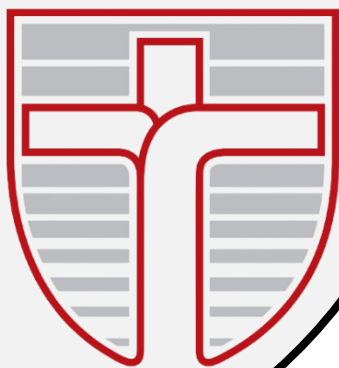


Subject Selection Course Planner

John Paul College Year 11

College Motto – Ma te Pono, me te Aroha – Through Faith & Love

NCEA Level One - 2024



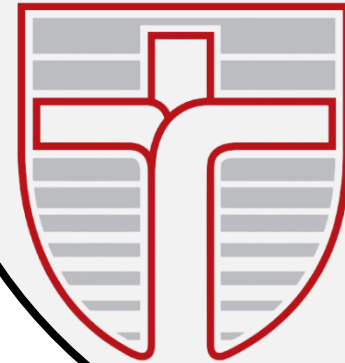
Contents

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P14 - ESOL	P31 - Science
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P17 - History	P34 - Te Ao Haka
	P35 - 37 - Trade Academy

Course selection is an important time, especially as your senior NCEA years will help shape the pathway forward for your tertiary study and future job prospects. You will need to include in your decisions:

- a) Your desired future career*
- b) Where your talents lie (what are you good at)*
- c) Where you have put your efforts thus far*
- d) Including your family to help guide your choices.*

NCEA Qualification



National Certificate of Educational Achievement (NCEA)

NCEA is the formal secondary school qualification for New Zealand.

NCEA was introduced as a qualification in 2002 so it's over 20 years old.

NCEA has three levels (One, Two, Three). Typically, Year 11 aims for Level One and Year 13 students aim for Level Three.

To gain NCEA every student needs to complete/gain a number of 'credits' across a range of subjects. A standard is a small parcel of learning that is the same for every student regardless of school/city.

At JPC we take six subjects, and each subject will offer 4-8 standards.

Each standard has a 'credit' value. Larger topics have more credits. For example, at Level 1, most standards are worth five credits (though some vary).

Every time a student passes a standard, they gain the credits. Over the year you accumulate the total number of credits. You must gain 60 credits minimum to gain NCEA Qualification, plus the NCEA co-requisites in numeracy (10 Credits) and literacy (10 credits) (20 credits total).

Standards are designated as either internal (credits count during the year) or external (credits count from a common assessment task or a November examination). There are a few subjects where externals are not exams (think of Art doing a portfolio).

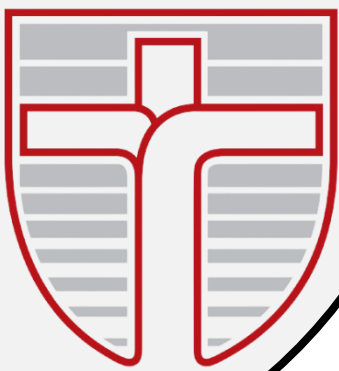
When you sit an achievement standard, you gain one of four grades. The lowest of these is 'Not Achieved', 'Achieved', 'Achieved with Merit' and the top mark is 'Achieved with Excellence'. If you get Achieved, Merit or Excellence you get the credits. You can also achieve credits through unit standards – these are generally graded as "Achieved" or "Not achieved".

JPC has a terrific long tradition of not only getting students through their qualification but also to gain the qualification with an overall 'endorsement'.

Overall endorsement is when a minimum of 50 credits are marked as Excellence or Merit. In 2022 98% of all Year 11 students gained NCEA L1 and 55% of all Year 11 gained an overall endorsement.



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA



NCEA Tracking

Six Subjects – Needing 60 Credits

Level One Literacy & Numeracy – In order to pass NCEA, you must have a minimum of 10 credits of Literacy and a further 10 credits of Numeracy. Most often students gain these in Year 10 (during the online examinations either mid-year or end of year). *If you haven't got these – you can redo these exams in Year 11.*

2024 NZQA Allowed Standards – Just for 2024 NZQA has listed a series of standards which you can use to get your 10 credits in each of these areas as an alternative to the online assessments.

Literacy –



Te Reo Maori 1.1, 1.2, 1.3 & 1.4

English 1.1, 1.2, 1.3 & 1.4

Commerce 1.3 & 1.4

Geography 1.1, 1.3 & 1.4

History 1.2, 1.3 & 1.4

Religious Studies 1.1, 1.2, 1.3 & 1.4

Social Studies 1.1, 1.3 & 1.4

Science 1.1 & 1.4

Numeracy –



Commerce 1.1

Geography 1.2

Science 1.4

Mathematics 1.1, 1.2, 1.3 & 1.4

Tracking Goals



Numeracy

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Literacy

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

You must have ten numeracy and ten literacy credits (regardless of the number of other credits from any other subject).

Subject Endorsement *(mini of 14 cr either mer or exc)*

Subject One	_____	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Subject Two	_____	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Subject Three	_____	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Subject Four	_____	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Subject Five	_____	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Subject Six	_____	1	2	3	4	5	3	7	8	9	10	11	12	13	14	15	16

Overall Credit Count *(Mini of 60 plus 10 lit & 10 num)*

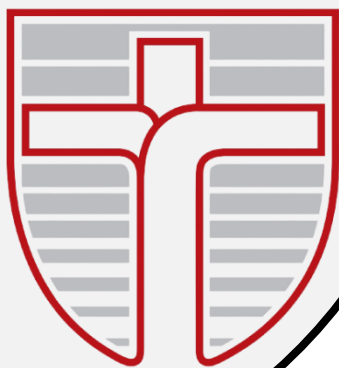
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100

Overall Endorse Merit *(Mini of 50 either mer or exc)*

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50

Overall Endorse Excellence *(Mini of 50 either mer or exc)*

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50



Arts Mixed Media

Code – 11MMD

HOD – Ms. Worrall

claire.worrall@jpc.school.nz

Visual Arts students explore, refine, and communicate their own artistic ideas by responding to how art expresses identity, culture, ethnicity, ideas, feelings, moods, beliefs, political viewpoints, and personal perspectives. Through engaging in the visual arts, students learn how to discern, participate in, and celebrate their own and others' visual worlds.

Standard	Descriptor
ART1.1 AS91912 (int 5 crds)	Use practice-based visual inquiry to explore Aotearoa New Zealand's Māori context and another cultural context
ART1.2 AS91913 (int 5 crds)	Produce resolved artwork appropriate to established art making conventions
ART1.3 AS91914 (ext 5 crds)	Explore Visual Arts processes and conventions to inform own art making
ART1.4 AS91915 (ext 5 crds)	Create a sustained body of related artworks in response to an art making proposition



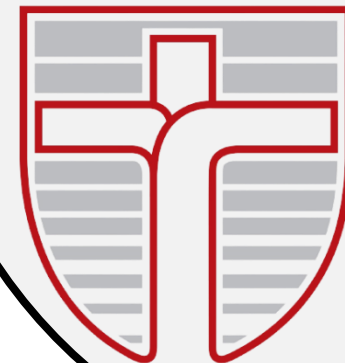
You need a genuine interest in creating exciting pieces of art across a range of disciplines. Don't worry if you think you can't draw/paint. There is a process, media, or discipline you can use to tell your story.

Commerce

Code – 11COM

HOD – Mr. Tutty

nathan.tutty@jpc.school.nz



Commerce is a new subject specifically designed to cover the basics of Economics, Business Studies and Accounting in order to prepare students for future study in these subjects at Level 2, if offered.

