of chance.

Prerequisites: Preference will be given to students who have a minimum of 10 credits in Level 2. Discretionary entry will be offered by the Head of Faculty.

Career Opportunities: Market research, policy analyst, medical research, quality control, genetics research. This is foundational for many university courses.

CALCULUS

This course will extend the Level 3 Calculus programme by adding depth and breadth to the student's knowledge. Scholarship students are expected to demonstrate high level critical thinking, abstraction and generalisation, and to integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations. Extra assistance will be provided in after school tutorials.

Prerequisites: Preference will be given to students who have a majority of Excellence grades at Level 2 Mathematics but discretionary entry will be offered by the Head of Faculty.

Assessment: External - Three hour written examination.

STATISTICS

This course will extend the Level 3 Statistics programme by adding depth and breadth to the student's knowledge. Scholarship students are expected to demonstrate high level critical thinking, abstraction and generalisation, and to integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations. Extra assistance will be provided in after-school tutorials.

Prerequisites: Preference will be given to students who have majority of Excellence grades at Level 2 Mathematics but discretionary entry will be offered by the Head of Faculty.

Assessment: External - Three hour written examination.

RELIGIOUS EDUCATION

Religious Education is a compulsory course at all levels. In Religious Education, the academic content is chosen to complement the religious socialisation process of the college community, which is concerned with awakening and nurturing faith and with relating the faith journey to the present day world.

As well as the academic aspect of the course, students go on a retreat and participate in a class or year level Eucharist. Religious Education includes units of work which complement the Health Education Programme. A dedicated Justice, Peace and Integrity of Creation Programme runs alongside Religious Education at all levels.

YEAR 7 - 10

The topics in the Year 7 programme are:

- Welcome to Baradene
- The Eucharist and the Church's year
- Life and time of Jesus
- Inspiring men and women in the Catholic Church
- Creation and co-creation
- World faith focus: Hinduism

The Year 7 course leads on to Year 8 Religious Education which includes:

- Discovering our identity
- Journey stories from scripture
- Sacraments of Initiation
- Recognising signs of God
- World faith focus: Judaism

The Year 8 course leads on to Year 9 Religious Education which includes:

- The Church's Story - The Beginnings
- Beginnings of the Church in Aotearoa
- Teachings of Jesus
- Meaning and significance of the Eucharist
- Expressions of Catholic Life
- World faith focus: Islam

Year 9 course leads to Year 10 Religious Education which includes:

- The Alumnae Cup
- The Church's Story - The Middle Ages
- Sinfulness and reconciliation
- Catholic Ethical Principles
- Personal development and well-being
- World faith focus: Buddhism

LEVEL 1

The course covers:

- The Church's Story: The modern age
- Understanding the Gospel Story
- Social Awareness Programme
- Ethics Loss, Death and Grief

Leads to Level 2 Religious Education

LEVEL 2

The course covers:

- Scripture: Jesus the Christ
- World Religions
- Justice and Peace

Leads to Level 3 Religious Education

LEVEL 3

The course covers:

- Contemporary Ethical Issues
- Sects, Cults and New Religious Movements
- Finding Meaning

Career Opportunities: Ethicist, lawyer, teacher, journalist, psychologist, international aid worker, conservationist.

Scholarship

Scholarship RE will be available from 2020

SCIENCE

In Science, students explore the nature of science through contexts derived from the physical world, the biological world, the material world and planet earth and beyond. In doing so they are given opportunities to develop an understanding of science, so that they can participate as critical, informed and responsible citizens, in a world where science plays a significant role.

What is Science about?

Science is a way of investigating, understanding and explaining the natural world and wider universe. It involves generating and testing ideas, gathering evidence - by making observations, carrying out investigations, modelling, and communicating and debating with others - in order to develop scientific knowledge, understanding, and explanations. Scientific progress comes from logical, systematic work and from creative insight, built on a foundation of respect for evidence. Different cultures and periods of history have contributed to the development of science.

Why study Science?

Science is able to inform problem solving and decision making in many areas of life. Many of the major challenges and opportunities that confront our world need to be approached from a scientific perspective, taking into account social and ethical considerations.

By studying science, students:

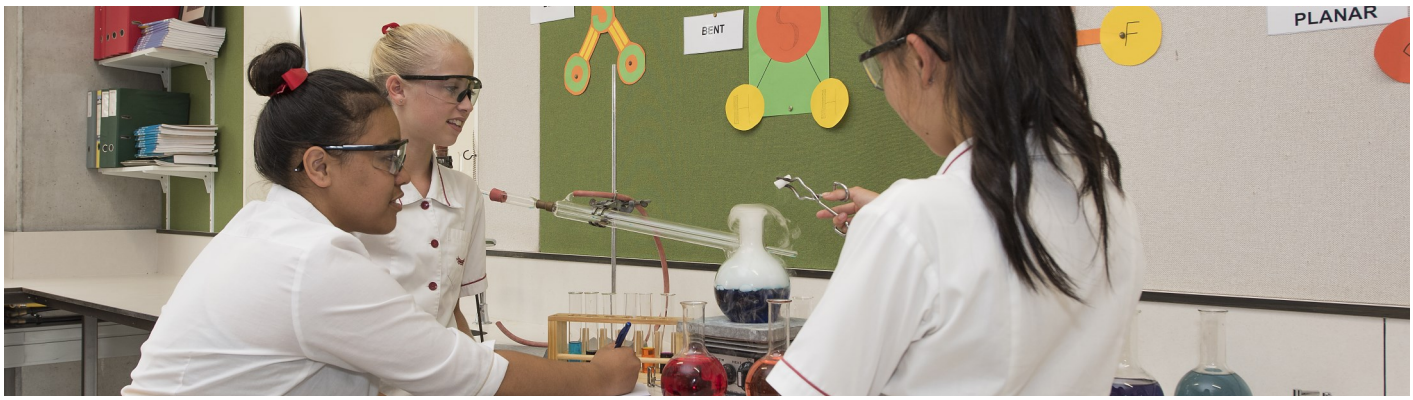
- develop an understanding of the world, built on current scientific theories;
- learn that science involves particular processes and ways of developing and organising knowledge and that these continue to evolve;
- use their current scientific knowledge and skills for problem solving and developing further knowledge;
- use scientific knowledge and skills to make informed decisions about the communication, application, and implications of science as these relate to their own lives and cultures and to the sustainability of the environment;
- use language, symbols, mathematics and graphical representation.

YEARS 7 - 10

In Year 7 and 8 students will explore Biology, Chemistry, Physics and Astronomy to develop an understanding of the scientific concepts involved, the nature of science and how science explains the world around us. Students will learn how to investigate, be an effective scientific communicator and be able to make informed decisions on scientific issues.

In Year 9 students will build upon the seeds of science sown in Year 7 and 8. They will continue to investigate science with a focus on the physical, biological and material world and planet earth and beyond. Students will use microscopes to observe life at a cellular level, as well as investigating how plants and animals obtain nutrients for growth. They will explore the behaviour of light and the role of energy in our world. Students will develop understandings of the composition and properties of matter and the changes it undergoes as new materials are made.

In Year 10, the students will further develop their understanding and application of science, in preparation for NCEA in Year 11. Students will then examine how variation arises, through the role of genes and they will investigate inheritance. In doing so, they will develop an understanding of basic genetics, which is studied in Biology in Year 11. Students will examine forces and their effect upon everyday life, explore motion and how to measure it. They will investigate the properties and behaviour of electricity and the reliance of humans upon it. This will prepare the students well for studying Physics in Year 11. Students will build upon their knowledge of Chemistry as well as explore the properties and behaviour of particles and the properties and uses of acids and bases and chemical reactions.



