



SENIOR (Y11, Y12 & Y13) SUBJECT SELECTIONS

Students in **Years 11 (Level 1)** need to select **3 options*** and a backup. Compulsory subjects for this year level are: English, Mathematics, Physical Education, Religious Education.

Students in **Years 12 (Level 2)** need to select **4 options*** and a backup. Compulsory subjects for this year level are: English, Physical Education, Religious Education.

Students in **Years 13 (Level 3)** need to select **5 options*** and a backup. Compulsory subjects for this year level are: Physical Education, Religious Education.

Please note that the backup option may be a subject that students do end up taking (depending on space in classes).

**Note: A number of International students must take two English classes (EAL, EAP), and therefore can only select 2 options and a backup.*

Learning area: ENGLISH

- English
- EAL / EAP (*Determined by the Head of EAL*)
- English Visual (L3 only)

Learning area: MATHEMATICS

- Mathematics
- General Mathematics (L2 & L3 only)
- Calculus (L2 & L3 only)
- Statistics (L3 only)

Learning area: SCIENCES

- Science (L1 only)
- Biology
- Chemistry
- Physics (*includes Earth Space in Y11*)
- Earth Space Science (L2 & L3 only)

Learning area: SOCIAL SCIENCES

- Geography
- History
- Classical Studies (L2 & L3 only)

Learning area: COMMERCE

- Commerce (L1 only)
- Economics
- Accounting
- Business Studies (L3 only)

Learning area: LANGUAGES

- Māori
- French
- Japanese

Learning area: TECHNOLOGY

- Design & Visual Communication
- Digital Technology
- Food Technology
- Materials Technology
- Mechanical Engineering

Learning area: ARTS

- Art
- Drama
- Music

Learning area: PHYSICAL EDUCATION

- Academic Physical Education
- Outdoor Education (L1 & L2 only)

Rosmini College's timetable is student-driven and a new timetable is generated each year based on student subject selection. Unfortunately, while we do our best to avoid them, timetabling clashes may still occur and a few students may be required to choose an alternative subject option.

SUBJECT DESCRIPTIONS

Disclaimer: The following subject descriptions are intended to give you a basic overview of what the subject involves. Course topics can change from year to year. Please use as a guide only.

SUBJECT	LEVEL ONE	LEVEL TWO	LEVEL THREE
ENGLISH	<p>Our Level 1 English course provides opportunities for ākonga to use literature and language to explore self, society and the wider world.</p> <ul style="list-style-type: none"> • Language and identity are inextricable. • Making and creating meaning are processes that occur when we interpret and when we produce text. • Reading is a source of enjoyment and enrichment. 		
ENGLISH VISUAL	-	-	<p>This course is tailored to suit the needs of students who find English challenging yet want or need a Level 3 English course for further education. It is taught using film and television as the anchor texts and follows on from the L2 Foundation English course.</p>
MATHEMATICS	<p>The course is designed to cover aspects focussing on the strands of Number & Algebra, Space (Geometry) & Measurement and Statistics & Probability.</p> <p>1.1 Exploring data with the Statistical Enquiry - Internal 1.2 Mathematical Methods - Internal 1.3 Interpret and apply mathematical and statistical information in context - External 1.4 Mathematical Reasoning - External</p>	<p>For students that are not keen to specialise in Calculus or Statistics so soon, this course will offer a mixture of all the strands of Mathematics.</p> <p>Number and Algebra, Measurement and Geometry and Statistics including Probability.</p> <p>Possible topics are:</p> <ul style="list-style-type: none"> • Geometry • Graphs • Trigonometry • Statistics • Probability • Networks 	<p>This course is designed for students who wish to continue their discovery of pure Mathematics of Algebra and Graphs, but not specialise in Calculus or Statistics. Students will be exposed to mathematical concepts across the three core strands of mathematics. Number and Algebra & Measurement and Geometry.</p>
GENERAL MATHEMATICS	-		<p>This course is designed for students who are not certain about their career pathway yet, but still wish to pursue Mathematics. It covers a variety of topics, not specialising in Calculus or Statistics. Students will be exposed to both Achievement Standards from the three Mathematics and Statistics strands and Unit Standards from Financial Capability.</p>
MATHEMATICS WITH CALCULUS	-	<p>Students will be exposed to mathematical concepts from the strands related to:</p> <ul style="list-style-type: none"> • Algebra • Calculus • Graphs • Trigonometry 	<p>Students will study simultaneous equations in 3D, trig functions and identities, and algebra of complex numbers and further deepen their understanding of calculus</p>