Up to 20 credits will be offered through a study of local businesses which could include Te Puia, Rotorua Canopy Tours, Mitai Maori Village, Rotorua Mountain Bike, or Hells Gate. The focus will be on:

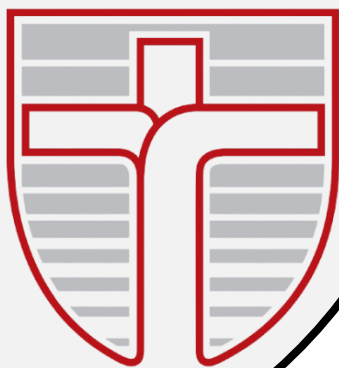
- how financial decisions are made*
- how businesses set their prices*
- what would cause prices to change*
- how the sectors of the economy interact with each other and how events can affect the sectors.*

The standards offered can be completed by running a group or class business or studying an existing business. The class will be involved in deciding which option is chosen.

Standard	Descriptor
COM1.1 AS92028 (int 5 crds)	Demonstrate understanding of an organisation's financial decision making
COM1.2 AS92029 (int 5 crds)	Demonstrate understanding of price determination for an organization
COM1.3 AS92030 (ext 5 crds)	Demonstrate understanding of how interdependent financial relationships are affected by an event
COM1.4 AS92031 (ext 5 crds)	Demonstrate understanding of how an organisation's financial viability is affected by an event



Commerce is open entry – but recommended Year 10 Commerce.



Dance

Code – 11DAN

TIC – Ms. Burt

alena.burt@jpc.school.nz

Dance is an embodied language. In dance education, ākonga learn to communicate through movement and interpret meaning from movement. Learning in Dance supports ākonga to expand the ways they express ideas, feelings, values, and beliefs, as well as how they understand those of others. Ākonga develop literacy in dance as they learn about, and extend their skills in movement, performance, and choreography.

Dance is a way of strengthening relationships. Personal experiences and identities are valid and valued components of learning in Dance, which supports whanaungatanga. Working as a collective emphasises core values of fa'aaloalo/faka'apa'apa, aro'a, tautua, and kuleana, which nurture vā in learning spaces. These values are fundamental to positive learning experiences that will support ākonga in Dance. Dance supports ākonga to develop relational skills they can take beyond the learning environment, such as collaboration, communication, teamwork, and problem-solving. At the same time, ākonga will also develop confidence and a deeper awareness of their own identities.

Dance is always evolving as innovations develop from or alongside dance forms and practices. Dance can be seen as a social and historical artefact reflecting the culture from which it descends.

Standard	Descriptor
DAN1.1 AS91936 (int 5 crds)	Compose a dance sequence in response to a given brief
DAN1.2 AS91937 (int 5 crds)	Perform dance sequences
DAN1.3 AS91938 (ext 5 crds)	Demonstrate understanding of the relationship between key features and cultural context of a dance genre or style
DAN1.4 AS91939 (ext 5 crds)	Demonstrate understanding of the application of the elements of dance in a performance



Year 10 Teacher recommendation. Year 10 Dance Course.

Students in Dance are expected to be involved in live performance.

Design & Visual Communication



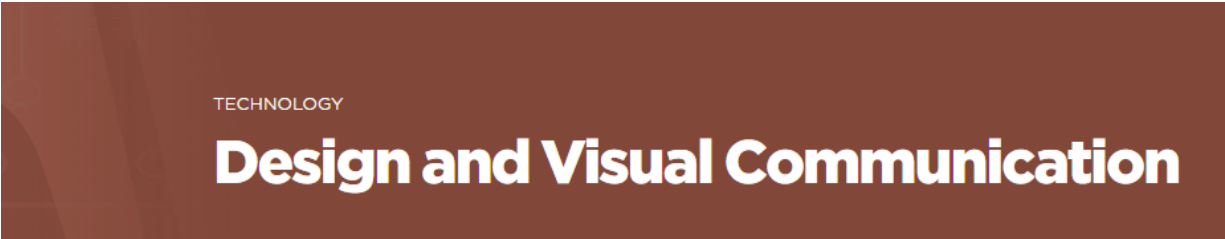
Code – 11DVC

LOTL – Mr. Jones

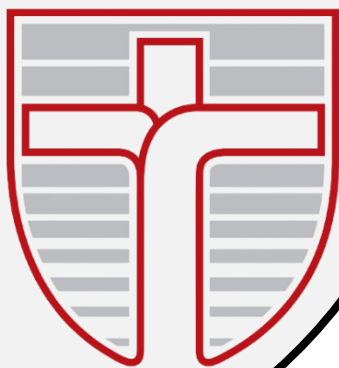
phil.jones@jpc.school.nz

Design and Visual Communication is about the interrelated strands of design thinking, visual communication, and design heritage.
Design encompasses the ideation, exploration, progression, and communication of design ideas into potential outcomes that serve a specific purpose, provide innovative possibilities, and can be informed by design heritage and a designer’s perspective.

Standard	Descriptor
DVC1.1 AS92000 (int 5 crds)	Generate product or spatial design ideas using visual communication techniques in response to design influences
DVC1.2 AS92001 (int 5 crds)	Use representation techniques to visually communicate own product or spatial design outcome
DVC1.3 AS92002 (ext 5 crds)	Develop product or spatial design ideas informed by the consideration of people
	And/or
DVC1.4 AS92003 (ext 5 crds)	Use instrumental drawing techniques to communicate own product or spatial design outcome



Year 10 Teacher recommendation. Year 10 DVC Completed and/or Via conversation with Mr. Jones.



Digital Technology

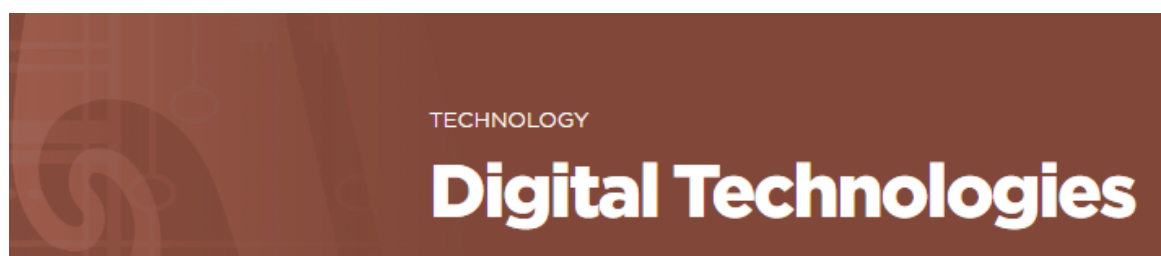
Code – 11DGT

HOD – Mrs. Bite

marisol.bite@jpc.school.nz

Technology is intervention by design. Digital Technologies focuses on building ākonga capability to apply technological ideas within a digital environment. Digital Technologies is a broad subject that covers many domains, for example: software programming, electronic environments and embedded systems, digital information systems, and/or digital media.

Standard	Descriptor
DGT1.1 AS92004 (int 5 crds)	Create a computer program
DGT1.2 AS92005 (int 5 crds)	Develop a digital technologies outcome
DGT1.3 AS92006 (ext 5 crds)	Demonstrate understanding of usability in human-computer interfaces
DGT1.4 AS92007 (ext 5 crds)	Design a digital technologies outcome



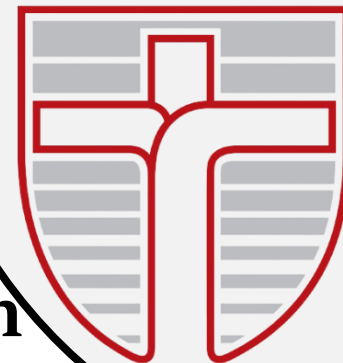
Open Entry Course. Year 10 DGT students given preference.

Drama

Code – 11DRA

HOD – Mrs. Thurston

gabrielle.thurston@jpc.school.nz

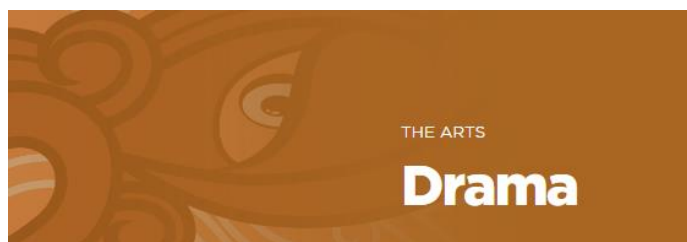


Drama students demonstrate high engagement, empathy and courage in their learning because it allows them to have fun while taking creative risks within a safe environment. They quickly learn that they are responsible for themselves and for others.