LEVEL 1

A full year Science course is compulsory in Year 11 at Baradene.

All students will choose to study:

- ONE of the Physical Science or Biological Science courses; **OR**
- the DOUBLE Science course which comprises of BOTH the SINGLE Science courses; Physical Science and Biological Science.

SINGLE SCIENCE COURSE

This comprises of either Physical Science OR Biological Science:

PHYSICAL SCIENCE (Physics & Chemistry)

This course is designed to cover the major aspects of PHYSICS and CHEMISTRY and enables students to develop the knowledge and skills that are needed for success in NCEA Level 2 Physics and Chemistry.

In the Physics aspect of this course students will study forces and motion and magnetism and electricity. In the Chemistry aspect of this course students will explore the structure, properties, and reactions of elements and compounds. Students will also study qualitative analysis and use techniques to identify unknown solutions.

This course is intended for those students who wish to study NCEA Level 2 Physics and it is highly recommended for those wishing to take NCEA Level 2 Chemistry. Students who take this course as a SINGLE option may still study Level 2 Biology, without having studied Level 1 Biology, although it is beneficial to have studied Level 1 Biology.

BIOLOGICAL SCIENCE (Biology & Chemistry)

This course is designed to cover key aspects of BIOLOGY and CHEMISTRY. It enables students to develop the knowledge and skills needed to embark on Level 2 Biology and Chemistry.

In the Biology aspect of this course, students will study aspects of genetics and patterns of inheritance and explore micro-organisms and their effects. They will also perform an investigation in a scientific context. In the Chemistry units, students will study atomic structure and bonding of substances, and how materials behave. They will explore the acid-base nature of chemicals and investigate how the rate of chemical reactions can be controlled.

This course is intended for those students who wish to study Level 2 Biology and/or Level 2 Chemistry but it not suitable for those wishing to study Level 2 Physics.

DOUBLE SCIENCE COURSE

This comprises of BOTH the Physical Science AND Biological Science options. This extension course provides the depth of knowledge and skills for students intending to study Level 2 Biology, Chemistry and Physics.

Students are advised to follow this pathway if they have a strong interest in science and are intending to study more than one of the Level 2 sciences; Chemistry, Physics and Biology with a view to a career in the sciences.

Students should be aware of the requirements for entry into the Level 2 Chemistry and Physics courses when selecting Level 1 courses.

BIOLOGY

LEVEL 2

Biology develops an understanding of the Living World. Students study plant and animal relationships through ecology, explore details of the cell, the structure of animals and plants, and genetics and evolution. Internal assessment involves practical work and a field trip. External assessment is through examination.

Students intending to follow a science career with a focus on Biology are advised to also study Level 2 Chemistry. Many biological courses at tertiary level require knowledge of Level 2 Chemistry.

Leads to Level 3 Biology, Level 3 Physical Education and Level 3 Chemistry.

LEVEL 3

Biology at this level introduces students to the new world that is opening up in this subject. It explores DNA and how it works, the new techniques associated with DNA fingerprinting and genetically modified organisms. Other areas studied include plant and animal behaviour, homeostasis and human evolution. Field trips and practical work are part of the course.

Students taking Level 3 Biology and intending to follow a science career should also take another science. Many biological courses at tertiary level require knowledge of Level 2 Chemistry and above and so students are advised to continue on to Level 3 Chemistry or study Level 2 Chemistry if they have not already done so.

Prerequisites: Preference will be given to students with a minimum of 14 credits in NCEA Level 2 Biology or at least 15 credits in NCEA Level 2 Chemistry. Discretionary entry will be offered by Head of Faculty.

SCHOLARSHIP

This course will extend the Level 3 Biology programme by adding depth and breadth to the student's knowledge. Extra -curricular tuition and workshops will prepare the students for the critical and analytical nature of the end-of-year examination. Scholarship students are expected to use knowledge of biology to demonstrate high level critical thinking by analysing and integrating biological information in a range of biological contexts.

Prerequisites: Preference will be given to students who have a majority of Excellence grades at Level 2 Biology, however discretionary entry will be offered by the Head of Faculty.

Assessment: External - Three hour written examination.

CHEMISTRY

LEVEL 2

This course builds upon the knowledge and understanding of the chemistry developed in Level 1 Science, through both practical and theoretical application of the subject. The course covers various types of chemical reactions with an emphasis on the relevance of chemistry to everyday life and technology. Students will develop their scientific skills, challenge their thinking skills and become more effective scientific communicators.

The course is designed to prepare students for Level 3 Chemistry and is a pre-requisite for many science based careers e.g. medicine, pharmacy, physiotherapy, dentistry, engineering, dietetics, nutrition, food technology, health and environmental science. Students intending to follow a science career should take Chemistry, Mathematics and either Physics and/or Biology.

Prerequisites: Preference will be given to students with a minimum of 14 credits in Level 1 Science; from 11SCP or 11SCB (including 4 external credits in a NCEA Level 1 Chemistry standard). Discretionary entry will be offered by Head of Faculty.

LEVEL 3

The course continues to build on and develop understanding of chemical concepts studied at Level 2.

Students are encouraged to further develop their thinking skills, challenge their understanding of the subject and investigate how chemistry relates to our society.

Level 3 chemistry is a pre-requisite for many science based careers e.g. medicine, pharmacy, physiotherapy, dentistry, engineering, dietetics, nutrition, food technology, health and environmental science. Students intending to follow a science career should take Chemistry, Mathematics and either Physics and/or Biology.

This course is not in conjunction with L3 Chemistry Advanced.

Prerequisites: Preference will be given to students with a minimum of 14 credits in Level 2 Chemistry and a minimum of 10 credits of Level 2 Mathematics. Discretionary entry will be offered by Head of Faculty.

LEVEL 3 - CHEMISTRY ADVANCED

The course is **HIGHLY RECOMMENDED** for students wishing to study Health Sciences, Engineering, Medicine, Dentistry, Veterinary Science or Chemistry at University. It offers one internally assessed achievement standard and three externally assessed achievement standards.

Students are encouraged to further develop their thinking skills, challenge their understanding of the subject and investigate how chemistry relates to our society.

Students intending to follow a science career should take Chemistry, Mathematics and either Physics and/or Biology.

Prerequisites: Entry will be limited to students with a minimum of 18 credits in Level 2 Chemistry and a minimum of 14 credits of Level 2 Mathematics. Discretionary entry will be offered by the Head of Faculty.

SCHOLARSHIP

This course will extend the Level 3 Chemistry programme by adding depth and breadth to the student's knowledge. Extra-curricular tuition and workshops will prepare the students for the critical and analytical nature of the end-of-year examination. Scholarship students are expected to use knowledge of chemistry to demonstrate the ability to integrate and apply chemical principles and skills to a wide range of situations, to analyse problems from a chemical perspective and present coherent and well-reasoned answers.

Prerequisites: Preference will be given to students who have a majority of Excellence grades at Level 2 Chemistry, however discretionary entry will be offered by the Head of Faculty.

Assessment: External - Three hour written examination.

PHYSICS

LEVEL 2

This course builds upon the understanding of Physics developed in Level 1 Science.

Topics that are externally assessed include: mechanics - the study of motion, force and energy; electricity and magnetism - DC circuits, generation and magnetism.

Internal assessments are based on a research assignment relating to a physics context and a physics investigation, involving practical skills in measurement and graphing to establish mathematical relationships.

Prerequisites: Preference will be given to students with a minimum of 8 credits in NCEA Level 1 Physics from external examinations. Discretionary entry will be offered by Head of Faculty.

Leads to Level 3 Physics. This course is essential for students interested in a career in engineering or architecture and is highly recommended for medical sciences. Students intending to follow a science career should also take Chemistry, as this is difficult to pick up at tertiary level.

