

# ST. JOHN'S COLLEGE HASTINGS



## SENIOR OPTIONS HANDBOOK 2022

## INDEX

Page 2	Index
Pages 3 – 4	Introduction
	<b>THE ARTS</b>
Page 5	Visual Arts
Page 6	Art History
Pages 7 - 8	Music
	<b>COMMERCE</b>
Pages 9 – 10	Commerce / Accounting
Page 11	Financial Capability
Pages 12 – 13	Economics
Pages 14 - 15	<b>ENGLISH</b>
Pages 16 – 17	<b>LANGUAGES – Māori</b>
Pages 18 – 20	<b>MATHEMATICS</b>
	<b>SCIENCE</b>
Pages 21 - 22	Year 11
Page 23	Biology
Page 24	Chemistry
Page 25	Physics
Page 26	Horticulture
Pages 27 – 28	<b>PHYSICAL EDUCATION</b>
Page 29	<b>RELIGIOUS EDUCATION</b>
	<b>SOCIAL SCIENCES</b>
Pages 30 – 32	History
Pages 33 – 34	Geography
Pages 35 – 36	Tourism
	<b>TECHNOLOGY</b>
Pages 37 – 38	DVC
Pages 39 – 42	Digital Technology
Pages 43 – 44	Culinary Arts
Pages 45 – 46	Material Technolog
Pages 47 – 48	<b>GATEWAY</b>
Page 49	<b>OVERVIEW</b>

## **INTRODUCTION**

This booklet will help students make informed decisions about choosing subjects for next year.

## **YEAR 11 PROGRAMME**

Year 11 students will study a course of seven subjects. Religious Education, English, Mathematics and a Science subject are compulsory. The other three subjects are option choices.

All Year 11 students will study towards Level 1 of the National Certificate of Educational Achievement (N.C.E.A.) To achieve Level 1 N.C.E.A., students must gain 80 credits, ten of which must be from Literacy Standards, and ten of which must be from Numeracy Standards.

Most courses offer 18-22 credits.

The achievement standards which carry the credits can be attained in three grades.

Achieved - which means the standard has been met

Merit - which means the standard has been achieved very well

Excellence - which means that the standard has been achieved at a very high level.

## **YEAR 12 PROGRAMME**

Students study a Year 12 course of seven subjects. English and Religious Education are compulsory.

Most Year 12 students will study towards Level 2 of the N.C.E.A. To achieve Level 2 N.C.E.A. students must gain 80 credits, 60 of which must be at Level 2 or above (the remaining 20 could come from Level 1.)

Year 12 students that have not gained N.C.E.A. Level 1 can continue to accumulate the credits they need by studying either Level 1 or Level 2 subjects.

## **YEAR 13 PROGRAMME**

Students study a Year 13 course of five subjects, as well as Religious Education which is compulsory.

Most Year 13 students will study towards Level 3 of the N.C.E.A. To achieve Level 3 N.C.E.A. students must gain 80 credits, 60 of which must be at Level 3 (the remaining 20 credits could come from Level 2 credits).

There is also the opportunity at Year 13 for more able students to sit a scholarship examination in some of their Level 3 subjects. These are challenging external examinations with good financial rewards.

## **ENTRANCE TO UNIVERSITY**

In order to enroll at a New Zealand University, a student requires a formal entrance qualification from the New Zealand Qualifications Authority. The University Entrance qualification is obtained by achieving **all** of the following:

- Level 3
- 14 credits in each of **three** approved Level 3 subjects
- 10 credits in Level 1 Numeracy standards or higher
- 10 credits in Level 2 Literacy standards or higher. Five of these must be in writing and five must be in reading.

## **MULTILEVEL STUDY**

Our timetable structure makes multilevel study possible. This means students can study a mix of subjects from Levels 1, 2 or 3.

## **OPTION SELECTION**

Students will be meeting with Academic Deans to discuss their options for 2022. The Senior Option booklet will be emailed to parents so that you can discuss the options with your son.

If you have any questions relating to subject choices please email his subject teacher or for specific NCEA questions please email Mrs Tracy Russell – [trussell@stjohns.school.nz](mailto:trussell@stjohns.school.nz)

**CAREERS PLANNING:**

When planning a course of study, students should consider the following:

- Their strengths and what they enjoy doing.
- Be aware of their skills, abilities, attitudes and interests and match these with possible career options.
- Keep their subject choices open as long as possible. A career plan can often change. This needs to be balanced however with taking subjects that match possible career choices.

**Mrs Sue Ross** heads careers at St. John's College. She is available for advice about career options for all students at all levels.

**Subject Descriptions**

The remainder of this booklet gives a brief outline of each subject offered in the senior school.

## THE ARTS – Visual Arts

H.O.D. Mr. D. Dickson

[ddickson@stjohns.school.nz](mailto:ddickson@stjohns.school.nz)

### Course Entry Requirements

**Year 11** Has completed Art Option in Year 10 or at HOD's discretion

**Year 12** Has 12 credits in N.C.E.A. Level 1 Art or at HOD's discretion

**Year 13** Has 18 credits in N.C.E.A. Level 2 Art or at HOD's discretion

### YEAR 11 ART LEVEL 1 NCEA

AS Number	Achievement Standard	Credits	Assessment Method
90915 <b>1.3</b>	Use drawing conventions to develop work in more than one field of practice	6	Internal
90916 <b>1.4</b>	Produce a body of work informed by established practice, which develops ideas, using a range of media	12	External

### YEAR 12 ART LEVEL 2 NCEA

AS Number	Achievement Standard	Credits	Assessment Method
90476 <b>2.3</b>	Develop ideas in a related series of drawings appropriate to established painting practice	4	Internal
91321 <b>2.4</b>	Produce a systematic body of work that shows understanding of art making conventions and ideas within painting	12	External

### YEAR 13 ART LEVEL 3 NCEA

AS Number	Achievement Standard	Credits	Assessment Method
91451 <b>3.3</b>	Systematically clarify ideas using drawing informed by established painting practice	4	Internal
91456 <b>3.4</b>	Produce a systematic body of work that integrates conventions and regenerates ideas within painting practice	14	External

**If you are considering any of the following jobs for when you leave school, then art might be an essential skill to help you pursue that career.**

Advertising artist	Airbrush artist	Audio-visual artist	Model builder
Art director	Animator	Courtroom sketcher	Display artist
Art teacher	Assistant curator	Display painter	Exhibit designer
Billboard artist	Cinematographer	Drafter	Fashion artist
Book illustrator	Costume designer	Editorial	Filmmaker
Cartoonist	Ceramic artist	Freelance artist	Furniture designer
Illustrator	Interior decorator	Landscape designer	Graphic arts technician
Motion picture artist	Magazine illustrator	Logo designer	Product designer

**T.I.C. – Mrs. T. Russell**

[trussell@stjohns.school.nz](mailto:trussell@stjohns.school.nz)

*Kenneth Clark the great Oxford lecturer, writer and BBC presenter on art, “passionately believed art could be a force for good; that it had a civilising, enriching and mind-altering power”.*

*Through art, architecture and sculpture we learn about human nature, religion, values, the way people lived in the past, how society has changed and why; as well as moving us through the beauty and majesty or challenging ideas that is possible when visionaries pick up a paintbrush, pencil or chisel.*

The course is based upon a study of the art, architecture and sculpture of the **Late Renaissance** – think Raphael, Leonardo, Michelangelo and The Vatican. There is also a study of **Post-Modernist** art works and movements, including **Pop Art** which was centred in New York and led by such artists as Andy Warhol. Each study focuses around the style, meanings and context (times) of the works.

The **three Internal Assessments and one External Assessment** in this course enable the students to gain L3 and UE. There are other Internal Assessments available. Technically correct English skills in essay writing are *not* vital as they are not part of the assessment schedule. It is a subject that requires an appreciation of how society is reflected in the visual arts.

Each Achievement Standard is worth 4 credits with a **total of 16 possible credits** in the course. *Note: There are other Internal Assessments available.*

Achievement Standard	Number	Title	Credits	Assessment Method
91482	3.1	Demonstrate understanding of style in art works	4	External
91486	3.5	Constructing an argument based on interpretation of research in art history <b>(Late Renaissance or a topic such as returning artworks to places of origin.</b>	4	Internal
91487	3.6	Examine the different values placed on art works <b>(Late Renaissance or Post-Modernism)</b>	4	Internal
91488	3.7	Examine the relationship(s) between a theory and art works <b>(Pop Art or Humanism)</b>	4	Internal

The standards all carry value as UE Literacy credits for Reading (Internal Assessments) and both Reading and Writing (External Assessment). The written work required is in the form of paragraphs or essays but there is no mark schedule requirement for technically correct content. It must simply be coherent and clear. This applies to both the internal and external standards.

There are no restrictions on entering this course. You are more than welcome to join the class if you are a Level 3 student.

H.O.D. Mr. C. Wilson  
[cwilson@stjohns.school.nz](mailto:cwilson@stjohns.school.nz)

***The values of studying Music***

*Musicians are respected in all industries for being articulate, great communicators and listeners, able to work in a team, lead or support when appropriate, confident in front of an audience, respectful and encouraging to those around them, able to take on constructive advice, have integrity and meet deadlines. Complementary music careers are: broadcasting/journalism; audio-visual technical; events management; T.V./film/theatre; roadie; fashion, galleries and exhibitions... or just your basic international superstar!*

**Composition** - students will learn to compose in a range of musical styles from Rock to Jazz to the atmospheric using specialist software. Students can also submit their more creative instrumental or song-writing works as compositions, such as an imaginative drum solo, rock guitar piece or setting lyrics to music. Not compulsory in Year 13.

**Performance** - is expected at Year 11 but not in Years 12&13 where the student can tailor-make their course based on their interests and skills from a wide range of standards.

**Music Technology** - students visit a professional recording studio and are recorded in small groups. In class, they then learn to use digital audio editing software to refine their recordings.

**Research** – a great way to learn how bands and composers actually made their music so great or, e.g. study the rise and fall of an artist or genre. Students can choose their own topic in Years 12&13.