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		This course does not cover Statistics or Probability.	including both differentiation and integration. This course has a large external component so students should be comfortable under high-stakes examination conditions.
MATHEMATICS WITH STATISTICS	-	-	This course focuses on the strands of Statistics and Probability. Students will be required to complete 3 Statistical Reports for their internal work based on Time Series, Bi-variate Data and Statistical Inference. This course focuses on critical analysis of statistics and probable events. It requires a good level of thought and comprehensive literacy skills.
SCIENCE	In this course, students will develop: - an understanding of a physical system using energy concepts - an understanding of genetic variation in relation to an identified characteristic - an understanding of chemical reactions in context	-	-
BIOLOGY	Year 11 Biology gives a general overview of Biology. You will be looking at how microorganisms impact our lives, in particular how bacteria, viruses, and fungi live and interact with us and the environment around them. Another very fast-growing contemporary field of study is genetics. You will be looking at how DNA works and how variation in organisms comes about. Describe features of science that have contributed to the development of a science idea in a local context standard that will allow the students to appreciate the value of conservation.	In this course, students will be learning biological concepts including: <ul style="list-style-type: none"> ● Genetics - which focuses on how genes are expressed and how the genetic codes produce the phenotypes seen in organisms. ● Ecology - the students will be learning about community organisation and dynamics. They will be going to the rocky shore to carry out detailed observations. Life processes - how organisms live in extreme environments. The students will be carrying out and reporting on a practical investigation. 	Demonstrate understanding of how an animal maintains a stable internal environment. Demonstrate understanding of human manipulations of genetic transfer and its biological implications. Demonstrate understanding of trends in human evolution. Integrate biological knowledge to develop an informed response to a socio-scientific issue. Demonstrate understanding of the responses of plants and animals to their external environments. Demonstrate understanding of trends in human evolution. Demonstrate understanding of evolutionary processes leading to speciation.

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CHEMISTRY	<p>Chemistry connects the details of how materials around us are constructed. Ākonga engaging in this subject will learn that details matter as much as the big picture. The skills required to analyse and apply, think critically, and interpret the world around them are transferrable to a wide range of pathways.</p> <p>The course will develop an understanding of:</p> <ul style="list-style-type: none"> - a chemical reaction in a specific context. - how the properties of chemicals inform their use in a specific context. - a science-informed response to a local issue 	<p>Students will be exposed to Chemistry concepts from the strands related to:</p> <ul style="list-style-type: none"> ● Organic compounds. ● Chemical reactivity. ● Bonding, structure, properties, and energy changes. ● Practical investigation and research. 	<p>Students will be exposed to Chemistry concepts from the strands related to:</p> <ul style="list-style-type: none"> ● Spectroscopic analysis ● Organic chemistry ● Oxidation-reduction process ● Chemical processes ● Thermochemical principles
PHYSICS	<p>Technical skill learning around inquiry approaches, including interpreting evidence, and creating models and representations of physical phenomena will support ākonga in a range of pathways related to engineering, environmental management, scientific development, technology, or data analysis.</p> <p>The concepts covered in this course will develop an understanding of:</p> <ul style="list-style-type: none"> - human-induced change within the Earth system. - a physical phenomenon through investigation. - the effect on the Earth of interactions between the Sun and the Earth-Moon system. - energy in a physical system. 	<p>Mechanics - this builds on L1 Mechanics and introduces the study of motion in two directions and circular motion.</p> <p>Electromagnetism using more complex circuits and theory, electromagnetic fields and motors.</p> <p>Electromagnetism continued.</p> <p>Modern Physics - Quantum mechanics and nuclear physics.</p> <p>Waves - introduction of L3 material in the form of standing waves.</p> <p>Practical Investigation - developing non-linear mathematical relationships using practical investigation.</p>	<p>Modern Physics</p> <p>Mechanics - Introduces the study of rotational motion and simple harmonic motion.</p> <p>Electromagnetism - using complex circuits. It introduces capacitors, inductors and AC theory.</p> <p>Waves - introduces the effects of wave manipulation and its effects such as the Doppler effect and twin and multipoint interference.</p> <p>Physics of a selected Topic - Physics of roller coasters/vertical Circular Motion.</p>
EARTH SPACE SCIENCE	-	<p>The programme consists of three internal assessments and two external assessments. There is at least one field trip and practical activity. The Earth and Space Science subject continues into Year 13 at Level 3. This course allows you to take the ESS Scholarship examination.</p>	<p>Introduction to terms and revision of Level 2 examinations</p> <p>Earth Systems</p> <p>Atmospheric Systems</p> <p>Marine Systems</p> <p>Field Trip</p> <p>Geological dating methods</p> <p>Astronomy</p> <p>Methods of exploring space.</p> <p>Field Trip 2 days - Camping.</p> <p>Geology of a local feature.</p>
GEOGRAPHY	<p>We will be studying the global distribution of surf</p>	<p>We will be studying the global pattern of Maritime Piracy, the urban pattern of</p>	<p>Students are challenged to take greater responsibility for</p>