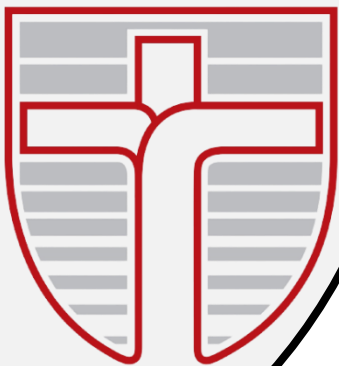
The collaborative, creative process of drama develops learner's skills in giving and receiving constructive feedback. Drama students learn to share, develop and extend ideas to realise a shared goal and serve the intention of the drama.

Through participating in and responding to drama, learners develop confidence in expressing their ideas as they seek to communicate with a variety of audiences and thereby influence society

Standard	Descriptor
DRA1.1 AS91940 (int 5 crds)	Explore the function of theatre Aotearoa
DRA1.2 AS91941 (int 5 crds)	Participate in creative strategies to create a drama
DRA1.3 AS91942 (ext 5 crds)	Use drama techniques to perform a scripted role for an audience
DRA1.4 AS91943 (ext 5 crds)	Respond to a drama performance



Year 10 Teacher recommendation. Good Year 10 English results are beneficial. There are performance expectations, including a school play/show.



English

Code – 11ENA

LOTL – Mr. Welman

ashley.welman@jpc.school.nz

English is the study, use, and enjoyment of the English language, communicated orally, visually, and in writing, for a range of purposes and audiences and in a variety of forms. It is creative and critical, receptive and productive. In Aotearoa New Zealand, the study of English incorporates mātauranga Māori and considers our place in the Pacific.

Standard	Descriptor
ENG1.1 AS91924 (int 5 credits)	Demonstrate understanding of how context shapes verbal language use
ENG1.2 AS91925 (int 5 credits)	Demonstrate understanding of specific aspects of studied text
ENG1.3 AS91926 (ext 5 credits)	Develop ideas in writing using stylistic and written conventions
ENG1.4 AS91927 (ext 5 credits)	Demonstrate understanding of significant aspects of unfamiliar texts



Year 10 Teacher recommendation.

Applied English



Code – 11AEN

LOTL – Mr. Welman

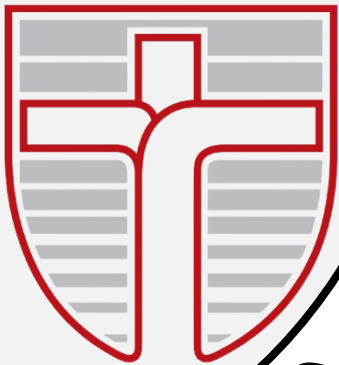
ashley.welman@jpc.school.nz

English is the study, use, and enjoyment of the English language, communicated orally, visually, and in writing, for a range of purposes and audiences and in a variety of forms. The focus of this course is to build confidence in a practical sense, especially relating to workplace qualifications.

Standard	Descriptor	Timeframe
US 10792 (int 3 credits)	Write a formal personal correspondence	
US 3483 (int 3 credits)	Fill in a form	
US 3490 (int 2 credits)	Complete an incident report	
US 33140 (int 3 credits)	Demonstrate knowledge of fake online information	
US 26622 (int 4 credits)	Write to communicate ideas for a purpose and audience	
US 7121 (int 2 credits)	Demonstrate skills to search and select information	



Year 10 Teacher recommendation.



ESOL (2nd Language)

Code – 11ESL

TIC – Mr. Corn

aaron.corn@jpc.school.nz

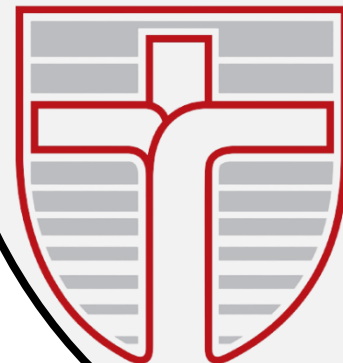
This is an English language course for student from non-English-speaking backgrounds, who are beginner or elementary users of English.

This is a multi-level class where students will develop their listening, speaking, reading, writing skills through a range of activities. They will increase their range of grammar, vocabulary and phonology through theme-based topics.

Standard	Descriptor – a selection from:
US30978 (int 10 crds)	Demonstrate understanding of broken texts in common situations
US30994 (int 5 crds)	Read and understand simple texts in everyday contexts
US31000 (int 10 crds)	Read and understand very basic info for common practical purposes
US31013 (int 10 crds)	Participate in simple everyday spoken interactions
US31024 (int 5 crds)	Present basic info on an everyday personal topic
US31041 (int 10 crds)	Write basic texts for practical purposes relevant to self
US27996 (int 5 crds)	Write simple texts on an everyday topic



Courses catered towards specific language needs of the individual.



Food And Nutrition

Code – 11FAN

HOD – Mr Davis

brendan.davis@jpc.school.nz

Materials and Processing Technology (Food) is a hands-on, creative subject that encourages ākonga to explore the three strands of the technology curriculum through the design and creation of fit-for-purpose outcomes. The practice of technology is grounded in intervention by design and ākonga will have multiple opportunities to demonstrate this.

Standard	Descriptor
FAN1.1 AS92012 (int 6 crds)	Develop a Materials and Processing Technology outcome for an authentic context
FAN1.2 AS92013 (int 6 crds)	Develop a Materials and Processing Technology outcome by transforming, manipulating, or combining different materials
FAN1.3 AS92014 (ext 4 crds)	Demonstrate understanding of sustainable practices in the development of a Materials and Processing Technology design
	And / or
FAN1.4 AS92015 (ext 4 crds)	Demonstrate understanding of materials and techniques for a feasible Materials and Processing Technology outcome
FAN US20666 (int 2 crds)	Demonstrate basic knowledge of contamination hazards and control methods used in a food business
FAN US21059 (int 2 crds)	Demonstrate knowledge of knife care, use, storage, and carrying for the hospitality industry
FAN US15921 (int 3 crds)	Prepare and cook a cake, a sponge and a batch of scones in the hospitality industry



Open Entry Course. Year 10 FAN students given preference.



Geography

Code – 11GEO

TIC – Mrs. Fraser

nicky.fraser@jpc.school.nz

Geography is the study of people and place and seeks to interpret physical and cultural environments and how these change over time. Akonga and Kaiako of Geography consider how time, space, people and place are interrelated. Geography investigates the ways that features are arranged on the Earth's surface and how different patterns and processes create these. Geography observes how differing perspectives and values influence the use and management of environments and how the impacts of human behaviour can shape the World around us. Students of Geography will explore the relationships between people and their environments and will learn to think within an Aotearoa New Zealand context as well as on a global scale.

Standard	Descriptor
GEO1.1 AS91932 (int 5 crds)	Demonstrate understanding of the spatial distribution of phenomena and its impacts within te taiao
GEO1.2 AS91933 (int 5 crds)	Explore te taiao using data
GEO1.3 AS91934 (ext 5 crds)	Demonstrate understanding of how natural processes operate within te taiao
GEO1.4 AS91935 (ext 5 crds)	Demonstrate understanding of geographic decision-making in Aotearoa New Zealand or the Pacific



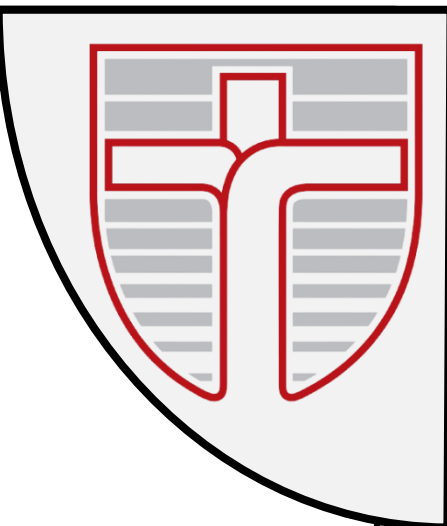
Geography is open entry – This course is designed for students with average or above literacy and numeracy skills. There is an expectation for Fieldwork in at least one of these standards.