**YEAR 11 MUSIC LEVEL 1\* (Performance and non-performance courses available)**

Entry Requirements: previous learning via the Year 9 and/or 10 Music Course; *or* ability on a musical instrument; *or* other significant musical experience/learning. The course is tailor-made to the student's interests and specialisms, *i.e. design your own course!*

Learning Aspect	Credits	Assessment Method
<b>Choose from:</b>		
Solo Performance	6	Internal
Group Performance	4	Internal
Composition	6	Internal
Music Technology Part 1 – operate notation software	2	Internal
Music Technology Part 2 (* NCEA Level 2) mix and edit recordings from sessions at a professional recording studio	4	Internal
Research	6	Internal
<b>OPTIONAL EXTRAS</b>		
Aural skills – recognizing chords and melodic patterns	4	External
Notation and musical terms skills	4	External

**YEAR 12 MUSIC LEVEL 2 (Performance and non-performance courses available)**

Entry Requirements: at least twelve credits in Level 1; *or* two years on a musical instrument; *or* other significant musical experience/learning. The course is tailor-made to the student's interests and specialisms, *i.e. design your own course!*

Learning Aspect	Credits	Assessment Method
<b>Choose from:</b>		
Solo Performance	6	Internal
Group Performance	4	Internal
Composition 1	4	Internal
Research	4	Internal
<i>OPTIONAL EXTRAS</i>		
Solo Performance on a second instrument (optional)	3	Internal
Composition 2	6	Internal
Aural	4	External
Score reading	4	External

**YEAR 13 MUSIC LEVEL 3 (Performance and non-performance courses available)**

Entry Requirements: at least twelve credits in Level 2; *or* three years on a musical instrument or both; *or* at least twelve credits in Level 1 Music *and* significant musical experience/learning. The course is tailor-made to the student's interests and specialisms.

Learning Aspect	Credits	Assessment Method
Solo Performance	8	Internal
Solo Performance on a second instrument (optional)	4	Internal
Group Performance	4	Internal
Composition – there are three options: 1. Composition using ICT or performance 2. Composition as a Singer/Song-Writer 3. Arranging – adapt an existing song into a different style	8 8 4	All Internal
Research – analyse a topic from your own expertise area	6	Internal
Music Technology – mix and edit recordings from sessions at a professional recording studio	6	Internal

**H.O.D. Mr G Hutcheson**  
[ghutcheson@stjohns.school.nz](mailto:ghutcheson@stjohns.school.nz)

**Mr. S. Thomson**  
[sthomson@stjohns.school.nz](mailto:sthomson@stjohns.school.nz)

Commerce is a new, innovative subject that combines the best of Accounting, Business Studies and Economics.

You have an opportunity to learn foundational skills that will help launch you into the Level 2 subjects of Accounting and Economics.

The three areas of focus are:

1. How do we get what we want? In this area, we learn about the NZ Economy, how to make financial decisions, and the consequences of these decisions.
  2. A closer look at Profit and Price. With this area, we look at what profit is, what money is, why price is important, why prices change, the influence of the market, and if debt is good or bad. *You also get to run your own business!*
  3. What is Financial Interdependence? This area introduces and develops the Circular Flow model and brings it to life.
- With the range of topics being covered, the course shows how Accounting, Business Studies and Economics connect and complement each other. There are lots of stories, activities, and fun examples to work through to reinforce learning.

**Course Entry Requirements: Open Entry**

**LEVEL 1 Commerce**

AS Number	Achievement Standard Title	Credits	Assessment Method
1.1	Demonstrate understanding of an organisation's financial decision	5	Internal
1.2	Demonstrate understanding of an organisation's financial viability	6	Internal
1.3	Demonstrate understanding of financial interdependence	5	External
1.4	Use a commerce model to demonstrate understanding of price	4	External

## LEVEL 2 AND 3 Accounting

Mr. S. Thomson

[sthomson@stjohns.school.nz](mailto:sthomson@stjohns.school.nz)

Accounting is the language of business. The study of accounting involves students in the process of identifying, measuring and communicating financial information, which will enable them to make informed financial judgments and decisions.

The study of Accounting equips students with the ability to cope with the complexities of modern money management and provides students with an understanding of the financial world as it affects them.

### Course Entry Requirements:

**Year 12** A minimum of 10 credits in N.C.E.A. Level 1 Commerce and N.C.E.A. or at the discretion of the H.O.D.

**Year 13** A minimum of 14 credits in N.C.E.A. Level 2 Accounting or at the discretion of the H.O.D.  
(Number of standards offered depends on the individual ability of each student)

### LEVEL 2 ACCOUNTING

This expands students' understanding of the accounting concepts cycle, business organisations and accounting principles. As well as developing the foundation laid in Year 11, students are introduced to Accounting Systems. Six achievement standards worth 23 credits will be offered.

AS Number	Achievement Standard Title	Credits	Assessment Method
2.1	Demonstrate understanding of accounting concepts for an entity that operates accounting subsystems	4	External
2.2	Demonstrate understanding of accounting processing using accounting software	4	Internal
2.3	Prepare financial information for an entity that operates accounting subsystems	5	External
2.4	Interpret accounting information for entities that operate accounting subsystems	4	External
2.5	Demonstrate understanding of a contemporary accounting issue for decision-making	4	Internal
2.6	Demonstrate understanding of an accounts receivable subsystem for an entity	3	Internal
2.7	Demonstrate understanding of an inventory subsystem for an entity	3	Internal

### LEVEL 3 ACCOUNTING

This course extends students with the introduction of Company Accounting. Six achievement standards worth 26 credits will be offered.

Accounting skills are relevant in all fields of business

AS Number	Achievement Standard Title	Credits	Assessment Method
3.1	Demonstrate understanding of accounting concepts for a New Zealand reporting entity	4	External
3.2	Demonstrate understanding of accounting for partnerships	4	Internal
3.3	Demonstrate understanding of company financial statement preparation	5	External
3.4	Prepare a report for an external user that interprets the annual report of a New Zealand reporting entity	5	Internal
3.5	Demonstrate understanding of management accounting to inform decision making	4	External
3.6	Demonstrate understanding of a job cost subsystem for an entity	4	Internal

### Career options include

Accounting, Administration, Auditing, Banking, Bookkeeping, Finance, Insurance, Management, Self Employed, Taxation

## **FINANCIAL CAPABILITY**

**Mr S Thomson**

[sthomson@stjohns.school.nz](mailto:sthomson@stjohns.school.nz)

Financial Capability is being offered to Yr12 and Yr13 students. This subject will help you to develop your personal and business money management skills, helping to prepare you for life after school. The unit standards in this subject are all internally assessed and are not designed for those students taking Accounting or Economics. These credits count toward NCEA, but not toward University Entrance.

For your information, there are 24 unit standards across level 1, 2 and 3 providing a total of 68 credits, with 22 credits at level 2 and 21 at level 3.

The Financial Capability unit standards for levels 1, 2 & 3 are grouped into six useful themes:

- Managing Income
- Credit and Debt
- Setting Goals and Budgeting
- Saving and Investing
- Protecting Assets and Wealth
- Spending and Transacting.

These unit standards provide a flexible learning pathway that can be customised for the individual learner. We can make this work for you.

Feel free to have a chat with Mr Thomson if you have any questions.

## LEVEL 2 and 3 ECONOMICS

H.O.D. Mr. G Hutcheson

[ghutcheson@stjohns.school.nz](mailto:ghutcheson@stjohns.school.nz)

Economics is the study of how people choose to use resources.

Resources include the time and talent people have available, the land, buildings, equipment, and other tools on hand, and the knowledge of how to combine them to create useful products and services.

Economics also includes big picture stuff that helps shape Aotearoa NZ such as trade, economic growth, employment, inequality, and inflation. We also add some practical business studies as economics and business go hand in hand.

**Year 12** A minimum of 11 credits in N.C.E.A. Level 1 Economics or Discretion of the H.O.D

**Year 13** A minimum of 14 credits in N.C.E.A. Level 2 Economics or Discretion of the H.O.D  
(Number of standards offered depends on the individual ability of each student)

## LEVEL 2 ECONOMICS

This innovative course combines Business and Economics. Most of the year is taken up with Level 3 Business Studies courses where students plan and run an innovative business. The rest of the year is Economics based. The Level 3 credits count in both year 12 and year 13 years and can be used for university entrance if both level 3 standards are passed.

Only one external exam is sat at the end of the year, and this will be chosen from the two given below.

AS Number	Achievement Standard Title	Credits	Assessment Method
<b>BUS 3.4</b>	Develop a marketing plan for a new or existing product	6 ( <i>level 3</i> )	Internal
<b>BUS 3.6</b>	Carry out, with consultation, an innovative and sustainable business activity	9 ( <i>level 3</i> )	Internal
<b>ECO 2.1</b> <b>ECO 2.2</b>	Analyse inflation using economic concepts and models <b>OR</b> Analyse international trade using economic concepts and models	4	External
<b>ECO 2.7</b>	Analyse a contemporary economic issue of special interest using economic concepts and models ( <b><i>dependent on time</i></b> )	4	Internal

### LEVEL 3 ECONOMICS

This course covers both micro and macro-Economic theory. Five achievement standards worth 24 credits will be offered.

AS Number	Achievement Standard Title	Credits	Assessment Method
3.1	Demonstrate understanding of the efficiency of market equilibrium	4	External
3.2	Demonstrate understanding of the efficiency of different market structures using marginal analysis ( <i>Scholarship students only</i> )	4	External
3.3	Demonstrate understanding of micro-economic concepts	5	Internal
3.4	Demonstrate understanding of government interventions to correct market failures	5	Internal
3.5	Demonstrate understanding of macro-economic influences on the New Zealand economy	6	External

#### Career pathways include

Law, Consultancy, Teaching, Banking, Economist, Local councils, and Journalism to name a few.

**H.O.D Mrs. L. Balfour**

[lbalfour@stjohns.school.nz](mailto:lbalfour@stjohns.school.nz)

**Course Entry Requirements:**

**Year 11** A compulsory subject.

**Year 12** A compulsory subject. Entry to Level 2 is at the discretion of the HOD; usually 12 Achievement Standards Credits at NCEA Level 1. Those 12 credits must include at least 1 from the External Examination 1.1, 1.2 or 1.3

**Year 13** is optional. Entry to Level 3 is at the discretion of the HOD; usually 12 Achievement Standards Credits at N.C.E.A. Level 2. Those credits must include at least 1 from External Examination of either 2.1, 2.2 or 2.3.

**Full NCEA Courses – 21 Achievement Standards’ Credits are studied:**

**LEVEL 1 ENGLISH 8 External Assessed and 13 Internally Assessed**

<b>AS Number</b>	<b>Achievement Standard Title</b>	<b>Credits</b>	<b>Assessment Method</b>
90849 <b>1.1</b>	Show understanding of specific aspects of studied written texts, using supporting evidence	4	External
908501 <b>1.2</b>	Show understanding of specific aspects of studied visual or oral texts, using supporting evidence	4	External
90052 <b>1.4</b>	Produce creative writing	3	Internal
90053 <b>1.5</b>	Produce formal writing	3	Internal
90857 <b>1.6</b>	Construct and deliver an oral text	3	Internal
90852 <b>1.8</b>	Explain significant connections across texts, using supporting evidence	4	Internal

**LEVEL 1 SENIOR ENGLISH (ALTERNATIVE COURSE)**

Level 1 credits are all Internally Assessed. Students studying this alternative course do not sit the External Examination. This course is designed for less academic students.