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	<p>breaks, the natural processes of the Tongariro Environment and their impact on people, various Pacific geographic challenges and researching pollution of the Wairau Creek.</p> <p>There will be a day trip to Raglan and a local field trip to collect data for our research.</p>	<p>Murder in Chicago, differences in development between Afghanistan and the USA, and Geographic Skills and you will carry out Geographic research.</p>	<p>creating frameworks for their own learning (for example, when carrying out research) to apply more complex skills, to make connections between concepts, to appreciate different attitudes and values, and to make use of their own experiences.</p> <p>We will be studying the global pattern of coral reefs, the Mexican Drug Wars, Tourism Development in Rotorua and interacting natural processes in Muriwai.</p> <p>There will be field trips to Rotorua and Muriwai.</p>
HISTORY	<p>Topics explored at Level One include the USA Civil Rights movement, New Zealand's involvement in the Gallipoli campaign, the Māori Battalion, and the 1981 Springbok Tour of Aotearoa New Zealand.</p> <p>At Level One, students will learn to recognise that historical narratives are constructed from sources and may differ in their construction.</p>	<p>The causes of WWI and the War in Vietnam are the primary topics studied in Level 2 History. Students choose topics of special interest for internal assessments.</p>	<p>History at Level 3 will pay particular attention to the Tudor/Stuart period of English and European history. Internals may reflect other historical events of significance to New Zealand.</p>
CLASSICAL STUDIES	-	<p>Athenian Democracy and its development in classical Greece. Here we examine the important events, figures and institutions that helped Athens to grow into a powerhouse on the Greek mainland, shaping democracy into what would become the core of our civilisation.</p> <p>The epic poetry of Homer in The Odyssey. Here we examine the adventures of the Greek hero Odysseus as he battles monsters, witches, armies and the gods in his journey to return to his homeland of Ithaca.</p>	<p>The campaigns of Alexander the Great. In this topic, we chart the great campaign of the Macedonian King as he took on the Greeks and the great power of the Persian Empire.</p> <p>The Old Attic Comedy of Aristophanes. In this topic we read two plays of comedic playwright Aristophanes, Wasps and Frogs, examining the production of drama and the comedic techniques used by the poet to entertain and educate his audience.</p>
COMMERCE	<p>Commerce is the use and exploration of accounting, economic, and business concepts and models to make sense of society and solve problems.</p>	-	-