LEVEL 3

The course continues to build on the knowledge and understanding of level 2 physics. Internal and external assessment will be selected from the following:

- Waves - superposition, interference, diffraction and Doppler Effect.
- Mechanics - momentum in 2 dimensions, circular motion and gravity, rotational motion, SHM
- Electrical Systems - DC circuits, capacitors, inductors, AC circuits.
- Atomic and nuclear physics - photoelectric effect, atomic spectra, nuclear equations.
- Practical investigation - uncertainties in measurement and graphical analysis of data

Prerequisites: Preference will be given to students with a minimum of 14 credits in Level 2 Physics and a minimum of 10 credits in Level 2 Mathematics. Discretionary entry will be offered by Head of Faculty.

Career Opportunities: This course is essential for students interested in a career in engineering and architecture, but is also useful for optometry, medical sciences, electronics & engineering.

SCHOLARSHIP

This course will extend the Level 3 Physics programme by adding depth and breadth to the student's knowledge. Extra -curricular tuition and workshops will prepare the students for the critical and analytical nature of the end-of-year examination. Scholarship students are expected to use their knowledge of physics to extract relevant information from physical situations in order to solve complex problems and give clear explanations or analyses.

Prerequisites: Preference will be given to students who have a majority of Excellence grades at Level 2 Physics, however discretionary entry will be offered by the Head of Faculty.

Assessment: External - Three hour written examination.

SOCIAL SCIENCES

In the Social Sciences, students explore how societies work and how they themselves can participate and take action as critical, informed, and responsible citizens.

What are the Social Sciences about?

The Social Sciences learning area is about how societies work and how people can participate as critical, active, informed, and responsible citizens. Contexts are drawn from the past, present, and future and from places within and beyond New Zealand.

Why study the Social Sciences?

Through the Social Sciences, students develop the knowledge and skills to enable them to: better understand, participate in, and contribute to the local, national, and global communities in which they live and work; engage critically with societal issues; and evaluate the sustainability of alternative social, economic, political, and environmental practices.

Students explore the unique bicultural nature of New Zealand society that derives from the Treaty of Waitangi. They learn about people, places, cultures, histories, and the economic world, within and beyond New Zealand. They develop understandings about how societies are organised and function and how the ways in which people and communities respond are shaped by different perspectives, values, and viewpoints. As they explore how others see themselves, students clarify their own identities in relation to their particular heritages and contexts.

SOCIAL STUDIES: YEARS 7 - 10

Social Studies at Years 7-10 focuses on looking at society and human activity in the contexts of social control, social change, continuity and contemporary issues. Students develop a knowledge and understanding of the diverse and dynamic nature of society and how interactions occur among cultures, societies and environments. They develop and apply skills as they investigate society, explore issues, make decisions and work co-operatively.

Four topics are studied at each year level. This includes current issues at all levels.

- Year 7: Current issues; Ancient Civilisations; Law and Order; Ceremonies and Traditions.
- Year 8: Current issues; Explorers and Conquerors; The Pacific; Disasters.
- Year 9: Current issues; Cultures Together; Systems of Government; Polynesian Voyages.
- Year 10: Current issues; Human Rights; Changing Views on the Treaty; Climate and Sustainability.

CLASSICAL STUDIES

LEVEL 2

Classical Studies is the study of people, places and events of the classical world and how they influence the modern world. Classical Studies is an interdisciplinary subject: students engage with literature, languages, art, history, science, technology, religion, and philosophy. Students explore community, cultural identity, values and perspectives and think critically about human behaviour and relationships to appreciate the civilisation of ancient Greece and Rome, understand the past and the present and to imagine possible futures. The course includes an introduction to the classical world, Greek literature, public art and architecture and the discovery of Pompeii.

Prerequisites: The course may be started at Level 2. At least 12 credits at Level 1 English or History is an advantage.

Leads to Level 3 Classical Studies.

LEVEL 3

This course develops and extends ideas and values of the classical world with both a Roman and Greek focus. Students will examine the complexity and diversity of social, political, artistic, and ideological aspects of the classical world and how these aspects influenced the lives of Romans living in those times. They will also understand how and why ideas and values of the classical world have influenced other cultures, including New Zealand, over time. The course includes Alexander the Great as a significant and historical figure, Virgil's Aeneid and Roman Art and Architecture.

Prerequisites: The course may be started at Level 3. At least 12 credits at Level 2 Classical Studies or English or History or History of Art is an advantage.

Career Opportunities: Archaeology/art conservation, architecture, law, theatre, politics, the media, diplomatic service, teaching.

CLASSICAL STUDIES SCHOLARSHIP

This course will extend the Level 3 Classical Studies programme by adding depth and breadth to the students' knowledge. Extra tuition and workshops will prepare the students for the critical and analytical nature of the end-of-year examination.

Prerequisites: Preference will be given to students who have a majority of Excellence grades at Level 2 Classical Studies and/or History and/or English. However, discretionary entry will be offered by the Head of Faculty.

Assessment: External - Three hour written examination.

GEOGRAPHY

LEVEL 1

Geography students are better able to make sense of a complex and changing world and their place in it. In Level 1 Geography students will study extreme natural events such as tsunamis, earthquakes, and volcanic eruptions; resource use in possible contexts such as the coffee trade; key geographic issues such as homelessness in Auckland; and geographic skills and concepts. Focus is placed on natural and cultural environments; learning to think spatially and critically; and completing geographic research. Students will complete field work to gather primary research on issues facing Auckland. Attendance on this day trip is mandatory.

Leads to Level 2 Geography OR Level 2 Travel and Tourism.

LEVEL 2

In Level 2 Geography students build on and expand on skills and conceptual understandings from the previous year. Students study in detail the patterns and processes operating in the Tongariro volcanic environment. They also study differences in development with a focus on Tanzania and the global pattern of malaria as a disease. Field work is an integral part of Geography and students will go to Tongariro National Park to conduct field work in a large volcanic natural environment. Attendance on this 3 day field trip is mandatory.

Prerequisites: 12 credits in Level 1 Geography OR subject approval.

Leads to Level 3 Geography.

LEVEL 3

In Level 3 Geography students are challenged to think critically about interacting natural and cultural processes that form and shape the earth and its people. There is a compulsory field trip to Muriwai Beach. Emphasis is placed on self-directed study in preparation for tertiary education. Students study coastal geomorphology, tourism development, the planning and decision making of a significant event, and contemporary geographic issues such as human trafficking. Students will complete field work at locations such as Muriwai beach. Attendance on all curriculum-based trips is mandatory.

Prerequisites: 12 credits in Level 2 Geography OR subject approval.

Career Opportunities: Law, journalism, diplomatic service, teaching, research assistant, advisory officer, policy analyst and advisor, managerial roles, emergency management, town/urban planner, environmental scientist, environmental management, social work, conservation, geospatial science/analysis, tourism, human resources, event management, politician.

GEOGRAPHY SCHOLARSHIP

The Level 3 Geography programme extends the student's knowledge by adding depth and breadth. Extra tuition and workshops will prepare the students for the critical and analytical nature of the end-of-year examination. Students will demonstrate wide knowledge and wide reading and an appreciation of aspects of global and national issues. Students will respond critically to texts from different sources and use skills of critical thinking, abstraction and evaluation.

Prerequisites: Preference will be given to students who have a majority of Excellence grades at Level 2 Geography. However, discretionary entry will be offered by the Head of Faculty.

Assessment: External - Three hour written examination.

HISTORY

LEVEL 1

History is the study of people, places and events in the past, and how this has changed over time. History looks at the different perspectives people have about events. In Level 1, the History programme looks at the causes and consequences of the 9.11 terrorist attack on the USA.