History

Code – 11HIS

TIC – Mrs. Jackson

georgia.jackson@jpc.school.nz



History provides an opportunity for akonga to knot together the following three strands:

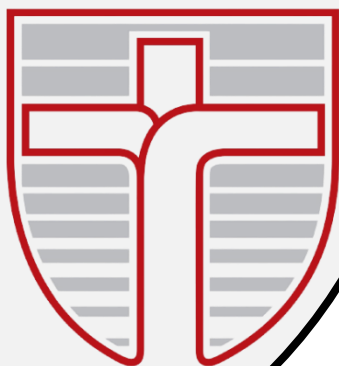
- *Understand how our histories are shaped*
- *Understand how these histories influence their understanding of both themselves and the world around them and*
- *Gain a number of transferable skills which they can take out into the wider world*

Central to these is mana. Mana is seen as the concept that underpins the teaching of History in Aotearoa as the power, authority and respect associated with a person, group or object is a driving force behind many historical events

Standard	Descriptor
HIS1.1 AS92024 (int 5 crds)	Engage with a variety of primary sources in a historical context
HIS1.2 AS92025 (int 5 crds)	Demonstrate understanding of the significance of a historical context
HIS1.3 AS92026 (ext 5 crds)	Demonstrate understanding of historical concepts in contexts of significance to Aotearoa New Zealand
HIS1.4 AS92027 (ext 5 crds)	Demonstrate understanding of perspectives on a historical context



History is open entry.



Material Tech (Metal)

Code – 11MET

LOTL – Mr. Jones

phil.jones@jpc.school.nz

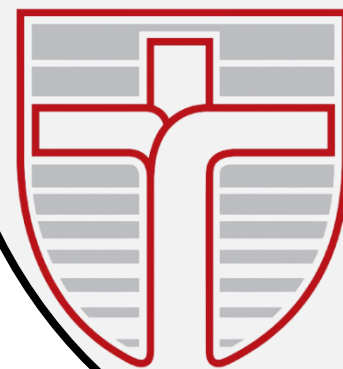
Materials and Processing Technology (Metal) is a hands-on, creative subject that encourages ākonga to explore the three strands of the technology curriculum through the design and creation of fit-for-purpose outcomes. The practice of technology is grounded in intervention by design and ākonga will have multiple opportunities to demonstrate this.

Standard	Descriptor
MET1.1 AS92012 (int 6 crds)	Develop a Materials and Processing Technology outcome for an authentic context
MET1.2 AS92013 (int 6 crds)	Develop a Materials and Processing Technology outcome by transforming, manipulating, or combining different materials
MET1.3 AS92014 (ext 4 crds)	Demonstrate understanding of sustainable practices in the development of a Materials and Processing Technology design
	And / or
MET1.4 AS92015 (ext 4 crds)	Demonstrate understanding of materials and techniques for a feasible Materials and Processing Technology outcome
MET US22926 (int 2 crds)	Demonstrate knowledge of safety procedures in a specific engineering workshop

TECHNOLOGY

Materials and Processing Technology

Year 10 Teacher recommendation. Year 10 MET/WDT Completed and/or Via conversation with Mr. Jones. There is a \$40 cost for take-home component.



Material Tech (Wood)

Code – 11WDT

HOD – Mr. Isaacs

jeff.isaacs@jpc.school.nz

Materials and Processing Technology (Wood) is a hands-on, creative subject that encourages ākonga to explore the three strands of the technology curriculum through the design and creation of fit-for-purpose outcomes. The practice of technology is grounded in intervention by design and ākonga will have multiple opportunities to demonstrate this.

Standard	Descriptor
WDT1.1 AS92012 (int 6 crds)	Develop a Materials and Processing Technology outcome for an authentic context
WDT1.2 AS92013 (int 6 crds)	Develop a Materials and Processing Technology outcome by transforming, manipulating, or combining different materials
WDT1.3 AS92014 (ext 4 crds)	Demonstrate understanding of sustainable practices in the development of a Materials and Processing Technology design
	And / or
WDT1.4 AS92015 (ext 4 crds)	Demonstrate understanding of materials and techniques for a feasible Materials and Processing Technology outcome
WDT US 24352 (int 2 crds)	Demonstrate and apply knowledge of safe working practices and use PPE during the construction of a BCATS project
WDT US 25919 (int 3 crds)	Use hardware and fastenings for a BCATS project
WDT US 25920 (int 3 crds)	Use joints for a BCATS project

TECHNOLOGY

Materials and Processing Technology

Year 10 Teacher recommendation. Year 10 WDT/MET Completed and/or Via conversation with Mr Isaacs. There is a \$40 cost for take-home component.



Mathematics

Code – 11MAT

LOTL – Ms. Cordonni

lara.cordonni@jpc.school.nz

The Mathematics and Statistics course is designed for students who are achieving in Mathematics but find Algebra challenging.

The course offers a total of 10 internally assessed and 5 externally assessed achievement standard credits.

The pathway from year 11 Mathematics and Statistics leads to Level 2 Mathematics and Level 3 Statistics.

Standard	Descriptor
MAT1.1 AS91944 (int 5 crds)	Explore data using a statistical enquiry process
MAT1.2 AS91945 (int 5 crds)	Use mathematical methods to explore problems that relate to life in Aotearoa New Zealand or the Pacific
MAT1.3 AS91946 (ext 5 crds)	Interpret and apply mathematical and statistical information in context

MATHEMATICS AND STATISTICS

Mathematics and Statistics

Mathematics with Algebra

Code – 11MAA

LOTL – Ms. Cordonni

lara.cordonni@jpc.school.nz

Mathematics with Algebra is a course designed for competent Mathematics students. All strands of Mathematics are covered in this course

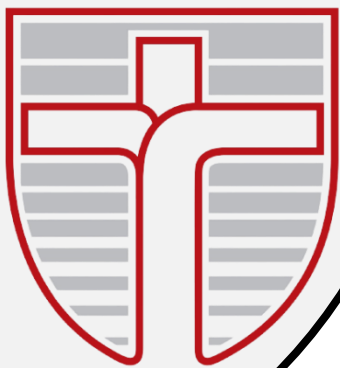
Students will have the mandatory Numeracy co-requisite achieved in year 10. The course offers a total of 10 internally assessed and 10 externally assessed credits.

The pathway from year 11 Mathematics with Algebra leads to Level 2 Mathematics with Algebra; Level 3 Calculus and/or Statistics

Standard	Descriptor
MAT1.1 AS91944 (int 5 crds)	Explore data using a statistical enquiry process
MAT1.2 AS91945 (int 5 crds)	Use mathematical methods to explore problems that relate to life in Aotearoa New Zealand or the Pacific
MAT1.3 AS91946 (ext 5 crds)	Interpret and apply mathematical and statistical information in context
MAAT1.4 AS91947 (ext 5 crds)	Demonstrate mathematical reasoning

MATHEMATICS AND STATISTICS

Mathematics and Statistics



Applied Mathematics

Code – 11AMA

LOTL – Ms. Cordonni

lara.cordonni@jpc.school.nz

This course is designed to guide students in meeting the mandatory Numeracy requirement for NCEA. To gain Numeracy, students need to either pass the 10 credit Numeracy unit standard or pass two Numeracy approved achievement standards.

Once students have gained Numeracy, they will be offered a selection of financial literacy unit standards.

Students who achieve below the expected curriculum level in year 10 and have not gained the mandatory Numeracy requirement will be expected to take this course.