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	<p>Ākonga will learn that decision-making is necessitated by scarcity and that decisions are informed by a variety of cultural perspectives and lenses. Learning and assessment will examine Māori, Pacific, and different approaches to commerce, and business models from whānau and organisation contexts.</p>		
<p>ECONOMICS</p>	<p>-</p>	<p>Economics in Year 12 provides a topical study of the New Zealand economy. The course covers the topics of inflation, economic growth, and unemployment, and looks at the role of the Government in the New Zealand economy. The emphasis at this level is more of a national-orientated approach so students gain a more real worldview of economics and its impact on society.</p>	<p>The aim of Year 13 Economics is to enable students to attain a level of economic literacy and understanding which will allow them to develop a continuing and critical interest in contemporary economic issues.</p> <p>Year 13 Economics provides a stepping stone to many careers, in commerce, humanities, engineering and law. It provides the basis for Stage One Economics at University, giving you a head start in your University career.</p>
<p>ACCOUNTING</p>	<p>-</p>	<p>In the workplace today, it is often assumed that the person entering a position within commerce understands budgets, sales figures, prevailing interest rates and their impact on decision-making. We also look at non-financial measures and their impact on the overall performance of the business. The focus is on sustainability in its various forms, including economic, environmental, social, and cultural. Studying accounting can only benefit anyone thinking of going into the world of commerce.</p> <p>Topics in Level 2 include; Inventory Management, Accounts Receivable Management, Preparing Financial Statements, use of an online processing software package Xero), as well as Interpreting Financial Statements.</p>	<p>Accounting Level 3 is a consolidation year. It is useful for any student hoping to start his own business, go into, or join a partnership, work for a company, or go on to study further. We look at the global business environment, with a special focus on New Zealand. Thereafter, we look at the advantages and disadvantages of operating in a legal partnership in New Zealand. Financial analysis and Interpretation are a big component of level 3. Following from above, our focus is on decision-making within a business. Finally, we look at understanding management accounting to inform decision-making. This involves looking at Cost / Volume / Profit and Break-even analysis.</p>

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BUSINESS STUDIES	-	-	This Level 3 course teaches students about the practical and theoretical aspects of business. Organising and running a team business following the requirements of the highly regarded international Young Enterprise experiential programme is the essence of this course.
MĀORI	<p>The ākonga/students learn:</p> <ul style="list-style-type: none"> - Te Reo Māori: Learn about the Structure and vocabulary of the language - Kapa Haka: Learn how to perform a Haka with confidence and learn the history of the Haka - Taiaha: Learn how to use a Taiaha correctly and about the history of Māori Warfare - Whakapapa: Learn about the history of how Māori lived. <p>The emphasis is to learn either Te Reo Māori, Te Ao Haka, Te Reo Māori and Te Ao Haka and/or a combination of this so that ākonga can choose from a strengths-based approach to their learning.</p>	<p>The Level 2 NCEA Te Reo Māori course builds on the Level 1 NCEA Te Reo Māori course.</p> <p>The ākonga/students learn:</p> <ul style="list-style-type: none"> - Te Reo Māori: Learn about the Structure and vocabulary of the language - Kapa Haka: Learn how to perform a Haka with confidence and learn the history of the Haka - Whakapapa: Learn about the history of how Māori lived. 	<p>The Level 3 NCEA Te Reo Māori course builds on the Level 2 NCEA Te Reo Māori course.</p> <p>The ākonga/students learn:</p> <ul style="list-style-type: none"> - Te Reo Māori: Learn about the Structure and vocabulary of the language - Kapa Haka: Learn how to perform a Haka with confidence and learn the history of the Haka - Whakapapa: Learn about the history of how Māori lived.
FRENCH	<p>Covers the four skills of listening, speaking, reading and writing.</p> <p>Communicate in French in everyday contexts</p> <p>Engage with, and make meaning of, a variety of short texts</p> <p>Explore language used to express personal information, ideas, and opinions</p> <p>Develop communicative skills to share simple information, ideas, and opinions with others in a range of predictable situations</p> <p>Develop a foundational awareness of and use key linguistic building blocks and patterns of language</p> <p>Acquire simple linguistic strategies and basic knowledge of how to use resources to make meaning from unfamiliar language</p> <p>Recognise the values and practices of French-speaking</p>	<p>Year 12 students will cover the following functions: Communicate about future plans; Give and respond to advice, warnings, and suggestions; Express and respond to approval and disapproval, agreement and disagreement; Give and respond to information and opinions, giving reasons; Read about and recount actual or imagined events in the past.</p> <p>These functions will be taught within the context of the following topics: Youth issues; Travel; Immigration; Employment; French-speaking countries.</p>	<p>Year 13 students will cover the following functions: Expressing degrees of certainty and doubts; Talking about (im)probability and (im)possibility; Taking part in social situations; Repairing communications; Talking about the past, present or future in various forms.</p> <p>These functions will be taught within the context of the following topics: Environment; Health; the World of Work; Poetry; Sport; Technology.</p>