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HISTORY LEVEL 1 - continued

The course explores the wider issues around the historical event and its impact on New Zealand. Black Civil Rights in the USA is a topic that explores how racism has impacted on society and how people have worked towards making a fairer and more equal society.

Leads to Level 2 History.

LEVEL 2

Students continue to develop skills in finding and presenting information, deciding what is relevant, structuring an essay and distinguishing facts from opinions. The Level 2 course looks at topics that deal with 'historical forces' such as Colonialism, Nationalism, Imperialism, and Feminism.

Prerequisites: This subject may be started at Level 2 without having done the Level 1 History course. However, a minimum of 12 credits at Level 1 History is an advantage.

Leads to Level 3 History.

LEVEL 3

Level 3 History looks at the events and issues that led to a social awareness which impelled individuals and groups to take action. These events have helped shape our place in the modern world. Students will cover a range of topics which explore how 'trends and patterns' are shaped over time, as well as case studies on historical significance.

Prerequisites: History can be taken at Level 3 without having done the Level 2 course. However, a minimum of 12 credits at Level 2 History is an advantage.

Career Opportunities: Law, journalism, diplomatic service, teaching, archivist, research assistant, advisory officer, policy analyst and advisor, managerial roles.

SCHOLARSHIP

This course will extend the Level 3 History programme by adding depth and breadth to the student's knowledge. Extra tuition and workshops will prepare the students for the critical and analytical nature of the end-of-year examination. Candidates should have good historic knowledge and a commitment to self-driven reading/learning. They must be able to respond critically to demanding texts and use skills of interpretation, analysis and evaluation, and historiography.

SCHOLARSHIP - continued

Prerequisites: Preference will be given to students with a majority of Excellence grades at Level 2 in History and/or English however, discretionary entry will be offered by the HOF.

Assessment: External - Three hour written examination.

TRAVEL & TOURISM

LEVEL 2

Students will be exposed to a wide range of skills. There is strong emphasis on practical skills such as communication, computing, mathematical calculations and tourism as a process. Students study the history and process of tourism as well as experience first hand the growing adventure tourism industry.

This course is the second year of the Introductory Certificate in Travel and Tourism. All assessment is internal.

Career Opportunities: All aspects of the travel and tourism and hospitality industry, both national and international.

LEVEL 3

This course is the third year of the Introductory Certificate in Travel and Tourism and completes the Certificate. Students will study in depth a wide variety of tourism aspects based on the Pacific Islands and Australia. All assessment is internal.

Prerequisites: This subject is for students who are continuing with their Travel and Tourism from Level 2, but it can be started in Year 13.

Career Opportunities: All aspects of the travel and tourism and hospitality industry both national and international.

Travel and Tourism courses do not count towards University Entrance requirements. Students intending to pursue university study at Auckland University must ensure that they have enough credits from the subjects on the approved list.

TECHNOLOGY

In Technology, students learn to be innovative developers of products and systems and discerning consumers who will make a difference in the world.

What is technology about?

Technology is intervention by design; the use of practical and intellectual resources to develop products and systems (technological outcomes) that expand human possibilities by addressing needs and realising opportunities. Adaptation and innovation are at the heart of technological practice. Quality outcomes result from thinking and practices that are informed, critical, and creative.

Technology makes enterprising use of its own particular knowledge and skills, together with those of other disciplines. Graphic design and other forms of visual representation offer important tools for exploration and communication.

Technology is never static. It is influenced by and, in turn, impacts on the cultural, ethical, environmental, political, and economic conditions of the day.

Why study Technology?

The aim is for students to develop a broad technological literacy that will equip them to participate in society as informed citizens and give them access to technology- related careers. They learn practical skills as they develop models, products, and systems. They also learn about technology as a field of human activity, experiencing and/or exploring historical and contemporary examples of technology from a variety of contexts.

Technology is associated with the transformation of energy, information, and materials. Technological areas could include structural, control, food, materials, ICT, biotechnology and design and visual communication. Relevant contexts can be as varied as computer design, food products, toys, garments, signage, garden art and more.

YEARS 7 - 9

Technology teaches students to identify needs and opportunities from a given issue and to use a range of skills to develop solutions within rich and varied experiences. Students will develop specific context knowledge and skills through practice in such areas as materials (hard/soft), food technology.

Both theoretical and practical applications are used to produce technological solutions.

Technology aims to help students to:

- develop and understand technological practice
- base their learning on real situations
- understand better the influences of the nature of technology and technological knowledge
- have opportunities to apply their learning and knowledge to new situations
- develop learning through modelling, reflective questioning, analysis and ongoing evaluation

YEAR 10

Students can choose to develop specific knowledge and skills in 4 Technology areas.

Separate full-year courses in Year 10 Technology consist of:

- Construction & Materials Technology [CMT]
- Food & Processing Technology [FPT]
- Coding & Digital Technologies [CDT]
- Design & Visual Communication [DVC]

LEVEL 1

CODING & DIGITAL TECHNOLOGIES [CDT]

This course aims to extend student's knowledge in the creation of digital content, including apps, websites and computer programs. Students will be encouraged to apply computational thinking towards web (HTML) and graphic (Photoshop) design. Students will gain knowledge in the following programs: Photoshop, Illustrator, Brackets and Python.

This subject can lead to tertiary studies and careers in areas such as graphic, game and web design, computer graphics and animation, computer programming, software engineering and I.T.

Leading onto Coding & Digital Technologies Level 2.

CONSTRUCTION & MATERIALS TECHNOLOGY [CMT]

This course extends the ability of students to identify needs and opportunities from a given issue or brief, and to use a wide range of skills to develop solutions.

Students will continue to use both theory and practical applications to produce technological solutions to real problems.

This course will build on prior knowledge and aims to teach product development and empower students to produce innovative and individual technological solutions.

Prerequisites: Year 10 Technology is an advantage.

DESIGN & VISUAL COMMUNICATION [DVC]

This is a newly revamped course, which is directed at developing an interest and understanding of product, spatial and graphic design. Students will be provided with opportunities to design a variety of briefs and situations including, but not limited to, architecture, interior, landscape, product, industrial and furniture design.

An understanding of modern and historical design styles will be stimulated through students' own research and critique into existing designers and their bodies of work. Students will use design elements and principles to gain a deeper understanding of design and its societal context.

Design and visual communication techniques will guide students through exploring and refining their own conceptual designs. The course will help students develop their ICT skills, whilst also providing them with the skills to present their final solutions in an effective and aesthetically pleasing way. The course will involve the use of both freehand and digital media. A range of software, such as SketchUp, Photoshop, Illustrator and InDesign will be used to create effective portfolios of design work.

Prerequisites: Year 10 DVC is an advantage.

FOOD & PROCESSING TECHNOLOGY [FPT]

This course extends the ability of students to identify needs and opportunities from a given issue or brief, and to use a wide range of skills to develop solutions.

The courses offered at Level 1 are in the following contexts:

Students will continue to use both theory and practical applications to produce technological solutions to real problems. Students study the techniques, skills, processes and methods used in the development of new products in the context of the wider food industry.

This course will build on prior knowledge and aims to teach product development and empower students to produce innovative, individual technological solutions.

Prerequisites: Year 10 Technology is an advantage.

LEVEL 2

CODING & DIGITAL TECHNOLOGIES [CDT]

This course aims to extend student's knowledge within our digitally driven world. Students will use HTML, CSS and other languages to plan, design and implement functioning websites for an existing or virtual stakeholder. They will use feedback to drive the development of their concept towards a final outcome. Students will gain a deeper understanding of networks, the web, digital content creation and how these technologies impact society.