<b>AS Number</b>	<b>Achievement Standard Title</b>	<b>Credits</b>	<b>Assessment Method</b>
90052 <b>1.4</b>	Produce creative writing	3	Internal
90053 <b>1.5</b>	Product formal writing	3	Internal
90857 <b>1.6</b>	Construct and deliver an oral text	3	Internal
90852 <b>1.8</b>	Explain significant connections across texts using supporting evidence	4	Internal

**LEVEL 2 ENGLISH**

21 Achievement Standards' Credits are studied:  
8 Externally Assessed and 13 Internally Assessed

AS Number	Achievement Standard Title	Credits	Assessment Method
91098 <b>2.1</b>	Analyse specific aspects of studied written texts, supported by evidence	4	External
91099 <b>2.2</b>	Analyse specific aspects of studied visual or oral texts supported by evidence	4	External
91101 <b>2.4</b>	Produce a selection of crafted and controlled writing	6	Internal
91102 <b>2.5</b>	Construct and deliver a crafted and controlled oral text	3	Internal
91104 <b>2.7</b>	Analyse significant connections across texts, supported by evidence	4	Internal

**LEVEL 2 SENIOR ENGLISH (ALTERNATIVE COURSE)**

The content of this course will vary depending upon the Standards gained by the students the previous year. The course will be Level 2 Achievement Standards which are all Internally Assessed, therefore students do not sit the External Examination. This course is designed for less academic students. GATEWAY students may select this course.

AS Number	Achievement Standard Title	Credits	Assessment Method
91101 <b>2.4</b>	Produce a selection of crafted and controlled writing	6	Internal
91102 <b>2.5</b>	Construct and deliver a crafted and controlled oral text	3	Internal
91104 <b>2.7</b>	Analyse significant connections across texts, supported by evidence	4	Internal

**LEVEL 3 ENGLISH** 21 Achievement Standards' Credits are studied:  
8 Externally Assessed and 13 Internally Assessed

This is an academic course designed for students planning to go to University

AS Number	Achievement Standard Title	Credits	Assessment Method
91472 <b>3.1</b>	Respond critically to specified aspects of studied written text(s), supported by evidence	4	External
91473 <b>3.2</b>	Respond critically to specified aspects of studied visual or oral text(s), supported by evidence	4	External
92475 <b>3.4</b>	Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas	6	Internal
92476 <b>3.5</b>	Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas	3	Internal
91478 <b>3.7</b>	Respond critically to significant connections across texts, supported by evidence	4	Internal

H.O.D Mr. M. Solomon

[msolomon@stjohns.school.nz](mailto:msolomon@stjohns.school.nz)

**Course Entry and Pre-requisite Requirements**

**Year 11** has taken Te Reo Māori in Year 10 with the HOD’s discretion.

**Year 12** have gained 12 or more credits in NCEA Level 1 Te Reo Māori

**Year 13** have gained 18 or more credits in NCEA Level 2 Te Reo Māori

**LEVEL 1 TE REO MĀORI ME NGĀ TIKANGA MĀORI**

The Year 11 course will offer 4 of these Achievement Standards worth a total of 24 credits and up to 7 Unit Standards worth a total of 27 credits. Students are not required to take each standard on offer in this course.

AS Number	Achievement Standard Title	Credits	Assessment Method
91085 <b>1.1</b>	Whakarongo kia mōhio ki te reo o tōna ao	6	Internal
91086 <b>1.2</b>	Kōrero kia mōhio ki te reo o tōna ao	6	Internal
91087 <b>1.3</b>	Pānui kia mōhio ki te reo o tōna ao	6	External
91088 <b>1.4</b>	Tuhi i te reo o tōna ao	6	External
91089 <b>1.5</b>	Waihanga tuhinga i te reo o tōna ao	6	Internal
US Number	Unit Standard Title	Credits	
<b>16160</b>	Describe the characteristics and actions of a selected atua in accordance with ngā korero tuku iho	3	
<b>16165</b>	Describe a hui and the roles associated with hui in accordance with tikanga and/or kawa	2	
<b>27108</b>	Describe the protocols and roles associated with pōwhiri in accordance with tikanga and/or kawa	2	
<b>23005</b>	Demonstrate knowledge of carving	5	
<b>23006</b>	Demonstrate knowledge of how a carver shows meaning in their carvings	5	
<b>23007</b>	Demonstrate knowledge of carving designs and their meaning	5	
<b>23008</b>	Describe carved images, objects, and their uses	5	

**LEVEL 2 TE REO MAORI**

The Year 12 course will offer 4 of these Achievement Standards worth a total of 22 credits. There are 4 Unit Standards also offered at level 2 totaling 20 level 2 credits.

AS Number	Achievement Standard Title	Credits	Assessment Method
91284 <b>2.1</b>	Whakarongo kia mōhio ki te reo o te ao torotoro	4	Internal
91285 <b>2.2</b>	Kōrero kia whakamahi i te reo o te ao torotoro	6	Internal
91286 <b>2.3</b>	Pānui kia mōhio ki te reo o te ao torotoro	6	External
91287 <b>2.4</b>	Tuhi i te reo o te ao torotoro	6	External

91288 <b>2.5</b>	Waihanga tuhinga auaha, i te reo o te ao torotoro	6	Internal
<b>US Number</b>	<b>Unit Standard Title</b>	<b>Credits</b>	
23009	Identify and apply Māori art conventions, design elements and principles to explore whakairo	5	
23010	Generate, develop and refine visual ideas in whakairo	5	
23011	Demonstrate knowledge of whakairo production for meaning, intention, function and an artist's methodologies	5	
23012	Demonstrate knowledge of function and significance to explore the value of whakairo	5	

### LEVEL 3 TE REO MĀORI

The Year 13 course will offer four of these Achievement Standards worth a total of 24 credits.

<b>AS Number</b>	<b>Achievement Standard Title</b>	<b>Credits</b>	<b>Assessment Method</b>
91650 <b>3.1</b>	Whakarongo kia mōhio ki te reo o te ao whānui	4	Internal
91651 <b>3.2</b>	Kōrero kia whakamahi i te reo o te ao whānui	6	Internal
91652 <b>3.3</b>	Pānui kia mōhio ki te reo Māori o te ao whānui	6	External
91653 <b>3.4</b>	Tuhi i te reo Māori o te ao whānui	6	External
91654 <b>3.5</b>	Waihanga tuhinga whai take i te reo Māori o te ao whānui	6	Internal

<b>US Number</b>	<b>Unit Standard Title</b>	<b>Credits</b>	
31070	Māori placenames and reo Māori greetings and farewells in tourism	4	
17385	Cultural practices in tourism and the impact of tourism on Māori	5	
17578	Explain the value and benefits of whanau in tourism	4	
17786	Explain tikanga in tourism	5	
17784	Examine and recite appropriate karakia in tourism Māori	5	
17391	Key forms of Māori communication, Māori identity in tourism Māori	5	

**H.O.D Mr. G. McFarland**

[gmcfarland@stjohns.school.nz](mailto:gmcfarland@stjohns.school.nz)

**Course Entry Requirements**

An achievement equivalent to the following or at the discretion of the HOD

**Year 11 A Course** An adequate standard in Year 10 Mathematics

**Year 11 B Course** No previous requirements

**Year 12 A Course** 4 passes in Level 1 including a merit pass in the St John’s L1 Algebra test or the approval of the HOD.

**Year 12 B Course:** No previous requirements

**Year 13 Maths with Calculus:** Five passes in 12 MAT including a merit in 2.2, 2.7 and the St John’s L2 Algebra test, or the approval of the HOD.

**Year 13 Maths with Stats:** Four passes in 12 MAT including 2.2, 2.11, 2.12 and the St John’s l2 Algebra test or the approval of the HOD.

A Graphic Calculator is required for all Y12 and Y13 A Mathematics courses.

**Year 11 Mathematics** Two courses are available.

**LEVEL 1A MATHEMATICS (11MAT)**

This course will offer six achievement standards worth a total of 18 credits as shown below.

Achievement Standards may be added or subtracted at the HODs discretion.

AS Number	Achievement Standard Title	Credits	Assessment Method
1.1	Apply numeric reasoning in solving problems	4	Internal
1.2	Apply algebraic procedures in solving problems		Unassessed
1.4	Apply linear algebra techniques (graphing)	3	Internal
1.5	Apply measurement in solving problems	3	External
1.6	Apply geometric reasoning in solving problems	4	Internal
1.12	Demonstrate understanding of chance and data	4	External

**LEVEL 1B MATHEMATICS (11 MXB)**

This course will suit any student who has struggled with Mathematics in the junior school. The course involves helping students gain confidence with their Mathematics so that they can pass the 10 basic numeracy standards that all students need to pass to gain NCEA Level 1. Additional credits are available for those who do well.

AS Number	Achievement Standard Title	Credits	Assessment Method
1.1	Apply numeric reasoning in solving problems	4	Internal
1.5	Apply measurement in solving problems	3	Internal
1.7	Apply right angled triangles in solving problems	3	Internal
1.9	Transformational geometry	2	External
1.10	Apply statistical methods to solve a problem	4	Internal

**Year 12 Mathematics** Two courses will be offered.

**LEVEL 2A MATHEMATICS (12 MAT)**

This course has the general aim of defining a level of mathematical understanding and a body of knowledge appropriate for pupils proceeding to tertiary level study. This course will offer the 5 Level 2 N.C.E.A. Achievement Standards below and be worth a total of 18 credits. Achievement Standards may be added or subtracted at the HODs discretion.

AS Number	Achievement Standard Title	Credits	Assessment Method
2.2	Apply graphical methods in solving problems	4	Internal
2.4	Apply trig relationships in solving problems	3	Internal
2.5	Use networks to solve problems	2	Internal
2.6	Apply algebraic methods in solving problems		Unassessed
2.7	Apply calculus methods in solving problems	5	External
2.12	Apply probability methods in solving problems	4	External

**LEVEL 2B MATHEMATICS COURSE (12 MXB)**

This course is suitable for Mathematics students who will struggle with the heavy algebra content of the 2A Mathematics course. The course includes practical Mathematics topics that past students have found relevant for careers in the trades, the armed forces and in office jobs. It also contains work involving Financial Capability topics.