Standard	Descriptor
MAT1.1 AS91944 (int 5 crds)	Explore data using a statistical enquiry process
COM1.2 AS92028 (int 5 crds)	Demonstrate understanding of an organisation's financial decision making
US32406 (int 10 crds)	Use Math & Stats to meet numeracy demands in range of situations
US24697 (int 2 crds)	Perform income-related calculations for personal finances
US24705 (int 2 crds)	Interpret and confirm the accuracy of personal finance documents
US248090 (int 3 crds)	Knowledge of personal savings and investment options

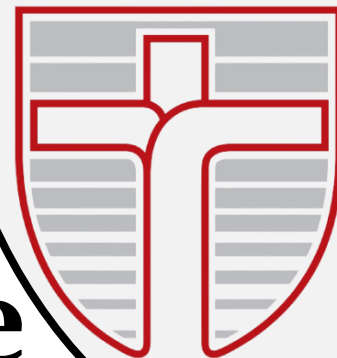
MATHEMATICS AND STATISTICS

Mathematics and Statistics

SOCIAL SCIENCES

Commerce

Applied Maths and Science



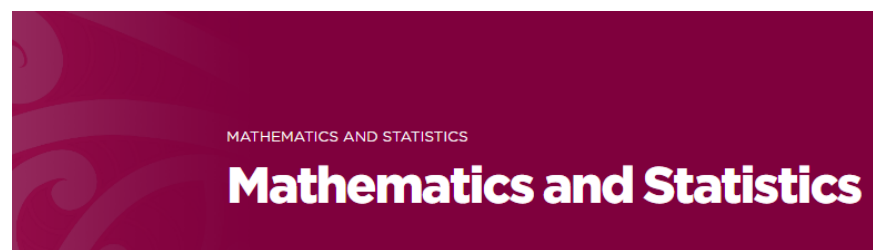
Code – 11AMS

LOTL – Ms. Cordonni/Mrs. Ludascher

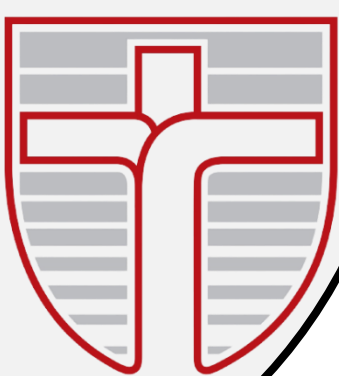
lara.cordonni@jpc.school.nz/conny.ludascher@jpc.school.nz

Science involves generating and testing ideas and gathering evidence to understand, explain, and develop knowledge about the natural world. Scientists do this by making observations, carrying out investigations and modelling, and by communicating and debating with others.

Standard	Descriptor
AS 92020 (CB 1.1) (int 5 crds)	Demonstrate understanding of the relationship between a microorganism and the environment
AS 92021 (CB 1.2) (int 6 crds)	Demonstrate understanding of a chemical reaction in a specific context
AS 91944 (1.1) (int 5 crds)	Explore data using a statistical enquiry process
AS 91945 (1.2) (int 5 crds)	Use mathematical models to explore problems that relate to life in Aotearoa New Zealand or the Pacific.



Offers students a combined Science/Mathematics course which will allow students to have an extra subject option in Year 11 as well as giving them a pathway into Level 2 Statistics and Level 2 General Science.



Mechanical Engineering

Code – 11MEN

LOTL – Mr. Jones

phil.jones@jpc.school.nz

Mechanical Engineering is a hands-on, skills based, vocational program where students gain confidence in a range of modern manufacturing processes to manufacture fit-for-purpose outcomes. Students often take the opportunity to pair this course with Trade Academy and Gateway work experience programs. This course has pathways into engineering apprenticeships and gainful employment.

Standard	Descriptor
MEN US 4433 (int 2 crds)	Select, use and care for simple measuring devices used in engineering
MEN US22923 (int 12 crds)	Demonstrate basic engineering workshop skills under close supervision
MEN US22926 (int 2 crds)	Demonstrate knowledge of safety procedures in a specific engineering workshop

TECHNOLOGY

Materials and Processing Technology

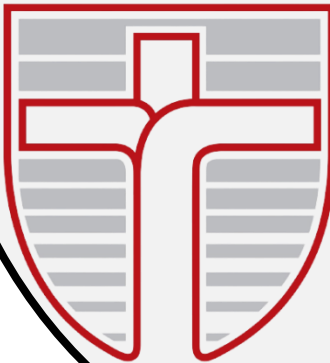
Year 10 Teacher recommendation. Year 10 MET Completed and/or Via conversation with Mr. Jones. There is a \$40 cost for take-home component.

Music

Code – 11MUS

LOTL – Mr. Czyrek

matt.czyrek@jpc.school.nz

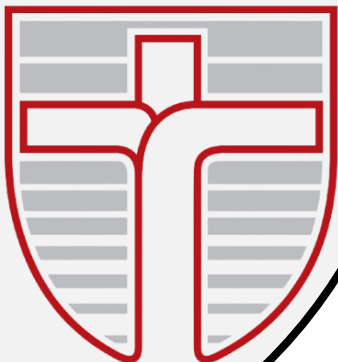


Through music, ākonga can develop a deeper understanding of themselves, and explore different contexts and kaupapa. Music can be a waka for ākonga to connect with their whakapapa and engage with contexts, spirituality, emotions, and the ideas of others. They can build confidence as artists by bringing their own experiences and cultures to their music making.

Standard	Descriptor
MUS1.1 AS91948 (int 5 crds)	Use music skills in a music style
MUS1.2 AS91949 (int 5 crds)	Demonstrate performance skills
MUS1.3 AS91950 (ext 5 crds)	Demonstrate understanding of music in relation to contexts
MUS1.4 AS91951 (ext 5 crds)	Shape music ideas to create an original composition



NCEA Music students involve themselves in at least one extracurricular musical activity. All music students should take instrument/voice lesson. These can be taken privately or through the school.
Entry need Year 10 Music and/or two years of tuition on voice/instrument. Grade Two (or equivalent). Audition may apply.



Physical Education

Code – 11PEA

LOTL – Ms. Northey

barb.northey@jpc.school.nz

Movement is integral to the human experience. It facilitates a lifelong understanding of our bodies, contributes to our hauora, and allows us to live physically active lives. Movement is affected by and affects who we are, how we experience and interact with others, and our relationship to and place in society.

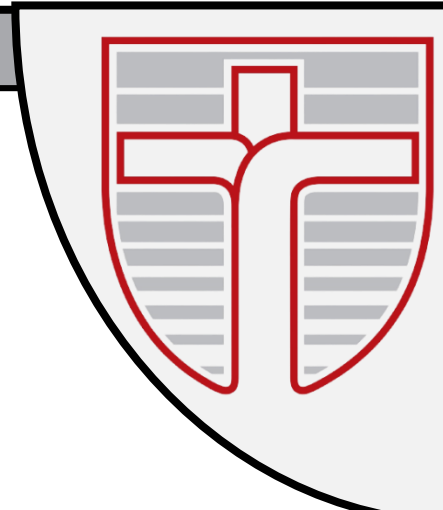
Physical Education develops the social, emotional, intellectual, and cultural capabilities of ākonga. These capabilities inform the ways in which ākonga understand tikanga in movement contexts, provide diverse ways of participating in physical activities, and contribute to movement's wider benefits to hauora.

Standard	Descriptor
PED1.1 AS92016 (int 5 crds)	Apply movement strategies in an applied setting
PED1.2 AS92017 (int 5 crds)	Demonstrate understanding of how kotahitanga is promoted in movement through application of strategies
PED1.3. AS92018 (ext 5 crds)	Demonstrate understanding of the influence of personal movement experience on hauora
PED1.4 AS92019 (ext 5 crds)	Demonstrate understanding of influences on movement Aotearoa New Zealand or the Pacific



Entry on the recommendation of Yr. 10 HPE teacher and LoTL, Ms. Northey.