This subject can lead to tertiary studies and careers in areas such as graphic, game and web design, computer graphics and animation, computer programming, software engineering and I.T.

Leading onto Coding & Digital Technologies Level 3.

CONSTRUCTION & MATERIALS TECHNOLOGY [CMT]

This course extends the ability of students to identify needs and opportunities from a given issue or brief, and to use a wide range of skills to develop solutions.

Students will continue to use both theory and practical applications to produce technological solutions to real problems, while considering the social and environmental impact of design.

This course will build on prior knowledge and aims to teach product development and empower students to produce innovative and sustainable individual technological solutions.

Prerequisites: Year 10 Technology is an advantage.

DESIGN & VISUAL COMMUNICATION [DVC]

This is a newly revamped course, which is directed at developing an interest and understanding of both product, spatial and graphic design. Students will be provided with opportunities to design a variety of briefs and situations including, but not limited to, architecture, interior, landscape, product, industrial and furniture design.

An understanding of modern and historical design styles will be stimulated through students' own research and critique into existing designers and their bodies of work. Students will use design elements and principles to gain a deeper understanding of design and its societal context.

Design and visual communication techniques will guide students through exploring and refining their own conceptual designs. The course will help students develop their ICT skills, whilst also providing them with the skills to present their final solutions in an effective and aesthetically pleasing way. The course will involve the use of both freehand and digital media. A range of software, such as SketchUp, Photoshop, Illustrator and InDesign will be used to create effective portfolios of design work.

Prerequisites: Year 10 DVC is an advantage.

FOOD & PROCESSING TECHNOLOGY [FPT]

This course extends the ability of students to identify needs and opportunities from a given issue or brief.

Students will use both theory and practical applications to produce technological solutions to real problems. Students will have opportunities to work with experts in the Food Technology field to produce new and specialised products.

They will develop a prototype that reflects their ability to master specific practical techniques, meet the specifications of a brief and demonstrate understanding of the functional properties of ingredients.

This course will build on prior knowledge and aims to teach product development and empower students to produce innovative, individual technological solutions.

Prerequisites: Year 10 as a minimum.

LEVEL 3

CODING & DIGITAL TECHNOLOGIES [CDT]

The new Digital Technologies Achievement standards are academically challenging, covering a range of topics that are important for producing fast, reliable, secure, large scale and easy-to-use software systems. Topics include web or game design, databases, user interface (UI) design, user experience (UX), digital media and more. Students would be expected to apply computational thinking towards a range of real-world situations for existing and/or future systems.

This subject can lead to tertiary studies and careers in areas such as graphic, game and web design, computer graphics and animation, computer programming, software engineering and I.T.

DESIGN & VISUAL COMMUNICATION [DVC]

This course encompasses product, spatial and graphic design. Students will be provided with opportunities to design a variety of briefs and situations including, but not limited to, architecture, interior, landscape, product, industrial and furniture design. Students will have the opportunity to refine their areas of interest or study a broad range of design fields.

A deeper understanding of modern and historical design styles will be encouraged through students' own research and critique, using design language, into design eras and movements.

Students will be working with a live client on a brief of their own design, to develop a range of strategies to solve the design problem.

Prerequisites: Year 10, Level 1 and Level 2 DVC is an advantage.

CONSTRUCTION & MATERIALS TECHNOLOGY [CMT]

This course extends the ability of students to identify needs and opportunities from a given issue or brief, and to use a wide range of skills to develop solutions, while considering the wider context including social, environmental, cultural, political and ethical aspects.

Students will continue to use both theory and practical applications to produce technological solutions to real problems. They will work with an authentic client in a real-world situation.

This course will build on prior knowledge and aims to teach product development and empower students to produce innovative, sustainable and individual technological solutions.

Prerequisites: Students need to have succeeded in Level 1 Technology achievement standards.

FOOD & PROCESSING TECHNOLOGY [FPT]

This course extends the ability of students to work independently to find innovative solutions to a given issue or brief.

Students will use both theory and practical applications to produce technological solutions to real problems. They will work with and build a relationship with an authentic client. Students will have opportunities to work with experts in the Food Technology field to produce new and specialised products, while considering social, environmental, cultural, political and ethical aspects. Students will investigate the work of food innovators, and explore how food trends, changing eating habits, sustainability practices and consumerism influence the development of new food products.

They will develop a prototype that reflects their ability to master specific complex practical techniques, meet the specifications of a brief and demonstrate understanding of the functional properties of ingredients.

This course will build on prior knowledge and aims to teach product development and empower students to produce innovative, individual technological solutions.

DESIGN & VISUAL COMMUNICATION [DVC]

Students are eligible to sit scholarship in DVC. Students will be required to demonstrate a high level of synthesis, integration and critical reflection across a range of experiences, relating to their major project in several areas.

Throughout the year students will be invited to attend a series of extra group critiques and seminars to help expand and push their level 3 portfolio further.

TECHNOLOGY SCHOLARSHIP - IN THE SUBJECTS BELOW

- **CONSTRUCTION AND MATERIALS TECHNOLOGY (CMT)**
- **FOOD AND PROCESSING TECHNOLOGY (FPT)**
- **CODING AND DIGITAL TECHNOLOGIES (CDT)**

Students, in these subjects, are eligible to sit scholarship in Technology. Students will be required to demonstrate a high level of synthesis, integration and critical reflection on a range of technological experiences, relating to their major project(s) in one of the areas; CMT, FPT and CDT.

Students must write a reflective report based on their experiences in developing a technological outcome. This will be based on their Level 3 work in the subject area.

THE ARTS

In the Arts, students explore, refine, and communicate ideas as they connect thinking, imagination, senses, and feelings to create works and respond to the works of others.

What are the Arts about?

The Arts are powerful forms of expression that recognise, value, and contribute to the unique bicultural and multicultural character of Aotearoa New Zealand, enriching the lives of all New Zealanders. The arts have their own distinct languages that use both verbal and non-verbal conventions, mediated by selected processes and technologies. Through movement, sound, and image, the performing arts transform people's creative ideas into expressive works that communicate layered meanings.

Why study the Arts?

Arts education explores, challenges, affirms, and celebrates unique artistic expressions of self, community, and culture. It embraces te reo Māori, valuing the forms and practices of customary and contemporary Māori performing, musical, and visual arts.

Learning in, through, and about the arts stimulates creative action and response by engaging and connecting thinking, imagination, senses, and feelings. By participating in the arts, students' personal well-being is enhanced. As students express and interpret ideas within creative, aesthetic, and technological frameworks, their confidence to take risks is increased. Specialist studies enable students to contribute their vision, abilities, and energies to arts initiatives and creative industries.

In the arts, students learn to work both independently and collaboratively to construct meanings, produce works, and respond to and value others' contributions. They learn to use imagination to engage with unexpected outcomes and to explore multiple solutions.

Arts education values young children's experiences and builds on these with increasing sophistication and complexity as their knowledge and skills develop. Through the use of creative and intuitive thought and action, learners in the arts are able to view their world from new perspectives. Through the development of arts literacies, students, as creators, presenters, viewers, and listeners, are able to participate in, interpret, value, and enjoy the arts throughout their lives.

PERFORMING ARTS

YEARS 7 - 10

Performing Arts at Years 7-10 includes Dance, Drama, Music and Media Studies. Students are encouraged to express their ideas, emotions and creativity through the creation and performance of Dance, Drama, Music and Media Studies.