AS Number	Achievement Standard Title	Credits	Assessment Method
2.2	Using Sequences and Series to solve problems	2	Internal
2.4	Trigonometry used in the Construction Industry	3	Internal
2.5	Networks used to find Shortest Routes (e.g. GPS navigation systems)	2	Internal
2.10	Conduct Experiments with Statistical Data	3	Internal
2.13	Investigate a situation involving a Simulation	2	Internal
28095	Produce a balance household Budget	3	Internal
24699	Make informed decisions regarding Income	3	Internal
	Robotics and Coding		Unassessed
	Tradies' Measurements		Unassessed
	Navigation Mathematics		Unassessed

**Year 13 Mathematics** Two courses will be offered.

### **LEVEL 3 MATHEMATICS WITH CALCULUS**

This course suits any student wishing to advance to tertiary study in engineering, architecture, design and other careers. It is for highly motivated students with a proven ability in Mathematics at Level 2.

<b>AS Number</b>	<b>Achievement Standard Title</b>	<b>Credits</b>	<b>Assessment Method</b>
<b>3.3</b>	Apply Trigonometric methods in solving problems	4	Internal
<b>3.5</b>	Apply the Algebra of Complex Numbers in solving problems	5	External
<b>3.6</b>	Apply Differentiation methods in solving problems	6	External
<b>3.7</b>	Apply Integration methods in solving problems	6	External

### **LEVEL 3 MATHEMATICS WITH STATISTICS**

This course suits any student wishing to advance to tertiary study in the health sciences, social sciences, business studies and other careers. It is for highly motivated students with a proven ability in Mathematics at Level 2.

<b>AS Number</b>	<b>Achievement Standard Title</b>	<b>Credits</b>	<b>Assessment Method</b>
<b>3.2</b>	Apply Linear Programming methods in solving problems	3	Internal
<b>3.9</b>	Investigate Times Series data	4	Internal
<b>3.10</b>	Investigate Bivariate Data	4	Internal
<b>3.13</b>	Apply Probability concepts in solving problems	4	External
<b>3.14</b>	Apply Probability Distributions in solving problems	4	External
<b>3.15</b>	Apply systems of Simultaneous Equations in solving problems	3	Internal

H.O.D Miss. K. Pickering

[kpickering@stjohns.school.nz](mailto:kpickering@stjohns.school.nz)

Science is a systematic process of learning about how the universe works and what the universe is made of. Science relies on testing ideas with evidence gained from the natural world. Science helps you to shift facts from nonsense and improves your ability to understand today's issues, make informed decisions and assess the credibility, reliability and validity of what you see and hear. Today's careers increasingly require a strong foundation in science. Studying science opens doors not only in the fields such as forensics, medicine, pharmacology, engineering and architecture, but also into other fields such as commerce and administration, where the analytical and problem solving skills that science teaches are critical. Science prepares you for jobs that don't exist yet.

### Level 1 Science

There are 5 possible courses in Level 1 Science. **All students must choose at least one course in Year 11.** Students who are taking Biochemistry are also encouraged to take Physics. All of the standards being offered are only drafts; they may be subject to change.

### GENERAL SCIENCE A

This course offers a mixture of Chemistry, Physics and Biology. It is designed to give students a basic understanding of all science areas with the possibility of specialising in Level 2. It will comprise a selection of the following standards, with a minimum of 16 credits offered in total.

AS Number	Achievement Standard Title	Credits	Assessment Method
Science 1.1	Demonstrate an understanding of aspects of mechanics.	4	External
Physics 1.1	Carry out a practical investigation that leads to a linear mathematical relationship.	4	Internal
Chemistry 1.1	Carry out a practical chemistry investigation with direction	4	Internal
Science 1.5	Demonstrate an understanding of chemical ideas relating to acids and base.	4	External
Science 1.9	Demonstrate understanding of genetic variation	4	External

### GENERAL SCIENCE B

This course offers a mixture of Chemistry, Physics and Biology. It is designed to give students a basic understanding of all science areas and is designed for students not attending to continue with the sciences in Level 2. It will comprise a selection of the following standards, with a minimum of 16 credits offered in total. It is mainly made up of internal assessments and one external.

AS Number	Achievement Standard Title	Credits	Assessment Method
Science 1.7	Investigate the implications of the properties of metals and their use in society	4	Internal
Physics 1.1 or Chemistry 1.1	Carry out a practical investigation that leads to a linear mathematical relationship <b>or</b> Carry out a practical chemistry investigation with direction	4	Internal
Science 1.1	Demonstrate understanding of aspects of mechanics.	4	External
Science 1.11	Investigate biological ideas relating to interactions between microorganisms and humans.	4	Internal
Science 1.9	Demonstrate understanding of the formation of surface features in New Zealand	4	Internal

## BIOCHEMISTRY

This course is designed for the more academic student who wants to specialise in the Sciences. It is designed to extend students and give them a better foundation for Level 2 Biology and Chemistry.

AS Number	Achievement Standard Title	Credits	Assessment Method
Science 1.5	Demonstrate an understanding of chemical ideas relating to acids and bases.	4	External
Science 1.19	Demonstrate understanding of chemical reactions.	4	Internal
Science 1.9	Demonstrate understanding of genetic variation.	4	External
Chemistry 1:1	Carry out a practical chemical investigation with direction	4	Internal
Biology 1:2	Report on a biological issue	3	Internal
Chemistry 1.3	Demonstrate understanding of aspects of Carbon Chemistry	4	External

## PHYSICS

Physics is a specialist subject that prepares the students better for level 2 Physics.

AS Number	Achievement Standard Title	Credits	Assessment Method
Science 1.1	Demonstrate understanding of aspects of mechanics.	4	External
Physics 1.1	Carry out a practical investigation that leads to a linear mathematical relationship.	4	Internal
Physics 1.3	Demonstrate aspects of electricity and magnetism.	4	External
Physics 1.4	Demonstrate understanding of aspects of wave behaviour.	4	External
Science 1.4	Investigate implications of heat for everyday life	4	Internal

T.I.C – Miss K. Pickering

[kpickering@stjohns.school.nz](mailto:kpickering@stjohns.school.nz)

The study of Biology provides students with a way of understanding the processes of all living things. What students learn is directly relevant to their species and the environment. Biology reminds humans of their connectedness with and reliance on all other life forms.

Studying Biology in school will emphasise the significance of New Zealand's unique fauna and flora and distinctive ecosystems. Biologists will help provide solutions to help New Zealand agricultural and horticultural production maintain its place as a leader in breeding more efficient or productive plants and animals, as well as contribute to medical and biotechnological advances. New Zealanders also lead the way in ecological conservation research.

#### Course Entry Requirements:

**Year 12** 10 or more credits from a Year 11 Science course, including Science 1.9 plus Literacy and Numeracy credits.

**Year 13** 14 credits at Level 2 Biology including Achieved Grade in genetics, or at the discretion of H.O.D.

#### LEVEL 2 BIOLOGY

The course contains 4 (2 internals and 2 externals) out of the 6 achievement standards which are listed below

AS Number	Achievement Standard Title	Credits	Assessment Method
91153 <b>2.1</b>	Carry out a practical investigation in a biology context, with supervision	4	Internal
91156 <b>2.4</b>	Demonstrate understanding of life processes at the cellular level	4	External
91157 <b>2.5</b>	Demonstrate understanding of genetic variation and change	4	External
91158 <b>2.6</b>	Investigation a pattern in an ecological community	4	Internal
91155 <b>2.3</b>	Demonstrate understanding of adaptations of plants and animals to their way of life.	3	Internal
91159 <b>2.7</b>	Demonstrate understanding of gene expression	4	External

#### LEVEL 3 BIOLOGY

The course will be designed from several different achievement standards listed below.

The course will be designed for up to 15 credits with different achievement standards.

AS Number	Achievement Standard Title	Credits	Assessment Method
91603 <b>3.3</b>	Demonstrate understanding of the responses of plants and animals to their external environment	5	External
91604 <b>3.4</b>	Demonstrate understanding of how an animal maintains a stable internal environment.	3	Internal
91605 <b>3.5</b>	Demonstrate understanding of evolutionary processes leading to speciation.	4	External
91606 <b>3.6</b>	Demonstrate understanding of trends in human evolution.	4	External
91607 <b>3.7</b>	Demonstrate understanding of human manipulations of genetic transfer and its biological implications	3	Internal

T.I.C. Mr Damien Scott

[dscott@stjohns.school.nz](mailto:dscott@stjohns.school.nz)

Chemistry provides explanations for the properties of materials and provides us with ways of transforming materials into new and useful substances. It helps us to understand the changes that we see occurring in the natural and physical world and allows us to make educated choices about consumer products.

Some chemists work in laboratories designing new materials used in products such as medicines, food and beverage flavourings, superconductors, and vaccines. However, studying chemistry provides a good training for a wide range of careers including, marketing and project managers, environmental scientists and forensic scientist. Employers value the key skills of numeracy, problem solving and communication that are an integral part of all chemistry courses.

**Any student considering a Science based course at Tertiary level should study Chemistry at school.**

### Course Entry Requirements

**Year 12** A minimum of 10 credits in an NCEA Level 1 Science Course, including Science 1.5 and a minimum of 12 achievement standard credits in NCEA Level 1 Mathematics.

**Year 13** 14 Credits in Level 2 Chemistry including 91164 AND 91166, or at discretion of H.O.D

### LEVEL 2 CHEMISTRY

The Year 12 course is a complete course, suitable for those who will not continue in the subject, and for those who intend studying chemistry at Year 13 and beyond.

AS Number	Achievement Standard Title	Credits	Assessment Method
91167 <b>2.7</b>	Oxidation – Reduction Reactions	3	Internal
91164 <b>2.4</b>	Bonding, Structure and Energy Changes	5	External
91165 <b>2.5</b>	Organic Substances	4	External
91166 <b>2.6</b>	Chemical Reactivity	4	External

### LEVEL 3 CHEMISTRY

AS Number	Achievement Standard Title	Credits	Assessment Method
91388 <b>3.2</b>	Understanding Spectroscopic data in Chemistry	3	Internal
91393 <b>3.7</b>	Describe oxidation-reduction processes	3	Internal
91390 <b>3.4</b>	Describe the properties of particles and thermochemical principals	5	External
91391 <b>3.5</b>	Describe the properties of organic compounds	5	External
91392 <b>3.6</b>	Describe aqueous solutions using equilibrium principles	5	External
91389 <b>3.3</b>	Demonstrate understanding of chemical processes in the world around us	3	Internal (Optional)

T.I.C. Mr. M. Pohlenz

[mpolenz@stjohns.school.nz](mailto:mpolenz@stjohns.school.nz)

Physics lies at the heart of the natural sciences. Physics is an ideal starting point for science and engineering – almost any scientific problem can be approached using the ideas and methods of physics, which is why there are many "hybrid" disciplines such as astrophysics, biophysics, and geophysics.