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	cultures and the values and practices of their own cultures and communities.		
JAPANESE	<p>By engaging with this subject, students develop the ability to communicate in Japanese and connect meaningfully with people in different communities around the world. Students are encouraged to use their cultural kete to enrich their learning of Japanese.</p> <p>Skills and knowledge gained in Japanese include:</p> <ul style="list-style-type: none"> - increased cultural competence and global awareness - communicative capabilities and interactive strategies - understanding structure in thinking and communication - enhanced creativity and problem-solving skills - increased understanding of successful learning methods - an appreciation of diverse backgrounds, experiences, and perspectives - an additional context to embed and enhance literacy and numeracy competencies. 	<p>Students have the opportunity to communicate information, ideas and opinions through different text types; communicate information, ideas and opinions through increasingly complex and varied texts; explore the views of others, developing and sharing personal perspectives; engage in sustained interaction and produce extended text; analyse ways in which Japanese is organised in different texts and for different purposes; explore how meanings are conveyed through the Japanese language; analyse ways in which Japanese culture is organised for different purposes and different audiences; analyse how the use of Japanese expresses cultural meanings.</p>	<p>Japanese students can use language variably and effectively to express and justify their ideas and opinions and support or challenge those of others. Students have the opportunity to communicate information; ideas and opinions through increasingly complex and varied texts; explore the views of others, developing and sharing personal perspectives; engage in sustained interaction and produce extended texts; analyse ways in which Japanese culture is organised for different purposes and different audiences; analyse ways in which Japanese is organised in different texts and for different purposes; analyse how the use of Japanese expresses cultural meanings; explore how linguistic meaning is conveyed across languages.</p>
DESIGN & VISUAL COMMUNICATION (DVC)	<p>Spatial design (Graphics) DVC in Level 1 NCEA allows students to build up sketching, drawing, rendering and computer skills so that they can visually explain their ideas for spatial design. At the end of the year, students will submit a portfolio of selected work. By this time they will have the ability to:</p> <p>Produce 2D and 3D freehand sketches that communicate design ideas. Produce instrumental drawings to communicate design ideas. Use rendering techniques to communicate the form of design ideas, and promote an organised body of design work using visual communication techniques. Students will complete the above while producing the work for a given design brief.</p>	<p>Design & Visual Communication at Level 2 NCEA allows students to build on sketching, drawing, rendering and computer skills so that they can visually explain their ideas for a spatial design. At the end of the year, students will submit a portfolio of selected work.</p>	<p>This course is useful if you are planning a career in Architecture, the Building Industry, Engineering or Design. It teaches students the basic practices of design from conceptual ideas to a final concept that addresses a design brief.</p> <p>The student will study and present material on:</p> <ol style="list-style-type: none"> 1. Initiating design ideas through exploration. This will involve the idealisation of objects and images. They then extend ideas through further interrogation. 2. Spatial Design, where the influences of the environment and people are looked at during a design process. Constraints and opportunities are addressed. 3. Presentation and presentation techniques.