Physical Education Practical



Code – 11PEP

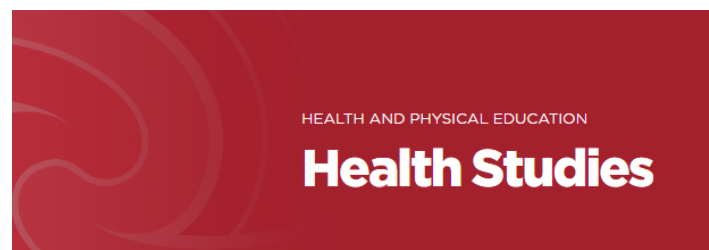
LOTL – Ms. Northey

barb.northey@jpc.school.nz

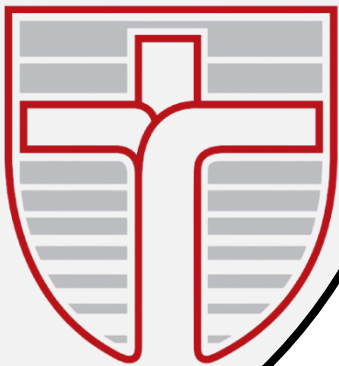
Movement is integral to the human experience. It facilitates a lifelong understanding of our bodies, contributes to our hauora, and allows us to live physically active lives. Movement is affected by and affects who we are, how we experience and interact with others, and our relationship to and place in society.

Physical Education develops the social, emotional, intellectual, and cultural capabilities of ākonga. These capabilities inform the ways in which ākonga understand tikanga in movement contexts, provide diverse ways of participating in physical activities, and contribute to movement's wider benefits to hauora.

Standard	Descriptor
PED1.1 AS92016 (int 5 crds)	Apply movement strategies in an applied setting
PED1.2 AS92017 (int 5 crds)	Demonstrate understanding of how kotahitanga is promoted in movement through application of strategies
US496 (int 5 crds)	Produce, implement and reflect on a plan to improve own personal wellbeing/hauora
US5479 (int 5 crds)	Complete white and yellow orienteering courses



Entry on the recommendation of Yr. 10 HPE teacher and LoTL, Ms. Northey.



Health Studies

Code – 11HES

LOTL – Ms. Northey

barb.northey@jpc.school.nz

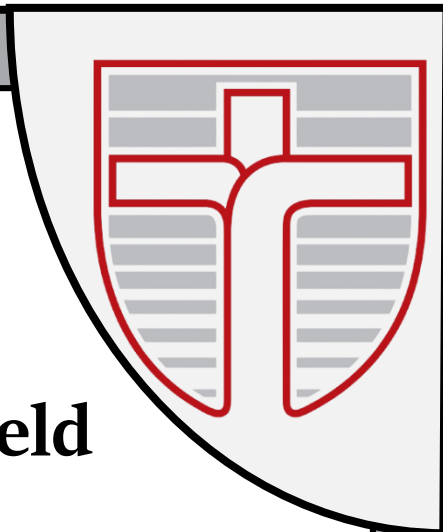
Health Studies is about engaging in three Key Areas of Learning – Food and Nutrition, Mental Health, and Relationships and Sexuality in relation to hauora, and the health and wellbeing of individuals, whānau, and communities. It is about the complex interconnections between the physical, mental, emotional, social, and spiritual dimensions of people's lives.

In this subject, ākonga develop understanding of current issues related to food, nutrition, and health, and learn how a range of factors influence wellbeing. This learning can help ākonga understand what contributes to healthy relationships, and develop strategies to strengthen their sense of identity and self-worth.

Standard	Descriptor
HES1.1AS92008 (int 5 crds)	Demonstrate understanding of the application of a model of health
HES 1.2. AS92009 (int 5 crds)	Demonstrate understanding of a decision- making process in a health-related situation
HES 1.3. AS92010 (ext 5 crds)	Demonstrate understanding of personal, interpersonal, and societal factors that influence hauora
HES 1.4. AS92011 (ext 5 crds)	Demonstrate understanding of strategies that enhance hauora



Entry on the recommendation of Yr. 10 HPE teacher, specifically work in Yr. 10 Health and LoTL, Ms. Northey



Religious Education

Code – 11RED

LOTL – Mrs. Bloomfield

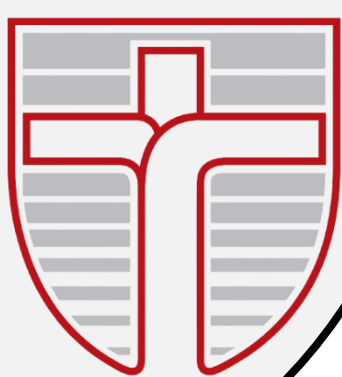
karen.bloomfield@jpc.school.nz

Religious Studies explores the historical and contemporary significance of religious and spiritual worldviews, which encompasses communities, practices, beliefs and narratives. In this subject, ākonga will develop a crucial understanding of te ao Māori and Pacific worldviews and develop whakaaetanga and whakaute of diversity. They will learn about how religious and spiritual traditions have developed over time, space, and place, and they will explore the significance of these developments for diverse communities in Aotearoa New Zealand and the Pacific.

Standard	Descriptor
RED1.1 AS91916 (int 5 crds)	Demonstrate understanding of the development of a community that shares religious or spiritual beliefs
RED1.2 AS91917 (int 5 crds)	Demonstrate understanding of how a significant narrative relates to a religious or spiritual tradition
RED1.3 AS91918 (ext 5 crds)	Demonstrate understanding of a characteristic of religious or spiritual traditions
RED1.4 AS91919 (ext 5 crds)	Demonstrate understanding of a religious or spiritual community's perspective on an issue



Religious Education is a compulsory subject at JPC.



Faith In Action

Code – 11FIA

LOTL – Mrs. Bloomfield

karen.bloomfield@jpc.school.nz

This is a course designed for students who are participating in an alternative pathway or who have low literacy levels. It has a greater practical component than the mainstream course. Students will spend one day a fortnight taking part in practical activities to support the local community and environment this may include the establishment of a community vegetable patch or other social justice activities. These activities support a topic relating to working in the community. The aim of this element of the course is to develop the concept of service. They will also study two Religious Studies topics. The course will have limited entry at the discretion of the LOTL.

Standard	Descriptor
AS91916 (int 5 crds) L1 Lit	Our Church Aotearoa -Demonstrate understanding of the development of a community that shares religious or spiritual beliefs
AS91917 (int 5 crds) L1 Lit	The Gospels -Demonstrate understanding of how a significant narrative relates to a religious or spiritual tradition
US 3503v7a (int 2 crds)	Communicate to complete a task.
US 7123v7a (int 3 crds at L2)	How to apply a problem-solving method



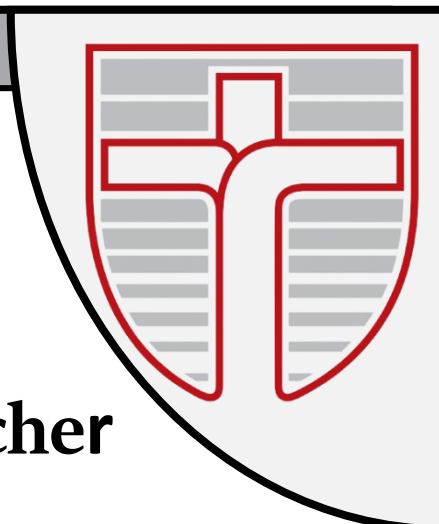
Religious Education is a compulsory subject at JPC. Entry into this course will be based on teacher recommendation

Science

Code – 11SCI

LOTL – Mrs. Ludäscher

conny.Ludascher@jpc.school.nz

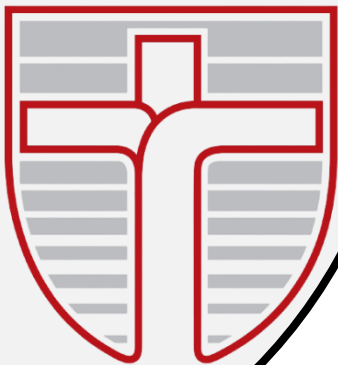


Science involves generating and testing ideas and gathering evidence to understand, explain, and develop knowledge about the natural world. Scientists do this by making observations, carrying out investigations and modelling, and by communicating and debating with others.