The knowledge and processes used by physics have produced new and exciting technologies in use every day. Almost any piece of modern technology has its origins in physical principles such as mechanics, optics, electronics, thermodynamics, or nuclear physics. The problems studied in physics in finding out how nature works have excited Physicists with the thrills of explaining, seeing or doing something that no one has done before.

### Course Entry Requirements:

**Year 12** 10 credits from any science including Science 1.1 and 12 credits from Level 1 Mathematics, or at discretion of H.O.D.

**Year 13** 12 credits in Level 2 Physics including 2.4 and 2.6.

### LEVEL 2 PHYSICS

The Year 12 Course will consist of 5 achievement standards (23 credits)

AS Number	Achievement Standard Title	Credits	Assessment Method
91168 <b>2.1</b>	Carry out a practical physics investigation that leads to a non-linear mathematical relationship	4	Internal
91170 <b>2.3</b>	Demonstrate understanding of waves	4	External
91171 <b>2.4</b>	Demonstrate understanding of mechanics	6	External
91172 <b>2.5</b>	Demonstrate understanding of atoms and nuclear physics	3	Internal
91173 <b>2.6</b>	Demonstrate understanding of electricity and electromagnetism	6	External

### LEVEL 3 PHYSICS

The Year 13 Course will consist of 5 achievement standards (24 credits)

AS Number	Achievement Standard Title	Credits	Assessment Method
91521 <b>3.1</b>	Carry out a practical investigation to test a physics theory relating two variables in a non-linear mathematical relationship	4	Internal
91523 <b>3.3</b>	Demonstrate understanding of wave systems	4	External
91524 <b>3.4</b>	Demonstrate understanding of mechanical systems	6	External
91525 <b>3.5</b>	Demonstrate understanding of modern physics	3	Internal
91526 <b>3.6</b>	Demonstrate understanding of electrical systems	6	External

T.I.C. Mrs. B. Raskin

[braskin@stjohns.school.nz](mailto:braskin@stjohns.school.nz)

Horticulture is a course suited to those interested in plant science, soil science, amenity horticulture, horticultural production and horticultural management including sustainable practices, relative to the Horticultural industry of New Zealand.

The primary industries are responsible for the greatest portion of growth in the country's GDP. The industry seeks students able to fill an extensive range of positions available in New Zealand, ranging across several fields which include marketing, human resource management, science and technology development, plant production and relative natural resource management.

This course is designed to introduce students to aspects of the Horticultural Industry from a ground up approach. Students learn various aspects of applied science, using basic plant and soil physiology principals through practical based learning modules which are linked to Horticultural production and management in New Zealand primary industries. Courses are designed using a range of NCEA Achievement Standards and/or Primary Industry Training Organisation Unit Standards from the tables below, to meet each learners preferred areas of interest at the discretion of the T.I.C.

### Course Entry Requirements

**Year 11** 10 Credits from any science, especially in the areas of Biology and Chemistry

**Year 12** 13 credits in Level 1 Horticulture including 1.9 and 1.2 or at the discretion of T.I.C.

### Course Outline

#### LEVEL 1 HORTICULTURE

AS Number	Achievement Standard Title	Credits	Assessment Method
90157 <b>1.2</b>	Demonstrate practical skills used in agricultural or horticultural production	4	Internal
90923 <b>1.9</b>	Demonstrate knowledge of basic plant propagation techniques	4	Internal
90919 <b>1.3</b>	Demonstrate knowledge of soil management practices	4	External
<b>US Number</b>			
1	Prepare and sow outdoor seedbeds manually	5	
23783	Grow and maintain plants in containers from seed	5	
23780	Undertake general garden maintenance	5	

#### LEVEL 2 HORTICULTURE

AS Number	Achievement Standard Title	Credits	Assessment Method
91291 <b>2.3</b>	Demonstrate understanding of advanced plant propagation techniques used for commercial production in New Zealand	4	Internal
91292 <b>2.4</b>	Demonstrate understanding of how management practices influence plant growth and development in NZ commercial production	4	Internal
91290 <b>2.2</b>	Demonstrate understanding of techniques used to modify physical factors of the environment for NZ plant production	4	External
<b>US Number</b>			
29502	Plant out by hand under close supervision	5	Internal
29504	Prick-out seedlings or rooted cuttings, transplant, and pot-on young plants into containers under close supervision	5	Internal
29508	Sow seeds and monitor germination and emergence under close supervision	5	Internal

**H.O.D. Mr. J. Pearson**

[jpearson@stjohns.school.nz](mailto:jpearson@stjohns.school.nz)

Physical Education is recommended in many careers and tertiary studies, for example: Physiotherapy, Physical Education Teacher, Personal Trainer, Coach, Sports Administration, Nutritionist, Sport Development, Sports Psychology, Sports Science, Outdoor Education, Sports History, Referencing, Massage, Sports Analysis, Sports Media.

Physical Education will provide students with the knowledge, understanding and appreciation of the human body, as it relates to movement and performance. Students will gain an appreciation of the contribution that physical activity has to the development of healthy living. Students have the opportunity to experience and participate in a wide range of physical activities, in a variety of contexts. Students will also be able to develop their interpersonal skills in a variety of settings.

**Course Entry Requirements:**

**Level 1** Entry approved on selection process based upon performance in Year 9/10 PE discretion of HOD PE & Deans.

**Level 2:** Physical Education

At least 12 credits in NCEA Level 1 or at the discretion of HOD Physical Education.

**Level 3:** 14 Credits NCEA Level 2 Physical Education, or at the discretion of HOD Physical Education.

**LEVEL 1 PHYSICAL EDUCATION**

The Year 11 Physical Education course contributes **20 credits** towards the Level 1 National Certificate in Educational Achievement (NCEA) and is covered in Six Modules of work

AS Number	Achievement Standard Title	Credits	Assessment Method
90962	Participate actively in a variety of physical activities & explain factors that influence own participation	5	Internal
90963	Demonstrate understanding of the function of the body as it relates to the performance of physical activity	5	Internal
90964	Demonstrate quality movement in the performance of physical activity	3	Internal
90966	Demonstrate interpersonal skills in a group & explain how these skills impact on others	4	Internal
90967	Demonstrate strategies to improve the performance of a physical activity & describe the outcomes	3	Internal

## LEVEL 2 PHYSICAL EDUCATION

The Year 12 Physical Education course contributes **24 credits** towards the Level 2 National Certificate in Educational Achievement (NCEA). Students will acquire knowledge that will be used in a variety of practical sessions. The course involves 40 per cent practical and 60 per cent theory.

AS Number	Achievement Standard Title	Credits	Assessment Method
91327	Examine the role & significance of physical activity in the lives of young people in New Zealand	3	Internal
91328	Demonstrate understanding of how & why biophysical principles relate to the learning of physical skills	5	Internal
91329	Demonstrate understanding of the application of biophysical principle to training for physical activity	4	Internal
91330	Perform physical activity in an applied setting	4	Internal
91331	Examine the significance for self, others & society of a sporting event, physical activity or festival	4	Internal
91332	Evaluate leadership strategies that contribute to the effective functioning of a group	4	Internal

## LEVEL 3 PHYSICAL EDUCATION

Year 13 Physical Education course contributes **18 credits** towards the Level 3 National Certificate in Educational Achievement (NCEA). The course has a high element of practical application where students are expected to put the knowledge they have gained from NCEA 2 into practical situations.

AS Number	Achievement Standard Title	Credits	Assessment Method
91498 <b>3.1</b>	Evaluate physical activity and devise strategies for life long well being	4	Internal
91499 <b>3.2</b>	Analyse a physical skill performed by self or others	3	Internal
91500 <b>3.3</b>	Evaluate the effectiveness of a performance improvement programme	4	Internal
91501 <b>3.4</b>	Demonstrate quality performance of a physical activity in an applied setting	4	Internal
91504 <b>3.7</b>	Analyse issues in safety management for outdoor activity to devise safety managements strategies	3	Internal

H.O.D. Mr. C. Bolton

[cbolton@stjohns.school.nz](mailto:cbolton@stjohns.school.nz)

Religious Education in the Senior School is assessed using Achievement Standards. Programme themes include: History, Christianity, Theology and Human Experience.

The subject is an important part of the on-going holistic development of every student at our College and is **compulsory** for all students.

The Religious Education programme at the College follows the official programme for Religious Education for Catholic Secondary Schools in Aotearoa/New Zealand, approved by the Catholic Bishops of New Zealand. It is entitled **UNDERSTANDING FAITH**.

#### LEVEL 1 RELIGIOUS EDUCATION

AS Number	Achievement Standard Title	Credits	Assessment Method
90816	Describe key feature of a sacred text	6	Internal
90817	Describe a significant aspect within the development of a religious tradition	6	Internal
90818	Describe key ethical principles of a religious tradition and how they are applied to an issue	6	Internal

#### LEVEL 2 RELIGIOUS EDUCATION

AS Number	Achievement Standard Title	Credits	Assessment Method
90821	Explain the changes in an expression of a religious tradition	6	Internal
90822	Examine an example of contemporary social action related to a religious tradition	6	Internal
90823	Explain the significance of a key belief within two religious traditions	6	Internal

#### LEVEL 3 RELIGIOUS EDUCATION

AS Number	Achievement Standard Title	Credits	Assessment Method
90825	Analyse a religious tradition(s) in Aotearoa New Zealand	6	Internal
90826	Examine the response of a religious tradition to a contemporary ethical issue	6	Internal
90827	Compare and contrast a religious tradition with a secular world view	6	Internal

Religious Education is a relevant subject especially if you are interested in any career that requires people skilled employment. For university study, it leads well into studies in Philosophy, Ethics, Law and World Religions. Philosophy, Ethics and Law cross over many disciplines including science, medicine and commerce. Religious Education is accredited for University Entrance.