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<p>DIGITAL TECHNOLOGY</p>	<p>This course aims to ignite students' interest in digital technology and help them identify which area aligns best with their skills and interests. Students will explore various facets of digital technology to determine their preferred focus and future direction.</p> <p>The course covers a wide range of topics within three main categories:</p> <ol style="list-style-type: none"> 1. Programming 2. Developing a Digital Media Outcome 3. Designing a Technology Outcome 4. Human-Computer Interaction (External) 	<p>This course is designed to introduce students to a wide range of elements that form part of the exciting and ever changing world of Information Technology.</p> <p>In this course students will research, design, plan and develop the following digital media outcomes.</p> <ol style="list-style-type: none"> 1. Designing and producing a digital media outcome for a stakeholder. 2. Create a 2D or 3D animation using Adobe animate 2020, Blender, Unity or Maya. 3. Use Agile software development methods and practices where solutions evolve through collaboration. 4. Code a standard Python interface using Tkinter package for programming. 5. Manage data using SQL for a Computer Science Project. 	<p>In this course students will research, design, plan and develop the following digital media outcomes.</p> <ol style="list-style-type: none"> 1. Designing and producing a digital media outcome for a stakeholder. 2. Create a 3D game using Unity, Blender, or Maya. 3. Use Agile software development methods and practices where solutions evolve through collaboration. 4. Code a standard Python interface using Tkinter package and Object-oriented methodology for programming. 5. Manage data using Structured Query Language for a Computer Science Project.
<p>FOOD TECHNOLOGY</p>	<ol style="list-style-type: none"> 1. Products developed; Cheese, bread, ice cream, muffins, snacks and light meals. 2. Cooking skills and techniques developed throughout the year. 3. Development of conceptual designs and prototyping of a final product. 	<p>Food and Beverages (Coffee Course) (8 credits) This course is the introduction course towards becoming a Barista. Students focus on coffee and techniques in preparing espresso for a café situation.</p> <p>Food Technology Students will be given a context and within that area plan, design, trial and test product development.</p> <p>Students will do research and investigation into a context and decide on a product that will be designed. This course involves brief development, conceptual design and prototyping of a product.</p> <p>Students will also develop advanced skills in processing a product. This achievement standard is heavily practically weighted.</p> <p>Students will effectively work as Food Technologists.</p> <p>Portfolio and practical work.</p>	<p>Level 3 Food Technology covers the following topics.</p> <ol style="list-style-type: none"> 1. This course will continue to focus on brief, conceptual design and prototype development of a product. The content will be in the form of a project investigating a particular context and issue. 2. Processing Technologies: implementing complex procedures to process a specific product. 3. Food and Beverages: Coffee Course (8 credits). This course is the introduction course towards becoming a Barista. Students focus on the origins of coffee and preparing 10 different espresso drinks for a café situation which becomes a realistic environment. (Must have completed Level 2 Food & Beverages course).

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<p>MATERIALS TECHNOLOGY</p>	<p>This is a hybrid course offering students the choice of either NCEA L1 Technology achievement standards or NCEA L1 Building Construction & Allied Trades (BCATS) unit standards.</p> <p>The course focuses on building critical thinking skills while building on practical building and carpentry skills. You will develop an individual product from a given need or opportunity, in doing so you will build knowledge and understanding of materials and products while gaining a business insight into best practices within the building construction and allied trades.</p> <p>Credits will be gained via a design portfolio and/or prescribed course booklets, as well as the construction of a quality product</p>	<p>This is a hybrid course offering students the choice of either NCEA L2 Technology achievement standards or NCEA L2 Building Construction & Allied Trades (BCATS) unit standards.</p> <p>The course has been designed to offer choice with a mixture of achievement and unit standards offered, to keep all pathways open, whether this be a trade pathway or a university pathway. Credits will be gained via a design portfolio and/or prescribed course booklets, as well as the construction of a quality product</p>	<p>This is a hybrid course offering students the choice of either NCEA L3 Technology Achievement Standards or NCEA L13 Building Construction and Allied Trades Unit Standards.</p> <p>The course has been designed to offer choice with a mixture of achievement and unit standards offered, to keep all pathways open, whether this be a trade pathway or a university pathway. Credits will be gained via a design portfolio and/or prescribed course booklets, as well as the construction of a quality product</p>
<p>MECHANICAL ENGINEERING</p>	<p>This is an introductory unit standard course aimed at attracting and supporting students who are interested in entering an apprenticeship in mechanical engineering or allied trades.</p> <p>The focus is on developing processing skills using a wide range of equipment in a mechanical engineering workshop environment. Students develop skills in marking out and measuring, hand tool and machine tool operation, as well as fabrication and finishing processes. Students learn to work independently and manage their time. The course involves workshop safety, manufacturing a set piece skills-based project and a design development project.</p>	<p>This is a unit standard course supported by Competnz, aimed at attracting students who wish to enter an apprenticeship. The course is relevant for students wishing to pursue a career in engineering, machining, toolmaking, fitting, engineering maintenance, engineering fabrication, and marine engineering.</p> <p>The focus is on developing processing skills using a wide range of equipment in a mechanical engineering workshop environment. Students develop skills in marking out and measuring, hand tool and machine tool operation, as well as fabrication and finishing processes. Students learn to work independently and manage their time. The course involves workshop safety, manufacturing, fabrication problem solving and drawing skills developed while manufacturing a project.</p>	<p>This course will allow students to develop a sound understanding of basic engineering practices through the design and manufacture of individual projects. Qualifications gained through this course may assist students in gaining employment or entry as an apprentice in an engineering-based environment.</p> <p>Your learning includes design, drawing, fitting, assembly, machine shop, welding, and manufacturing.</p>