Standard	Descriptor
CB1.2 AS92021 (int 6 crds)	Demonstrate understanding of a chemical reaction in a specific context
SCI1.2 AS91921 (int 5 crds)	Demonstrate understanding of the use of a range of scientific investigative approaches in a context
PES1.4 AS92047 (ext 5 crds)	Demonstrate understanding of energy in a physical system
CB1.3 AS92022 (ext 5 crds)	Demonstrate understanding of genetic variation in relation to an identified characteristic



Course for competent Science students (achieving at or above the curriculum level in Year 10). Students will be identified and advised to take this course by their Year 10 Science Teacher. Pathways to Physics, Biology, Chemistry and/or General Science at NCEA Level Two.



Spanish

Code – 11SPA

HOD – Mrs. Parker Hanks

lois.parker@jpc.school.nz

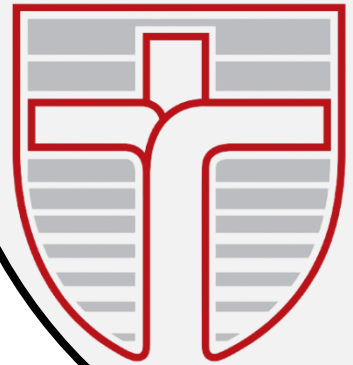
NCEA Level 1 Spanish encompasses a year-long teaching programme and is designed to provide students with multiple encounters with texts drawn from written, oral, and visual sources and multiple opportunities to develop their skills as creators of written, oral, and visual texts that meet the language expectations of The New Zealand Curriculum Level 6. It also places a focus on the development of students’ intercultural competencies and their awareness of the connection between language, culture, and identity and their understanding of strategies to aid language acquisition.

Standard	Descriptor
SPA1.1 AS91972 (int 5 crds)	Interact in spoken Spanish to share and respond to information, ideas, and opinions
SPA1.2 AS91973 (int 5 crds)	Communicate in Spanish for a chosen purpose
SPA1.3 AS91974 (ext 5 crds)	Demonstrate understanding of written Spanish related to everyday contexts
SPA1.4 AS91975 (ext 5 crds)	Demonstrate understanding of spoken Spanish related to everyday contexts 91975



Completion of Year 10 Spanish course or consultation with Profe Parker

Te Reo Māori



Code – 11MAO

HOD – Whaea Mercia

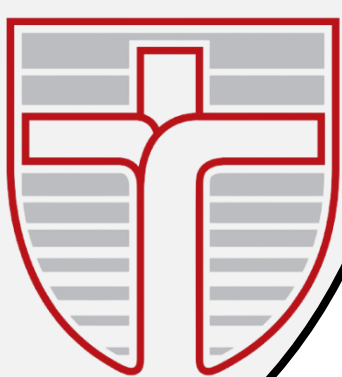
mercia.tawera-thomas@jpc.school.nz

Te Reo Māori, the indigenous language of Aotearoa, is a taonga and is guaranteed protection under Te Tiriti o Waitangi. As students learn in Te Reo Māori, they also deepen their knowledge and understanding of tikanga Māori and develop their own personal, group and national identities.

Standard	Descriptor
MAO1.1 AS92092 (int 6 crds)	Te kōrero mō te ora o te reo i mua i te tau 1970
MAO1.2 AS92093 (int 4 crds)	Te whakapuaki whakaaro i runga i te āta rere o te reo
MAO1.3 AS92094 (ext 4 crds)	Te tautohu i ētahi mātāpono Māori kei roto i te reo 92094
MAO1.4 AS92095 (ext 6 crds)	Te whakapuaki whakaaro i runga i te tika haere o te reo



Completed either Year 9 or Year 10 Te Reo Māori or in consultation with Head of Department - Whaea Mercia.



Te Ao Haka

Code – 11TAH

TIC – Matua Whare

whare.clarke@jpc.school.nz

Te Ao Haka is a culturally responsive art form, providing opportunities for all ākonga to engage in Māori culture, language, and traditional practice. Te Ao Haka is founded on traditional knowledge, but is progressive in the development and evolution of the art form. Te Ao Haka is enabling and centres around the importance of family, marae, iwi, hapū, and waka through connection with the past, present and future. This belonging gives ākonga a purpose to strive towards and achieve to their full potential, including empowering them to have fun and enjoy the performing arts. Ākonga who engage with Te Ao Haka recognize that pride in their culture also comes with a responsibility to create a positive space for others to continue expressing themselves in developing their craft. Therefore, ākonga are able to understand their contributions to the art form..

Standard	Descriptor
TAH1.1 AS91976 (int 6 crds)	Demonstrate understanding of key features of Te Ao Haka
TAH1.2 AS91977 (int 6 crds)	Perform an item from a Te Ao Haka discipline
TAH1.3 AS91978 (ext 4 crds)	Demonstrate understanding of categories within Te Ao Haka
TAH1.4 AS91979 (ext 4 crds)	Demonstrate understanding of elements within a Te Ao Haka performance



Te Ao Haka students will form the core group of the college Kapa Kaha Roopu. There is an annual Ahurei in Term Three.

Trade Academy



Code – 11Trade

HOD – Mrs. Hewitson

Jan Thompson

sheryl.hewitson@jpc.school.nz

jan.thompson@jpc.school.nz

Year 11 students with an excellent attitude, attendance and a desire to follow a trade career path may apply for a place (one day a week) on Trade Academy. Trade Academy in Rotorua is based at Toi-Ohomai. Units and courses are subject to change

PRIMARY INDUSTRIES, TASTERS

Course delivery: An entry level 10 week course.

UNIT STD	AGRI1002 LAND-BASED OPERATIONS AND TECHNOLOGIES	LEVEL	NZQA CREDITS
30211	Dag and ring crutch sheep with prepared equipment		5
	TOTAL CREDIT VALUE	2	5

INTRODUCTION TO MUSIC, LEVEL 1

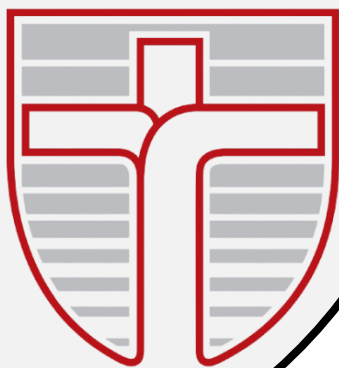
Do you want to turn your love of music into a career? This course is the first step.

UNIT STD	INTRODUCTION TO MUSIC	LEVEL	NZQA CREDITS
32300	Demonstrate and apply introductory knowledge of MIDI sequencing		2
32301	Demonstrate and apply introductory knowledge of a music notation application		2
	TOTAL CREDIT VALUE	1	4

INTRODUCTION TO CREATIVE ARTS, LEVEL 1

This introduction to Creative Arts is an entry-level course with 10 weeks of hands-on learning introducing students to the basic fundamental skills and knowledge of the process to develop a prototype in the context of creative art and design industries.

UNIT STD	INTRODUCTION TO CREATIVE ARTS	LEVEL	NZQA CREDITS
91047	Undertake development to make a prototype to address a brief		6
	TOTAL CREDIT VALUE	1	6



Trade Academy

CONSTRUCTION, TASTER AND LEVEL 1

This introduction to construction is an entry-level course with 10 weeks of hands-on learning introducing students to the basic skills and knowledge used within the construction industry.

UNIT STD	BULD1002 - INTRO TO CONSTRUCTION AND INFRASTRUCTURE	LEVEL	NZQA CREDITS
25920	Use joints for a BCATS project		3
24352	Demonstrate and apply knowledge of safe working practices and use PPE during the construction of a BCATS project		2
	TOTAL CREDIT VALUE	1	5

HOSPITALITY AND TOURISM, TASTER

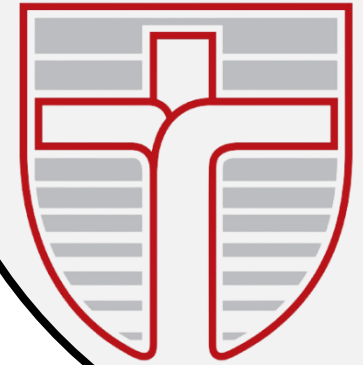
This introduction to Hospitality and Tourism is an entry-level course with 10 weeks of hands-on learning introducing students to the basic skills and knowledge, attitudes and attributes required to work in various roles within the tourism and hospitality industry.