**T.I.C - Mr D O’Sullivan**

[dosullivan@stjohns.school.nz](mailto:dosullivan@stjohns.school.nz)

History invites ākongā to explore the past, present, and future through a variety of sources and perspectives. It nurtures the skills of inquiry and interpretation and encourages ākongā to think critically. As a research-led discipline, History supports ākongā to grow an informed understanding of the origins of our diverse society in Aotearoa. Central to this understanding is an awareness of the history of Te Tiriti o Waitangi and its principles, values, and ongoing relevance.

History prepares ākongā for the future because it equips them with knowledge and skills that are valuable and useful throughout life. These include the ability to conduct historical research; to articulate ideas and make them clear to others; to process and synthesise varied and complex materials; to engage with and deconstruct historical narratives; and to give clear and effective presentations across a variety of media. Ākongā learn to embrace rather than be discouraged by the uncertainties of the past and its various interpretations.

**Career Pathways**

History students are lucky that they can take the skills they learn and embark upon any possible career choice available. Employees in a wide range of careers, from the Business world through to the Scientific World accept History students as they are analytical, self-driven, independent thinkers who can be creative and critical, all widely desired skills in all future job hunting. So, it does not matter if you want to be a Criminologist, Surveyor, ICT, Engineer, Education or Lawyer, you will have a lot to offer any prospective employer.

**LEVEL 1 - HISTORY**

All Level One History standards count towards Literacy credits, both reading and writing.

Course Entry – Good literacy skills in reading and writing. Can work independently.

The following could be taught in 2022 and the understanding gained will be applied in the Achievement Standards throughout the year.

**Topics studied could include:**

- **Mana Motuhake** – We consider how Māori have protested for their rights following the signing of Te Tiriti o Waitangi. We will consider influential freedom fighters such as Dame Whina Cooper, Apirana Ngati and Ngā Tamatoa to name a few. We will do a cross country comparison with the United States of America and consider how African Americans have fought for their freedom.
- **Israel-Palestine Conflict** - we consider the conflict which has been enduring for over 50 years. We will study what attempts have been made to secure peace and examine how the past impacts the present.
- **Call me a Revolutionary** – we will study one of the Revolutions which rocked the global political landscape – American Revolution, Russian Revolution, French Revolution.

<b>AS Number</b>	<b>Achievement Standard Title</b>	<b>Credits</b>	<b>Assessment Method</b>
91001	Carry out an inquiry of a historical event	4	Internal
91002	Demonstrate knowledge about a historical event	4	Internal
91003	Interpret sources of an historical event	4	External
91004	Demonstrate understanding of perspectives	4	Internal
91005	Describe causes and consequences of an event	4	External

## LEVEL 2 - HISTORY

Course entry – Completion of NCEA Level One History is desired but literacy skills obtained in English and/or Geography are suitable and complement skills required for historical study.

### Topics studied could include:

- **Tino Rangatiratanga** – Sovereignty was one of the big discussion points at the signing of Te Tiriti o Waitangi in 1840. This topic examines the concept of Tino Rangatiratanga and consider how Māori have fought to protect it – special emphasis is given to the New Zealand Wars.
- **Rise of Nazi Germany** – we examine European following the conclusion of World War One and consider the political ideologies that led to World War Two.
- **The Cold War World** - We will pick up the story following the conclusion of World War Two and look at the division of the world into a west and east sphere. The ideology of the 'Domino Theory' will be considered as we seek to understand how the Cold War shaped international relations for over 40 years.
- **Individual Research**

AS Number	Achievement Standard Title	Credits	Assessment Method
91229	Carry out a planned inquiry of a historical event.	4	Internal
91230	Examine an historical event.	5	Internal
91231	Examine sources of an historical events.	4	External
91232	Interpret different perspectives.	5	Internal
91233	Examine the causes and consequences of a significant historical event.	5	External

### LEVEL 3 - HISTORY

Level Three History is excellent preparation for tertiary study. Skills taught in this course are transferrable academic skills. Students are taught to both find and read challenging texts before being asked to apply them in written text. The ability to write academic essays and applying correct referencing are developed throughout the year. All standards at Level Three are University Entrance approved.

#### Topics of study could include:

- **Champion of Colonisation OR Scapegoat: The Death of Captain Cook:** we study the three voyages of Captain James Cook and consider the long-term impact he has had on the region of the Pacific. Towards the end of his third journey, he faces an untimely and gruesome death in Hawai'i. We analyse the reasons behind his death.
- **19th Century New Zealand** – 19th Century New Zealand paves the way for the contemporary society that is before us today. There are 3 key elements in this period which will be studied – 1. Māori and Pakeha Race Relations, 2. Economic and Social Change, 3. Society and Attitudes.
- **Independent Historical Research** – at Level 3 Independent Research makes up a large proportion of the course and students can select historical narratives that are of interest to them.
- **Scholarship History** – theme is made available at end of previous academic year and will be intertwined throughout course.

AS Number	Achievement Standard Title	Credits	Assessment Method
91434	Carry out research of a historical event	5	Internal
91435	Analyse an historical event	5	Internal
91436	Analyse sources of an historical event	4	External
91437	Analyse different perspectives of an event	5	Internal
91438	Analyse causes and consequences of an event	6	External
91439	Analyse a historical trend	6	External

**H.O.D. Ms. C. Spence**

[cspence@stjohns.school.nz](mailto:cspence@stjohns.school.nz)

Geography is a chance to look at the world differently! Geographers study the natural environment (mountains, forests, coasts etc.) and the cultural environment (anywhere on earth affected by humans). We look at how these environments are created, modified and how people interact with them.

There are opportunities for fieldtrips in our local area as well as to other locations, such as Tongariro National Park, rivers in Hawkes Bay and Rotorua.

**LEVEL 1 GEOGRAPHY**

**Course Highlights:** Learning about how earthquakes occur, the local weather and climate of Hastings.

**Other Notes:** All standards apart from “Geographic Skills” count as Level 1 Literacy credits. Both the “Geographic Skills” and “Geographic Research” standards count for Level 1 Numeracy credits. Up to five Achievement Standards worth 18 credits may be offered.

AS Number	Achievement Standard Title	Credits	Assessment Method
91007	Extreme Natural Events	4	External
91008	Population Concepts	4	External
91010	Geographic Skills	4	External
91009	Sustainability	3	Internal
91011	Geographic Research	4	Internal
91012	Contemporary Geographic Issue	3	Internal
91013	Global Geographic Topic	3	Internal

**LEVEL 2 GEOGRAPHY**

**Course Highlights:** The volcanic systems of Tongariro Volcanic Centre, freedom camping in New Zealand and the global aspects of Malaria.

**Other Notes:** All standards count as Level 1 Literacy credits. The “Geographic Research” standard counts for Level 1 Numeracy credits. Up to five Achievement Standards worth 19 credits may be offered.

AS Number	Achievement Standard Title	Credits	Assessment Method
91240	Large Natural Environment	4	External
91242	Issues in Development	4	External
91243	Geographic Skills	4	External
91241	Urban Patterns	3	Internal
91244	Geographic Research	5	Internal
91245	Contemporary Geographic Issue	3	Internal
91246	Global Geographic Topic	3	Internal

### LEVEL 3 GEOGRAPHY

**Course Highlights:** Learning about tourism development in Rotorua, finding out about tropical coral reefs and the impact of Covid-19 on tourism in Rotorua.

**Other Notes:** Geography is an approved subject for University Entrance. All standards count as Level 1 Literacy credits. The “Geographic Research” standard counts for Level 1 Numeracy credits. Up to five Achievement Standards worth 19 credits may be offered.

Number	Achievement Standard Title	Credits	Assessment Method
91426	Natural Processes	4	External
91427	Cultural Processes – tourism development in Rotorua	4	External
91429	Geographic Skills	4	External
91428	Contemporary Event	3	Internal
91430	Geographic Research	5	Internal
91431	Contemporary Geographic Issue	3	Internal
91432	Global Geographic Topic	3	Internal

**H.O.D. Ms C. Spence**[cspence@stjohns.school.nz](mailto:cspence@stjohns.school.nz)

Tourism is a chance for students to learn about key aspects of the tourism industry in both New Zealand and overseas. It is an important vocational pathway in New Zealand especially if students are considering working in the tourism industry once they finish school.

There are opportunities for fieldtrips in our local area and to other locations, such as Rotorua.

**LEVEL 1 TOURISM STUDIES**

Level 1 introduces students to the key features of the tourism industry, calculations in the tourism industry, tourism in New Zealand and the history of tourism.

**Other notes:** All standards are unit standards and involve internal assessments. There is no external examination component.

The standards taught will be chosen from the following list:

<b>AS Number</b>	<b>Unit Standard Title</b>	<b>Credits</b>
18237	Perform calculations for a tourism workplace	3
24732	Demonstrate knowledge of tourist characteristics and needs	3
24731	Demonstrate knowledge of destination New Zealand	4
24724	Demonstrate knowledge of the history of tourism	4
23761	Read and comprehend documents in English for a tourism workplace	3

**LEVEL 2 TOURISM STUDIES**

Level 2 Tourism builds on what students have learnt in Level 1. They learn about tourism around the world, work roles in tourism and the effect of tourism on people and the environment.

**Other notes:** All standards are unit standards and involve internal assessments. There is no external examination component. The standards taught will be chosen from the following list:

The standards taught will be chosen from the following list:

<b>AS Number</b>	<b>Unit Standard Title</b>	<b>Credits</b>
24728	Demonstrate knowledge of work roles in tourism	3
24729	Demonstrate knowledge of world tourist destinations	4
24730	Demonstrate knowledge of the business of tourism	4
24726	Describe and compare social and cultural impacts of tourism	2
24727	Describe and compare impacts of tourism on the physical environment	3
23767	Demonstrate knowledge of and use the Internet in a tourism workplace	2

### LEVEL 3 TOURISM STUDIES

Level 3 Tourism is an offline course to a select few students who have good independent work habits and have an interest in Tourism or Hospitality as a career pathway. To take Level 3 Tourism students will need approval from the Academic Dean and/or the Head of Social Science.

Level 3 Tourism involves in-depth studies on Tourism in a range of places. These include New Zealand, Australia and the Pacific Islands.

**Other notes:** All standards are unit standards and involve internal assessments. Up to three standards worth 18 credits may be offered. There is no external examination component.

The standards taught will be chosen from the following list:

Number	Unit Standard Title	Credits
3727	Demonstrate knowledge of Pacific Island countries as visitor destinations	5
18211	Demonstrate knowledge of Australia as a visitor destination	5
18212	Demonstrate knowledge of New Zealand as a travel destination	8
24733	Describe and promote a New Zealand tourist destination	5

**H.O.D. Mr. I. Smith**

[ismith@stjohns.school.nz](mailto:ismith@stjohns.school.nz)

The course of DVC/Graphics and Design is designed to develop in students an ability to design and then express and communicate design ideas through drawing, sketching and other appropriate modes.