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ART	<p>Students investigate the work of many different artists to learn and understand the ideas and skills required to produce works in a similar style.</p> <p>We experiment with artwork in the following disciplines; Painting, Printmaking, Sculpture and Design. Skills in Photography can be applied to any of these disciplines. Freehand or computer drawing skills are required to plan the artwork.</p> <p>Students produce equal amounts of finished works in a minimum of their two best disciplines for the External Portfolio.</p>	<p><i>See below for</i> <i>Art - Paint</i> <i>Art - Design</i></p>	<p><i>See below for</i> <i>Art - Paint</i> <i>Art - Design</i> <i>Art - Photography</i></p>
ART - PAINT	<p>-</p>	<p>The aim of the course is to provide the student with a thorough grounding in painting practices. The course is a preparation of further study at Level 3 (Year 13) and at tertiary level. Students are taught to understand the ways paintings are made and to develop knowledge of the current processes, procedures, materials and techniques. This involves how to carry out research, generate ideas and develop these ideas in a systematic way through to the finished painting. Drawing will be used as the basis for all artworks.</p>	<p>Students will be examined on their practical knowledge in painting. This will be achieved by students submitting a variety of work consisting of research tasks, drawing notes, a developed sequence of drawings, small works and finished paintings. These will show how the pictorial ideas and the relationships between such ideas, methods, materials and forms are developed, clarified and resolved.</p>
ART - DESIGN	<p>-</p>	<p>This course prepares students for a career in Visual Art Design or any other of the many related digital design careers. This creative course consists of drawing digitally in a free and personal way, whilst understanding the principles of design and the ways that designers work. In particular, they will learn about the design processes that link to their own theme, and how to communicate visually about something that they are passionate about.</p>	<p>This course prepares students for a career in Visual Art Design or tertiary study. There are many related digital design careers and emerging Creative Industries linked to this area of study. This creative course consists of drawing digitally in a free and personal way, whilst understanding the principles of design and the ways that designers work. In particular, they will work through the design process and communicate visually about their area of interest.</p>