- In Dance, topics cover creating your own choreography, exploring different genres of dance, building general knowledge of choreographic theory, as well as live appreciation of dance and performance. The emphasis is on practical work and developing the skills to perform with confidence and originality.
- In Drama topics cover history of the theatre, creating your own plays and working from scripts. The emphasis is on practical work, building confidence and initiating the skills necessary to perform for an audience.
- In Music students build up their general knowledge of music and theory notation, aural listening, history of music, film music, research and performance.
- In Media Studies students will cover topics ranging from media genre, creating and filming your own short film and our relationship with media and social media.

DANCE

LEVEL 1

Much of the work at this level is practical and includes stylistic skills, dance creation and appreciation. Students will experiment with choreographic devices and structures in dance, working in a range of pairs and small groups to compose dance sequences. Students will have opportunities to extend their repertoire by learning new dance styles for a larger group ensemble piece. They are expected to reflect on work done and record their process. Students will also study and demonstrate understanding of a live dance performance.

Prerequisites: Preference will be given to students who have taken Dance in Year 10 or who have had experience in Dance outside the school.

Leads to Level 2 Dance.

LEVEL 2

Much of the work at this level is practical and includes both dance creation and appreciation. The focus is on developing choreographic composition skills, extending movement vocabulary and the conventions associated with a specific dance genre. Students will create a repertoire of dance in a specialised genre for performance. They work in a mix of groups, duet and solo constructions. They are expected to analyse choreographic processes, reflect on work done and record their process. Students need to provide an interpretation of a dance performance for the external exam.

Prerequisites: Preference will be given to students who have taken Dance in Year 11 or who have had experience in Dance outside the school.

LEVEL 3

Much of the work at this level is practical and includes both dance creation and appreciation. The focus is on a major choreography, in which students are responsible for all aspects of technical production towards staging a dance performance. Students will explore and experiment with more abstract ideas in movement – considering selection, organisation, design and execution of their concepts. Students will study, analyse and interpret a live dance performance, as they become critical and evaluative dance artists. There will be a focus on New Zealand choreographers in our internal and external work.

Prerequisites: Preference will be given to students who have taken Dance in Year 12 or who have had experience in Dance outside the school.

Career Opportunities: Professional dancer, choreographer or stage artist, teaching, advertising, media work.

SCHOLARSHIP DANCE

This is a practical performance-based assessment submitted as a portfolio of recorded dance and supporting evidence in visual and written form justifying performance choices. The submission is individual and includes an original choreography by the student and examples of the dancer in performance.

Prerequisites: Preference to students performing well in Level 3 Dance with discretionary entrance from Head of Dance.

DRAMA

LEVEL 1

Much of the work at this level is practical and includes both individual and group work. Students experiment with techniques and conventions in drama, in both improvised scenes and scripted work. Students study Commedia Dell Arte and perform in this style. They are expected to reflect on work done and record their process. Students need to research and perform a given genre and perform acting and technical roles in dramatic production.

Prerequisites: Preference will be given to students who have taken Drama in Year 9 and/or 10 or who have had experience in Drama outside the classroom setting. Discretionary entrance will be offered by the Head of Drama.

LEVEL 2

Students are involved in a considerable amount of practical work to develop skills. Most of this is group work. Students develop techniques and experiment with conventions through devised work and scripted work. They need to record analyses of live productions viewed both in and out of class. Students are expected to perform substantial acting and production roles and show depth of understanding of the drama process.

Prerequisites: Preference will be given to students with a minimum of 12 credits in Drama at Level 1. Consideration will be given to students who have had experience in Drama outside the classroom setting. Discretionary entry will be offered by the Head of Drama.

Leads to Level 3 Drama.

LEVEL 3

Students devise, script and perform dramatic pieces. They research and analyse texts of a specific form or period and perform directing or production roles for the One Act Play Festival. They are expected to analyse, apply and reflect critically on dramatic processes.

Prerequisites: Preference will be given to students with a minimum 12 credits in Drama at Level 2 and students who have had experience in Drama outside the classroom setting. Discretionary entry will be given by the Head of Drama.

Career Opportunities: Producer (film/TV/radio), actor, scriptwriter, teaching, radio/TV journalist, advertising, public relations.

SCHOLARSHIP

This is a practical performance examination. Students are expected to present prepared performances, and to perform an impromptu drama. They need to be able to reference one of the following drama practitioners in their work, through the performance and in a spoken introduction: Stanislavski, Brecht or Artaud. This is individual work with teacher guidance through workshops.

Prerequisites: Preference will be given to students who are performing well at Level 3 Drama. Discretionary entrance will be offered by the Head of Faculty.

MEDIA STUDIES

Year 10

In Year 10 Media Studies we will introduce students to the foundational skills in this subject. The course sets the students up well for further study in the area and will start a pathway through to Scholarship Media Studies. The programme will cover the key areas of media studies so students will be studying film genre, the role of media in society, media industries as well as designing, writing, filming and editing their own short films.

Media Studies leads to a range of career opportunities such as: broadcast journalism in television, radio, or newspapers; film production; marketing and advertising; public relations; computer generated image design; webpage design; software development for the video game industry or Internet companies; photography; and animation. Media studies at Baradene is a well-equipped and well-supported subject area. The school recognises the importance of media literacy in the social media world that the students inhabit. We have been through significant growth and now have 4-5 senior classes every year from Y11- Y13. We also have a busy and successful Scholarship program available to Y12 & Y13 students.

LEVEL 1

The media is a powerful force in all our lives. Media literacy is vital for learners in the 21st century. Media Studies aims to produce media literate students by exploring how media products are constructed and used by audiences and producers. Students will gain knowledge, skills, and experience by exploring a variety of media and media platforms, including social networks, film and the news. Students have the opportunity to gain practical experience by creating their own media production in groups.

Prerequisites: This course is open to all students at Year 11.

Leads to Level 2 Media Studies.

LEVEL 2

This course will build on the foundations laid in Level 1 Media Studies. Students will gain further knowledge, skills and experience by examining different media forms and new media concepts across a range of media texts. The practical component of this course will challenge the students to make a product with complexity that will extend their skills to a proficient level.

Prerequisites: Min 15 credits in Level 1 Media Studies. In special cases, entrance to this course will be at the discretion of the HOF

Leads to Level 3 Media Studies

LEVEL 3

Description

This course will build on the foundations laid in Level 1 and 2 Media Studies. Students will gain knowledge, skills and experience by critically analysing media contexts and issues and how meanings are created in media forms. Students will apply their understanding of media forms and technology through a significant media production.

Scholarship is offered in Media Studies.

Prerequisites: Minimum 15 credits in Level 2 Media Studies. In special cases, entrance to this course will be at the discretion of the HOF.

Career Opportunities: Director (film/television/video), television presenter, film editor, producer, communication manager, journalist, marketing, advertising, publishing, press secretary, communications officer, public relations.

SCHOLARSHIP

This course adds depth and breadth to the subject knowledge gained across all levels of Media Studies. Extra-curricular tuition and workshops will prepare the students for the higher-level critical thinking and organisation/ presentation abilities required for this examination. Candidates will be expected to demonstrate wide and/or close reading and a personal perceptive understanding of various media/ media industry with reference to specific media texts and other relevant evidence. This is a written essay style examination.

Prerequisites: Preference will be given to students with a majority of Excellence grades at Level 2 and 3 Media Studies but discretionary entrance will be offered by the Head of Faculty.

MUSIC

YEAR 7 & 8

Students will learn a string, wind or brass instrument over the course of the year, to build an understanding of music theory through practical application. The classes are taught once a week with specialist music tutors providing individual and small group support, and a classroom teacher leading ensemble lessons.

YEAR 9 & 10

Students build up their general knowledge of music through a range of practical, aural and written tasks. Students will also learn to use music notation and recording software to create their own composition. Students are encouraged to be involved in a music group in the school.