Studied activities in DVC/Graphics and Design introduce students to elements of a broad field of technology, and their relation to contemporary life, leisure pursuits and occupations in industry and professions.

Some of many areas that involve skills learnt in DVC/Graphics and Design include:

Architecture, Mechanical, Chemical, Aeronautical, Electronic and Civil Engineering, Draughting, Surveying, Industrial and Product Design, Computer Graphics, CAD, Photography, Kitchen Design, Digital Animation, Building Science, Multi-Media, Quantity Surveying, Furniture Designer, most trades eg. Carpentry, Engineering, Plumber, Sheet metal etc.

**Course Entry Requirements:**

**Level 1** Must have taken in Year 10

**Level 2** Must have achieved 10 Credits or better in Level 1 or at H.O.D's discretion.

**Level 3** Must have achieved 12 credits or better in Level 2 or at HOD's discretion.

**LEVEL 1 DVC (Design and Visual Communication), formerly Graphics and Design**

DVC/Graphics and Design provides a range of varied activities in designing and graphic communication. An emphasis is placed on problem solving, innovation, technical competency and presentation.

AS Number	Achievement Standard Title	Credits	Assessment Method
91063 <b>1.30</b>	Produce freehand sketches that communicate design ideas	3	External
91064 <b>1.31</b>	Produce instrumental, multi-view orthographic drawings that communicate technical features of design ideas.	3	External
91065 <b>1.32</b>	Produce instrumental paraline drawings to communicate design ideas	3	External
91066 <b>1.33</b>	Use rendering techniques to communicate the form of design ideas	3	Internal
91067 <b>1.34</b>	Use the work of an influential designer to inform design ideas	3	Internal
91068 <b>1.35</b>	Undertake development of design ideas communicated through graphics practice	6	Internal
91069 <b>1.36</b>	Promote an organized body of design work to an audience using visual communication techniques	4	Internal

## LEVEL 2 DVC (Design and Visual Communication), formerly Graphics and Design

The course is structured to enable students to extend their understanding and skills in designing to specified needs and graphic communication from conceptual ideas to evaluation and presentation. The course is structured around three areas:

- Graphic Communication
- Environmental and Spatial Design
- Technological and Product Design

AS Number	Achievement Standard Title	Credits	Assessment Method
91337 <b>2.30</b>	Communicate design ideas using visual communication techniques	3	External
91338 <b>2.31</b>	Use working drawings to communicate technical details of a design	4	External
91339 <b>2.32</b>	Produce instrumental perspective projection drawings to communicate design ideas	3	External
91340 <b>2.33</b>	Use the characteristics of a design movement or era to inform own design ideas	3	Internal
91341 <b>2.34</b>	Develop a spatial design through graphics practice	6	Internal
91342 <b>2.35</b>	Develop a product design through graphic practice	6	Internal

## LEVEL 3 DVC (Design and Visual Communication), formerly Graphics and Design

The emphasis is on the solution of product and spatial design problems and the comprehensive and precise graphic communication of this information.

Students will show evidence of their ability to understand and successfully apply the design principles and processes to a variety of design situations. They will be expected to illustrate innovation and creativity together with an understanding and appreciation of the technological and environmental requirements in the process of developing, refining and testing suitable solutions. Candidates will be required to illustrate knowledge, skills and imagination in communicating conceptual ideas, detailed information and final solutions through a variety of forms of drawing and graphic presentation.

AS Number	Achievement Standard Title	Credits	Assessment Method
<b>3.30</b>	Initiate design ideas through exploration	4	External
<b>3.31</b>	Develop a visual presentation that exhibits a design outcome to an audience	6	Internal
<b>3.32</b>	Resolve a spatial design through graphics practice	6	Internal
<b>3.33</b>	Resolve a product design through graphic practice	6	Internal
<b>3.34</b>	Produce working drawings to communicate production details for a complex design	6	External

**T.I.C. Ms J. Gibson**

[jgibson@stjohns.school.nz](mailto:jgibson@stjohns.school.nz)

Digital Technology continues to grow as a subject at St. John’s College. The Microsoft suite and the concept of digital citizenship are emphasised at Year 9 to give students a good foundation of skills and knowledge to use for all their subjects at St. John’s College. At Year 10 students begin to learn coding through drag and drop software to transition them to programming in Python. Courses are a flexible to cater to students’ abilities and interests. Students enjoy creating games in Python at NCEA level. Webpage development, databases and robotics and film making are all offered. The Adobe creative suite has now been installed on some of the PC’s in the digital technology room which will now enable students to experience using professional software such as Photoshop, Illustrator and Final Cut Pro for their classwork and assignments.

**11 DIGITAL TECHNOLOGY (11 DTT)**

The Year 11 course involves 23 Achievement Standard credits with work including a proposal for a game idea and then the creation of it in Scratch or Python assignments. Databases and some Computer Science theory are also part of this course. Students with any range of abilities are welcome to join the class. Many students know they were meant to do this course, while others ‘discover’ that it is for them not long after they begin.

<b>AS Number</b>	<b>Achievement Standard Title</b>	<b>Credits</b>	<b>Assessment Method</b>
<b>1.1</b>	Develop a proposal for a digital outcome	3	Internal
<b>1.3</b>	Develop a digital outcome to manage data	4	Internal
<b>1.7</b>	Develop a computer program	4	Internal
<b>1.8</b>	Use basic iterative processes to develop a digital outcome	6	Internal
<b>1.9</b>	Demonstrate understanding of searching and sorting algorithms	3	Internal
<b>1.11</b>	Demonstrate understanding of compression coding for a chosen media	3	External
	Design, build and use Robotics		
<b>TOTAL CREDITS</b>		<b>23</b>	

## 12 Computer Science (12 CPS)

The course involves work that continues with the topics taught in the Level One Digital Technology course, including Python programming and databases. It also includes an inquiry project and understanding of Computer Science concepts and programming robots.

AS Number	Achievement Standard Title	Credits	Assessment Method
2.1	Conduct an inquiry to propose a digital technologies outcome	6	Internal
2.3	Construct an advanced Database	4	Internal
2.7	Use advanced programming techniques to develop a computer program	6	Internal
2.8	Use advanced processes to develop a digital technologies outcome	6	Internal
2.9	Demonstrate understanding of a computer science concept	3	External
	Design, build and use Robotics		
<b>TOTAL CREDITS</b>		25	

## 12 Digital Design (12 DDS)

This course does not require students to have completed the Year 11 course. The course involves 16 credits from the Digital Technology and Generic Technology curriculums. The emphasis is on film making, web development and graphic design using the Adobe Creative Suite and other software.

### AS Number | Achievement Standard Title | Credits | Assessment Method

2.3 | Develop a conceptual design for an outcome (Generic Technology) | 6 | Internal

2.2 | Apply conventions to develop a design for a digital technologies outcome | 3 | Internal

2.4 | Use advanced techniques to develop a digital media outcome | 4 | Internal

2.10 | Present a summary of developing a digital outcome | 3 | External

AS Number	Achievement Standard Title	Credits	Assessment Method
2.3	Develop a conceptual design for an outcome (Generic Technology)	6	Internal
2.2	Apply conventions to develop a design for a digital technologies outcome	3	Internal
2.4	Use advanced techniques to develop a digital media outcome	4	Internal
2.10	Present a summary of developing a digital outcome	3	External
	Design, and develop Print Outcomes		
<b>TOTAL CREDITS</b>		16	

### 13 Computer Science (13 CPS)

This course will suit students who showed competence in 12 Digital Technology in the previous year. The course involves furthering knowledge of Microsoft Access databases, and computer programming with Python. It also includes a critical inquiry project and understanding of Computer Science concepts and programming robots. The course caters for those who wish to pursue a tertiary course in Digital Technology.

#### AS Number | Achievement Standard Title | Credits | Assessment Method

3.1 | Conduct a critical inquiry to propose a digital technologies outcome | 6 | Internal |

3.3 | Construct a Complex Database | 4 | Internal |

3.7 | Develop a Complex Python program | 6 | Internal |

3.8 | Use Complex Iterative Processes | 6 | Internal |

3.9 | Evaluate a Digital Technology Concept | 3 | Internal |

3.10 | Present a reflective analysis of developing a digital outcome | 3 | External

Design, build and use Robotics

AS Number	Achievement Standard Title	Credits	Assessment Method
3.1	Conduct a critical inquiry to propose a digital technologies outcome	6	Internal
3.3	Construct a Complex Database	4	Internal
3.7	Develop a Complex Python program	6	Internal
3.8	Use Complex Iterative Processes	6	Internal
3.9	Evaluate a Digital Technology Concept	3	Internal
3.10	Present a reflective analysis of developing a digital outcome	3	External
	Design, build and use Robotics		
<b>TOTAL CREDITS</b>		25	

### 13 Digital Design (13 DDS)

The course builds on the 12DDS Course. It draws from three Technology subject areas to provide students the opportunity to create a range of products. The emphasis is on film making, web development and graphic design using the Adobe Creative Suite and other software.

#### AS Number | Achievement Standard Title | Credits | Assessment Method

3.3 | Develop a conceptual design considering fitness for purpose in the broadest sense (Generic Technology) | 6 | Internal

3.2 | Apply user experience methodologies to develop a design for a digital technologies outcome | 3 | Internal

3.4 | Use complex techniques to develop a digital media outcome | 4 | Internal

3.22 | Implement complex procedures to make a specified product using a Computer Numerical Controlled (CNC) machine (Construction and Mechanical Technologies) | 4 | Internal

3.10 | Present a summary of developing a digital outcome | 3 | External

AS Number	Achievement Standard Title	Credits	Assessment Method
3.3	Develop a conceptual design considering fitness for purpose in the broadest sense (Generic Technology)	6	Internal
3.2	Apply user experience methodologies to develop a design for a digital technologies outcome	3	Internal
3.4	Use complex techniques to develop a digital media outcome	4	Internal
3.22	Implement complex procedures to make a specified product using a Computer Numerical Controlled (CNC) machine (Construction and Mechanical Technologies)	4	Internal
3.10	Present a summary of developing a digital outcome	3	External
	Design, and develop Print Outcomes		
<b>TOTAL CREDITS</b>		20	

**T.I.C. Mr. C Ireland**

[cireland@stjohns.school.nz](mailto:cireland@stjohns.school.nz)

**LEVEL 1 CULINARY ARTS**

**Units towards the National Certificate in Hospitality (Introductory Cookery) (Level 2)**

This course has been designed to develop your cookery skills. It creates a strong base for Year 12 and Year 13. It is a good foundation that will suit many career paths from becoming an apprentice chef or cook or to further education at polytechnics. It could even help you get a part time industry job, some of these units are level two industry based units and as such students must be involved with the Saints kitchen catering team, producing high quality catering for functions throughout the school, for paying guests, in a manner and style expected within industry.