UNIT STD	TOUR1004 INTRO TO HOSPITALITY AND TOURISM	LEVEL	NZQA CREDITS
21058	Identify career pathways in the hospitality industry		2
24728	Demonstrate knowledge of work roles in tourism		3
	TOTAL CREDIT VALUE	1-2	5

HAIR AND BEAUTY, LEVEL 1 / TASTER

UNIT STD	HAIR AND BEAUTY TASTER	LEVEL	NZQA CREDITS
25439	Sustainability		2
28027	Observation of Technical skills		3
	TOTAL CREDIT VALUE	1	5

Trade Academy



WOOD MANUFACTURING, TASTER

Are you ready to learn a trade surrounded by the sight and smell of freshly sawn timber? If you enjoy working with wood, here's your chance to jump-start your career in wood manufacturing.

Course delivery: 10 week course.

UNIT STD	MANU1002 INTRODUCTION TO WOOD MANUFACTURING	LEVEL	NZQA CREDITS
17971	Demonstrate knowledge of the solid wood manufacturing industry		5
	TOTAL CREDIT VALUE	2	5

AUTOMOTIVE, TASTER

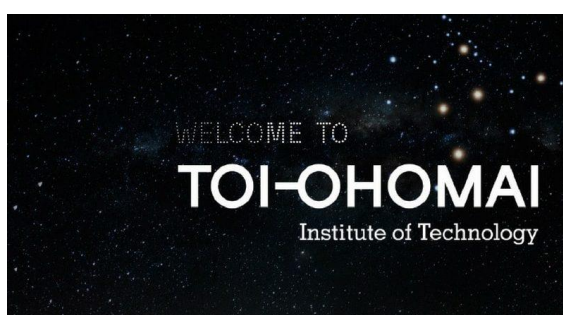
A taste of auto is an entry level course with 10 weeks hands on stripping of a complete vehicle using automotive tools and processes.

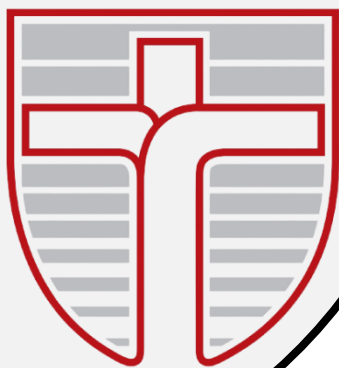
UNIT STD	AUTO2038 AUTOMOTIVE SKILLS	LEVEL	NZQA CREDITS
229	Identify the general locations and functions of motor vehicle systems and main components		4
21859	Select and use handtools and workshop equipment for an automotive application		2
	TOTAL CREDIT VALUE	2	6

MECHANICAL ENGINEERING, TASTER

Mechanical Engineering is an entry level course with 10 weeks hands on with the development of a simple engineering product.

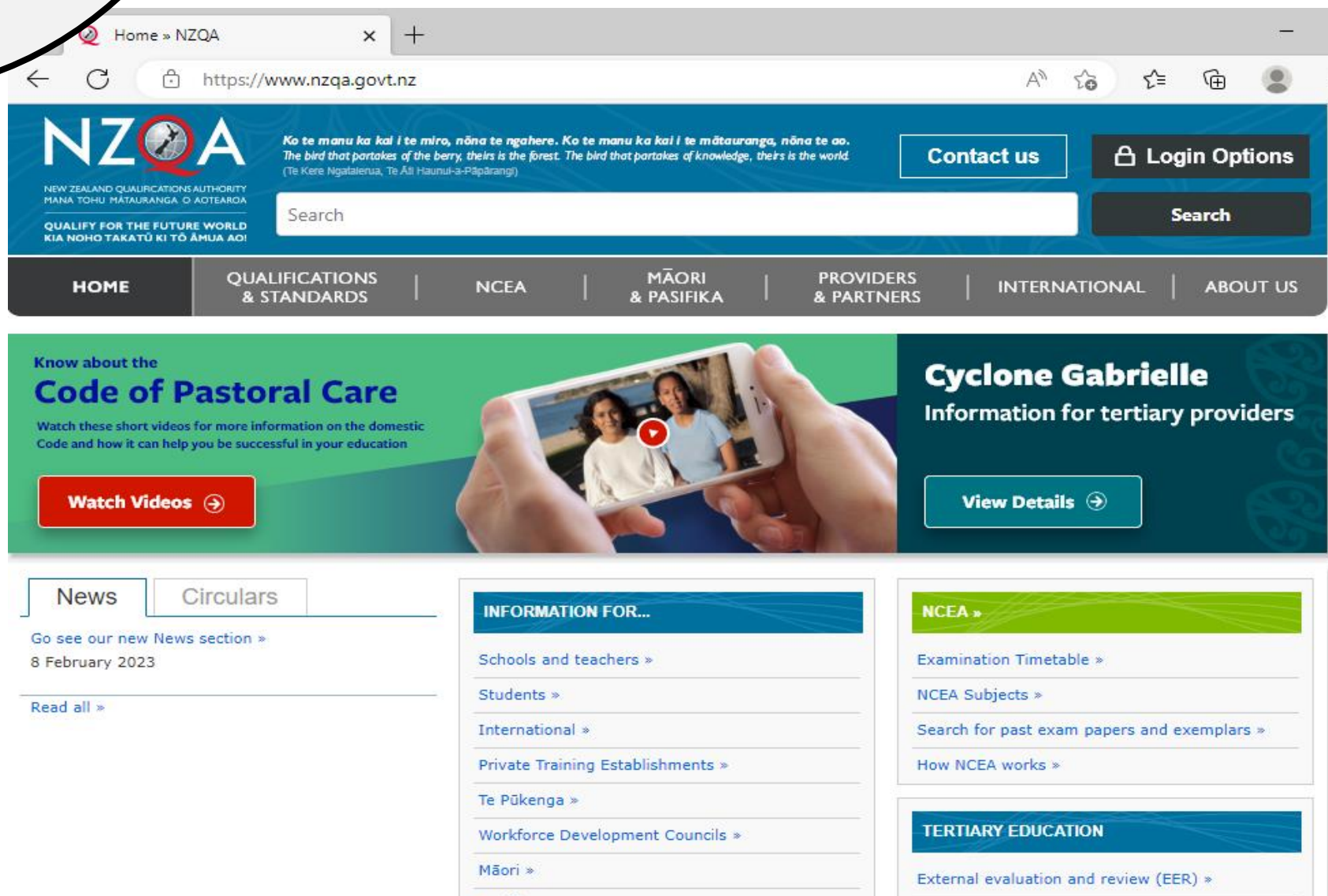
UNIT STD	MECH1002 INTRO TO ENGINEERING	LEVEL	NZQA CREDITS
21911	Demonstrate knowledge of safety on engineering worksites		2
4433	Select, use, and care for simple measuring devices used in engineering		2
4436	Select, use, and care for engineering marking-out equipment		3
	TOTAL CREDIT VALUE	1-2	7





Logging into NZQA

You will need to create your own log in at www.nzqa.govt.nz



You need your date of birth & your NSN Number – write this here _____

Your NSN can be found on KAMAR or alternatively the school will provide that for you. Steps to follow are:

- 1. Go to the NZQA home page (www.nzqa.govt.nz)*
- 2. Under Information for...click on the link Students*
- 3. Under School students*
- 4. Click the link login then following the instructions provided*

Please note: If you haven't logged on before the you must register to generate a username and password to continue to access your records and results.

FYI this site you can find exemplars of internals, copies of previous exams (and answers) and a schedule of the external examinations in November.

Mauri Mahi Mauri Ora – Work Hard Play Hard

Notes:

Through Faith and Love
Ma te Pono, me te Aroha

Mauri Mahi Mauri Ora – Work Hard Play Hard



Through Faith and Love

Ma te Pono, me te Aroha

Faith . Service . Community . Excellence