LEVEL 1

This course is a practical course designed to cater for those who enjoy practical music-making (playing an instrument or singing in any style), as well as composition and will further extend their musical knowledge. The course will provide students with skills in performance, composition, score reading, research and music technology. Students are expected to be involved in a music group in the school.

Prerequisites: Students taking this course should have received tuition on a musical instrument for at least 2 years and still be having music lessons from an experienced music teacher. A standard of Grade 2/3 theory would help. Discretionary entry will be given by the Head of Music.

Leads to Level 2 Music.

LEVEL 2

This course leads directly on from Level 1 Music. Students begin to develop an individual pathway choosing a range of practical and written components from the NCEA music programme. Alongside this programme, students will visit music institutions and engage with music professionals to develop an understanding of career pathways in music and the arts. Students are expected to be involved in a music group in the school.

Prerequisites: It is advisable that students should have completed NCEA Level 1 with minimum of 16 credits. Students need to have been learning an instrument for the last 3 years and still be having music lessons from an experienced music teacher. An appropriate theory knowledge up to Grade 3/4 is advised. Discretionary entry will be given by the Head of Music.

LEVEL 3

The course will be a combination of NCEA Level 3 Making Music and NCEA Level 3 Music Studies.

Students will focus on developing their skill in performance or composition alongside research in an area of music that interests them. Students are expected to be involved in a music group in the school.

Prerequisites: It is advisable that students should have completed NCEA Level 2 with minimum of 18 credits. Students need to have been learning an instrument for the last 4 years and still be having music lessons from an experienced music teacher. An appropriate theory knowledge up to Grade 4/5 is advised. Discretionary entry will be given by the Head of Music.

SCHOLARSHIP

The Scholarship course requires a high level of competency in either performance, composition or music studies. Students will present a portfolio of their work. This course will be ideal for students who wish to develop their knowledge and musicianship whilst learning to appreciate a wide range of musical styles, becoming the complete musician.

Prerequisites: Successful completion of NCEA Level 2 Music with a minimum of 24 credits.

Career Opportunities: Performers, Session Musicians, A&R Rep, Arts and Events Management, Audio and Sound Engineering, Composer/Songwriter, Education, Licensing, Music Therapy, Producer, Radio and TV Booking and Programme Director, Journalist.

VISUAL ARTS

YEARS 7 & 8

The Year 7 & 8 Visual Art semester courses are compulsory for all students. Students will be taught skills that will enable a confident progression to Year 9 Visual Art. Colour theory, painting and fundamental drawing skills will be covered that introduce key terms such as proportion, tone, texture, composition and line.

YEARS 9 & 10

In Years 9 and 10 students will experience a range of art-making processes and procedures in both two and three dimensions, exploring contemporary artist models from New Zealand and abroad. Assignments will involve any combination of painting, drawing, printmaking, sculpture and design aspects. Digital learning will be integral in each unit. Students will have the opportunity to explore their own ideas across a range of media, while developing practical skills. Assessment follows the curriculum strands and NCEA marking descriptors of Achieved, Merit and Excellence.

Year 9 is a half year course

Year 10 is a full year course

LEVEL 1

LEVEL 1

ART

Students who are interested in creative thinking and expression will enjoy this course. They will record information from subject matter using a variety of different techniques and media. Students will generate and develop their own ideas using artist models. They will be able to extend their ideas into other media (printmaking and painting) to produce new work. This course thoroughly prepares students for a wide range of courses offered in Visual Art at Year 12.

Prerequisites: Year 10 Visual Art course is an advantage; however, discretionary entry will be offered by the Head of Faculty.

Leads to Level 2 Design, Level 2 Photography, Level 2 Painting.

NOTE: Students are only able to select ONE Visual Art subject at Level 1 (i.e. either Art or Design Photography Introduction).

DESIGN PHOTOGRAPHY INTRO

Students that enjoy a more technical approach to their art making will enjoy this course. This is a hands-on course, which promotes the understanding and development of digital skills and techniques relevant to photography and design practice. Students will develop ideas and create outcomes for photography and design briefs.

Leads to Level 2 Design, Level 2 Photography, Level 2 Painting.

NOTE: Students are only able to select ONE Visual Art subject at Level 1 (i.e. either Art or Design Photography Introduction).

LEVEL 2

DESIGN

Students will research information, methods and ideas in the context of a drawing study in Design. They will learn to generate and develop their ideas using drawing processes and procedures. This includes hand-rendered and computer -based drawing. Students will produce a body of work to show an understanding of art-making methods and ideas.

Prerequisites: Preference will be given to students who have achieved credits in Visual Arts Achievement Standard 90916. Discretionary entry will be offered by the Head of Faculty. No more than two practical Level 2 Visual Arts courses are to be taken in any one year. (This does not include History of Art.)

Leads to Level 3 Design

PAINTING

Students will explore a variety of drawing processes and procedures in Painting. This includes using a variety of wet and dry media within the established practice of painting. Students will also learn to generate, develop, extend and present their ideas sequentially.

Prerequisites: Preference will be given to students who have achieved credits in Visual Arts Achievement Standard 90916. Discretionary entry will be offered by the Head of Faculty. No more than two practical Level 2 Visual Arts courses are to be taken in any one year. (This does not include History of Art.)

Leads to Level 3 Painting

PHOTOGRAPHY

Students will learn to use digital photographic processes and procedures for decision making purposes. Students will learn to research information, explore techniques and ideas. They will produce a body of work within Photography to show an understanding of art making methods and concepts from established practice. Students will learn to generate, develop and present their ideas through a series of images. Students will need use of a digital camera. (Preferably a Digital SLR.)

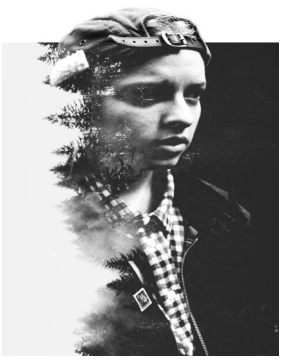
Prerequisites: Preference will be given to students who have achieved credits in Visual Arts Achievement Standard 90916. Discretionary entry will be offered by the Head of Faculty. No more than two practical Level 2 Visual Arts courses are to be taken in any one year. (This does not include History of Art.)

Leads to Level 3 Photography

HISTORY OF ART

The aim of History of Art is to develop an understanding of the context of art. Students will learn to research topics, analyse art works and examine techniques, subjects and themes within art. The area of study is Towards Modernism (1780-1900), which includes French Painting, Sculpture and Architecture.

Leads to Level 3 History of Art



LEVEL 3

DESIGN

Students who are interested in learning about computer-based design will enjoy this course. They will produce work using industry-based Adobe computer programs, Illustrator and Photoshop. Students will also be encouraged to develop their hand-drawing skills and will have the opportunity to develop their own personal ideas into a real design context. They will produce a body of work that demonstrates knowledge of established design practice. This course will also prepare students for tertiary applications.

Prerequisites: Preference will be given to students who have achieved 12 credits in NCEA Level 2 Design. However, discretionary entry will be offered by the Head of Faculty. No more than two Visual Arts courses are to be taken in any one year; this does not include History of Art.

Career Opportunities: Spatial design, costume/prop design, architecture, interior, landscape and fashion design, teaching, graphic designer, web design.

HISTORY OF ART

Students will learn to analyse stylistic characteristics in art works, examine meaning, study media and processes in art, explain a theory and its role in art and examine the context of an art movement. The area of study is Modernism to Post Modernism 1940-c2000.

Prerequisites: Preference will be given to students who have achieved 12 credits in either English or History of Art at Level 2. Discretionary entry will be offered by the Head of Faculty.

Career Opportunities: Gallery curation, advertising, architecture, design, film direction/production, teaching, landscaping etc.