The following Standards are being offered.

AS Number	Achievement Standard Title	Credits	Assessment Method
<b>167</b>	Practice food safety methods in a food business	4	
<b>13275</b>	Cook food items by steaming	2	
<b>13278</b>	Cook food items by roasting	2	
<b>13280</b>	Prepare fruit and vegetable cuts	2	
<b>13281</b>	Prepare & present basic sandwiches for service	2	
<b>13283</b>	Prepare and present salads for service	2	
<b>13284</b>	Clean food production areas and equipment	2	
<b>13285</b>	Handle & maintain knives in a commercial kitchen	2	

**Total Credits = 18 credits.**

**LEVEL 2 CULINARY ARTS**

**Units to finish off the National Certificate in Hospitality (Introductory Cookery) (Level 2)**

This course has been designed to extend your level one skills. It creates a strong base for Year 13. It is a good foundation that will suit many career paths from becoming an apprentice chef or cook or to further education at polytechnics. It could even help you get a part time industry job, These units are level two industry based units and as such students must be involved with the Saints kitchen catering team, producing high quality catering for functions throughout the school, for paying guests, in a manner and style expected within industry.

The following Standards are being offered:

AS Number	Achievement Standard Title	Credits	Assessment Method
<b>167</b>	Practice food safety methods in a food business (Unit 167 is only required if the student did not do year 11 culinary arts)	4	
<b>13271</b>	Cook food items by frying	2	
<b>13272</b>	Cook food items by baking	2	
<b>13273</b>	Cook food items by boiling	2	
<b>13274</b>	Cook food items by poaching	2	
<b>13276</b>	Cook food items by grilling	2	
<b>13277</b>	Cook food items by braising and stewing	2	
<b>13325</b>	Prepare and bake basic cakes, sponges, and scones in a commercial kitchen	4	
<b>13344</b>	Demonstrate knowledge of the characteristics of commercial cookery methods and their applications	3	
<b>20666</b>	Demonstrate knowledge of contamination hazards and control methods in a food business	2	

**Total Credits = 25 at level 2 or 21 credits if the student completed year 11 culinary arts.**

### LEVEL 3 CULINARY ARTS

#### Course Entry Requirements

Students must have obtained at least 20 credits at Level 2, or at the discretion of the HOD of Food Technology.

#### Course Outline

This course has been designed to extend the students level 2 skills and creates a strong base for many career paths from becoming an apprentice chef, or barista to further education at polytechnics. It could even help you get a part time industry job, helping you pay your way through university.

These are level 3 industry based units and as such students must be involved with the Saints kitchen catering team, producing high quality catering for functions throughout the school, for fee paying guests, in a manner and style expected within industry.

The following Standards are being offered.

AS Number	Achievement Standard Title	Credits	Assessment Method
168	Demonstrate knowledge of food contamination hazards & control methods used in a food business	4	
13314	Prepare and cook egg dishes in a commercial kitchen	4	
13316	Prepare and cook basic pasta dishes in a commercial kitchen	4	
17284	Demonstrate knowledge of coffee origins and production	3	
17288	Prepare & present espresso beverages for service	5	

**Total Credits = 20 at level 3**

**Materials Technology**

T.I.C. Mr S Fiet

[sfiet@stjohns.school.nz](mailto:sfiet@stjohns.school.nz)

Materials Technology is a Unit Standards course with units being chosen from industry related courses. Each year builds on the experiences gained from the previous year, so that students increase both their personal skills and acquire the ability to plan and take charge of projects. If Materials Technology were not taken as an option at year 10 then it would be more difficult to cope with the course at year 11.

The programme at Level 1 leads to the BCATS entry level certificate and at Level 2 the advanced. These certificates could assist in gaining entry to higher level courses or finding a job in a trade. We aim to equip the students with the abilities to do well, perseverance, tenacity, concentration, and practical skills. The projects attempted may change but all must be completed as per the specifications just like in the real world! Later in the year, there may be time for supplementary projects although there is an expectation that a plan and specifications are adhered to.

Each year's course has a fee for consumables used and costs for project materials. This information on approximate costs is available on request.

All students are expected to bring a laptop, to theory lessons, to utilise the online course and assessment material.

Teacher – Mr Fiet

**COURSE REQUIREMENTS****(Senior Programme)**

- Level 1** Recommended that it was taken at Year 10 level  
**Level 2** 15 credits gained in Year 11 Materials Technology or at the discretion of the H.O.D.  
**Level 3** At the discretion of the H.O.D. but should have taken Year 12 (Level 2) or Materials Technology at Year 11 (Level 1)

**LEVEL 1 – Materials Technology**

US Number	Unit Standard Title	Credits	Assessment Method
24352	Demonstrate knowledge of and apply safe working practices	2	Internal Coursework
24355	Demonstrate knowledge of construction and manufacturing materials use	4	Internal Coursework
24356	Apply elementary workshop procedures and processes for BCATS projects	8	Practical Project
25919	Use hardware and fastenings for BCATS projects	2	Practical Project and Internal Coursework
25920	Use joints for BCATS project	3	Practical Project and Internal Coursework

With literacy and numeracy credits gain BCATS Entry Certificate

**LEVEL 2 – Materials Technology**

<b>US Number</b>	<b>Unit Standard Title</b>	<b>Credits</b>	<b>Assessment Method</b>
12932	Construct Timber garden furniture and items of basic construction equipment as a BCATS project	<b>8</b>	<b>Practical Project and Internal Coursework</b>
24354	Demonstrate knowledge of and applying safe working practise in a BCATS workplace	<b>4</b>	<b>Internal Coursework</b>
24357	Receive instructions and communicate information in relation to BCATS projects	<b>4</b>	<b>Internal Coursework</b>
12927	Identify select and maintain and use hand tools for BCATS projects	<b>6</b>	<b>Internal Coursework</b>

With Literacy Credits gain BCATS Advanced Certificate

**LEVEL 3 – Materials Technology (BCATS)**

<b>US Number</b>	<b>Unit Standard Title</b>	<b>Credits</b>	<b>Assessment Method</b>
29677	Follow safe workplace practices and contribute to a health and safety culture in a BCATS environment	<b>2</b>	<b>Internal Coursework</b>
29681	Measure and calculate for a Stage 3 BCATS project	<b>3</b>	<b>Internal Coursework</b>
29678	Demonstrate knowledge of, select and use materials for a Stage 3 BCATS project	<b>4</b>	<b>Internal Coursework</b>
29682	Select, use, and maintain tools, equipment, and machinery for a stage 3 BCATS project	<b>4</b>	<b>Internal Coursework</b>
29679	Develop and use BCATS project documentation for a Stage 3 BCATS project	<b>8</b>	<b>Internal Coursework</b>

A practical project is undertaken at Level 3 although it earns no credits. All the course credits are awarded for the project diary.

**T.I.C Mr P Connell**  
[pconnell@stjohns.school.nz](mailto:pconnell@stjohns.school.nz)

**Coordinator: Mrs B Gardner**  
[bgardner@stjohns.school.nz](mailto:bgardner@stjohns.school.nz)

**Course Entry Requirements**

Open to Year 13 students.

**Course Outline**

The Gateway program is a functional and hands on approach for senior students to learn what it takes to become a reliable employee and eventually capable of running their own business.

**Unit Standards Offered in Gateway:**

Unit number	Title	Level	Credits
4251	Plan a Career Pathway	3	3
6400	Comprehensive First Aid	3	2
6401	Provide First Aid	2	1
6402	Provide Basic Life Support	1	1
497	Demonstrate Knowledge of workplace Health and Safety Requirements	1	3
22316	Demonstrate knowledge of drug and alcohol problems	3	4
19522	Undertake Job Safety Analysis	3	3
17602	Apply hazard identification and risk assessment procedures in the workplace		4
16705	Demonstrate knowledge of host responsibility requirements as a duty manager of licensed premises	4	3
4646	Demonstrate knowledge of the sale and Supply of Alcohol Act 2012 and its implications for licensed premises	4	2
14420	Demonstrate knowledge of alcoholic and Non-Alcoholic beverages	3	3
1980	Dealing with Employment relationship Problems	3	3
1296	Interview in Informal Situations	3	3
1304	Communicate with people from other cultures	3	2

Gaining networks in the local community and building skills targeted to enhance employment opportunities for their future pathways, students attend a work placement one day per week starting in term one.

**Placements have included:**

Automotive Engineering	Hospitality
Building and Construction	Hairdressing
Plumbing	Property Management
Electrical	Farming

## GATEWAY RELATED OPTIONS

This subject has been put together for Gateway students who wish to develop their industry-related skills in either a Primary Industry or Motor Industry.

*One of these options may be chosen by Gateway students. It will be on its own option line in their timetable and run as a supervised study lesson along with a wellbeing and recreation component.*

***Either option requires work experience once a week and this will be done within the Gateway programme.***

### **MITO course: (Motor Industry Trade Organisation)**

41 credits (unit standards) across Level 2 and Level 3 are available by online learning with a local supervisor. Lots of support is provided and although some prior practical knowledge is helpful, it's not necessary. The course is not difficult; the main requirement is interest and a willing attitude.

There are options that lead to a range of jobs including:

Light vehicle, collision repair, refinishing, heavy vehicle, agricultural equipment, outdoor power equipment, plant and machinery, motorcycle, automotive electrical, diesel fuel, wheel alignment.

Work experience one day a week is part of the requirements.

There is no cost involved to the student.

Or:

### **Trades Academy Primary Industry Skills:**

40 credits (unit standards) across Level 2 and Level 3 are available through either online learning or done at the workplace with a local supervisor. As for the MITO course there is a good level of support provided and although some prior practical knowledge is helpful, it's not necessary. The course is not difficult; the main requirement is interest and a willing attitude.

There are options that lead to a range of jobs including:

Primary industry; for example beekeeper, stable assistant, orchard worker, pack house hand, relief milker, turf labourer, vineyard hand, assistant gardener, general farm hand, nursery worker, store assistant, fish filleter or deckhand.

Work experience one day a week is part of the requirements.

There is no cost involved to the student.