PAINTING

Students who have a passion for experimenting with a range of paint media will enjoy this course. They will have the opportunity to develop their own ideas into work that will replicate the working processes of a practising artist. Students will produce a body of work that demonstrates knowledge of established painting practice. This course will also prepare them for tertiary applications.

Prerequisites: Preference will be given to students who have achieved 12 credits in NCEA Level 2 Painting/ Printmaking. However, discretionary entry will be offered by the Head of Faculty. No more than two Visual Arts courses are to be taken in any one year; this does not include History of Art.

Career Opportunities: Architecture, art conservation, costume/prop design, graphic designer, teaching, book illustrator, gallery curator.

PHOTOGRAPHY

Students who are interested in learning about computer based digital photography will enjoy this course. They will produce work using the industry-based Adobe computer programme, Photoshop. Students will also be encouraged to develop their photography skills and their own personal ideas. They have the opportunity to produce a body of work that demonstrates knowledge of established photography practice. This course will also prepare them for tertiary applications.

Prerequisites: Preference will be given to students who have achieved 12 credits in NCEA Level 2 Photography. However, discretionary entry will be offered by the Head of Faculty. No more than two Visual Arts courses are to be taken in any one year; this does not include History of Art.

Career Opportunities: Commercial photographer, visual communications, film, designer, teaching, photojournalist.

SCHOLARSHIP

HISTORY OF ART

This aspect of the Level 3 History of Art course will extend the student by adding depth and breadth to their knowledge. Extracurricular tuition and wider reading will prepare the students for the critical and analytical nature of the end-of-year examination. Students will need to demonstrate their knowledge and understanding of art works, contexts and theories across periods, styles, and media. Students' critical response to the context of art works will be enhanced by art from a range of wide reading.

Prerequisites: Preference will be given to students who have a majority of Excellence grades at Level 2 English and or History of Art, but discretionary entry will be offered by the Head of Faculty.

VISUAL ART

This aspect of the Level 3 Visual Arts course will extend the programme by adding depth and breadth to the student's knowledge. Tuition and workshops will prepare the students for the critical and analytical nature of the end-of-year examination. Students will need to comprehensively demonstrate the ability to think and work critically and fluently in the production of original work and provide comprehensive evidence of analysis, synthesis and communication that critically underpins their individual practice.

Prerequisites: Preference will be given to students who have a majority of Excellence grades at Level 2 Design, Photography or Painting, but discretionary entry will be offered by the Head of Faculty.

GATEWAY (LEVEL 2 & 3)

Gateway provides the opportunity for students to transition from school into the world of work or a tertiary course. This allows them to gain experience in a workplace of their choice and to complete assessments related to their chosen career. We now offer this programme to students who will benefit from a hands on experience in a career of their choice.

Work placements could include:

- Animal Care
- Architecture
- Beauty Therapy
- Business
- Customer Service
- Event Management
- Fashion
- Hairdressing
- Hospitality
- Interior Design
- Journalism
- Law
- Medicine
- Nursing
- Sports Administration
- Teaching

Prerequisites

Students will be interviewed for suitability based on their reliability, attendance and motivation. Work placements typically take place in a combination of school time and student's own time, so it is important that students are motivated and committed to the course.

Assessments

As Gateway is an individualised programme, assessments may vary for each student. Every Gateway student is expected to complete a minimum of 20 credits.
These credits may come from a combination of general work and life-skills preparation standards, or standards more specifically linked to a student's career pathway.

General Work and Life-Skills papers may include:

- Analyse and Compare personal credit options
  3 credits
- Describe Tertiary funding options
  3 credits
- Create a targeted resume
  2 credits
- Drug and alcohol management in the workplace
  3 credits
- Formal interview skills
  2 credits

PLANNING YOUR PROGRAMME

As you progress along your learning journey there are opportunities for you to specialise in a variety of learning areas. This section answers some of the questions you may have about planning your programme for next year.

HOW DO I CHOOSE A PROGRAMME FROM THE LEARNING AREAS AVAILABLE?

- Make a choice from an area that you have an interest in and that you would like to explore further.
- Consider the skills you think you will need in the future.
- Research the requirements of possible careers or tertiary courses that you may pursue.
- Talk to our Careers Advisors, Ms Lorimer or Mrs Brittain, your subject teachers and your Dean to discuss your choices.

A broad programme of study will help you to keep your options open for future career ideas.

WHAT IF I NEED HELP WITH MY LEARNING PATHWAYS?

A team of teaching professionals are always available for advice and guidance as you journey through our college.

These include:

- Principal
- Senior Management Team
- Heads of Faculty
- Deans/Homeroom Teacher
- Dean of International Students
- Co-ordinator of Learning Support and teacher aides
- School counsellors/Careers Advisor

WHAT MIGHT CHANGE MY PROGRAMME CHOICES?

Some courses may not run due to insufficient numbers. Given the large number of courses we offer, it is not always possible to accommodate every combination of subjects.

HOW DO I CHANGE MY PROGRAMME?

- Any changes must be discussed with Deans by the end of the year.
- All changes must be confirmed in writing by parents.

WHAT IF A COURSE IS NOT AVAILABLE?

- You will be asked to see the dean to choose an alternative.
- You may be in a combined level class.

HOW DO I MANAGE INTERNAL ASSESSMENT?

- At each level NCEA subjects contain internal assessment throughout the year.
- Students must plan their time carefully so that all internally assessed work can be completed by the due date.
- Details of assessment types and approximate dates will be issued at the start of the year in each course.
- Guidelines on internal assessment, including what to do if you are absent due to illness, family travel or school-based commitment are in the Baradene College Assessment Handbook.

STAFF WHO CAN ASSIST IN PLANNING

HEADS OF FACULTY / TEACHERS OF LEARNING AREAS

Accounting	Miss Marsh
Art	Ms Bade (HoF)
Art History	Ms Bade (HoF)
Painting	Ms Bade (HoF)
Photography	Ms Bade (HoF)
Biology	Miss Matta
Career Pathways	Mrs Smyth
Chemistry	Ms Reeves (HoF)
Chinese	Miss Cho
Classical Studies	Miss Wisnewski
Drama	Miss Eichstaedt
English for Speakers of Other Languages	Miss Wadsworth
Economics	Ms Evans
English	Mrs Molloy (HoF)
French	Ms Clech (HoF)
Geography	Mrs Lilley
History	Mr Coutts (HoF)
Digital Technologies	Mr Winter
Design & Visual Communication	Mrs Golding (HoF)
Mathematics	Mr Hawkes (HoF)
Media Studies	Mr Jones (HoF Perf Arts)
Music	Mr Sloser
Physical Education	Ms Price (HoF)
Physics	Mrs Barrett
Religious Education	Mrs Bamber-O'Malley (HoF)
Science	Ms Reeves (HoF)
Spanish	Ms Ross
Technology	Mrs Golding (HoF)
Te Reo Māori	Whaea Ross
Travel and Tourism	Ms Kirkham

SPECIALIST ADVISORS

Principal	Mrs Pasley
Senior Leadership Team	Mrs Burnett, Miss Petoe, Mrs Wood, Mrs Russell
Heads of Faculty	See above
Careers Advisors	Ms Lorimer / Ms Brittain
Coordinator of Learning Support	Mrs Woods
Guidance Counsellors	Ms Jane / Ms Burke

DEANS

Year 7 & 8	Mrs Adamson
Year 9	Mrs Venter
Year 10	Miss Matta
Year 11	Mrs McLaren
Year 12	Mrs Golding
Year 13	Mrs Bamber-O'Malley
International Students	Ms Kirkham

Baradene College of the SACRED HEART