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<p>ART - PHOTOGRAPHY</p>	-	-	<p>This course prepares students for a wide range of careers in Photography and Creative Industries. Students will extend their knowledge of photographic practice within an art context. The main focus of this course is the production of a three panel folio submission. Students select an individual theme for study, based on their strengths. They will develop their ability to think critically about photography as picture-making and explore reasons why photographs are made and valued.</p>
<p>DRAMA</p>	<p>At Level 1 students will develop their understanding of drama as a process and a final product. Students will learn how to interpret a script, develop a character, and bring a text to life on stage. Students will develop their own, original performances, and will have the opportunity to perform live, in front of an audience. Students will develop their knowledge of Theatre Aotearoa, and specific plays associated with the genre.</p>	<p>At Level 2 students will continue to develop their knowledge of theatre genres and study Physical Theatre as a theatre form. They will analyse and perform an extract of a play, this will enhance their script interpretation and analysis for the class production. The production will allow students the opportunity to perform as an ensemble, creating a character and acting in a full-length play for an outside audience.</p>	<p>In Level 3 Drama students will cement what they have learnt in previous years by applying their advanced skills to script interpretation, for both an extract and then later in the year, as part of their production at The Pumphouse Theatre. Students will gain further knowledge of a theatre genre by exploring the key ideas of the theatre practitioner, Bertolt Brecht and Epic Theatre. Students will also hone their devising skills to create an original performance as a group.</p>
<p>MUSIC</p>	<p>This is a course designed around the skills of performance, composition, aural, score reading and musical knowledge. All styles of music are studied, so students who play, or would like to play any style of music (contemporary, rock, classical, indigenous) are welcome in this course.</p> <p>Knowledge of music theory is not compulsory but students will be encouraged to develop an understanding of this over the year, albeit at their level.</p> <p>Students will learn the following skills: Performing, composing, analysing, listening to and notating music.</p>	<p>Knowledge of music theory is not compulsory but students will be encouraged to develop an understanding of this over the year, albeit at their level.</p> <p>Students will learn the following skills: Performing, composing, analysing, listening to and notating music.</p> <p>Students will work independently and with others on the following content: Solo and group performance, two compositions, instrumentation, aural transcription, interpreting music score and demonstrating knowledge of</p>	<p>Knowledge of music theory is not compulsory but students will be encouraged to develop an understanding of this over the year, albeit at their level.</p> <p>Students will learn the following skills: Performing, composing, analysing, listening to and notating music.</p> <p>Students will not attempt all standards, however, they will create a course upon their individual strengths. The standards cover the following areas: solo performance, group performance, second instrument performance, composition, songwriting, aural transcription, interpreting music score and</p>

SUBJECT	LEVEL ONE	LEVEL TWO	LEVEL THREE
		the musical elements and features through research.	demonstrating musical knowledge through research.
ACADEMIC PHYSICAL EDUCATION	<p>Academic Physical Education is a course that examines both the physical and theoretical understanding of movement and is delivered under the new NCEA pathway.</p> <p>In 11APD we recognise that physical activity is a valuable component of life and we endeavour to not only experience being physically active but to critically examine why and how it is important to us and society.</p> <ul style="list-style-type: none"> * Movement is integral to Hauora * Participation in movement enriches our lives * Through movement, we develop diverse capabilities * There are diverse ways of understanding movement contexts and the moving body 	<p>Level 2 Academic Physical Education is a course where students will learn about and apply key concepts associated with Biophysical Principles and Socio-cultural Ideas. Biomechanics, training theory, functional anatomy, sociology, skill acquisition, and sports psychology are all examined through social, political, economic, environmental, cultural, and historical lenses. These concepts are applied across various physical activity contexts but students should be clear, that this is a mostly theory-based course.</p> <p>It is expected that students participating in this subject will be able to evaluate the positive and negative impacts of physical activity on society whilst also developing an awareness of how to apply key ideas to physical development.</p>	<p>Level 3 Academic Physical Education is a challenging course with a high level of theoretical content.</p> <p>Being mostly project-based work; self-motivation and self-management are essential if you are to be successful in this subject. Students who participate will develop a deeper understanding of Biophysical Principles and Socio-cultural ideas surrounding sport, and how these impact us here in NZ.</p> <p>As a result of this knowledge, it is hoped students will be able to comprehensively analyse historical ideas and hegemonies associated with physical activity, to suggest solutions to common societal issues concerning physical activity outcomes in the world and here in NZ.</p> <p>A critical approach to physical activity in various settings will be the key focus.</p>
OUTDOOR EDUCATION	<p>Outdoor Education (OED) is an exciting opportunity for students to gain life skills and be exposed to new activities throughout NZ. The course is designed alongside the NCEA level 1 Academic P.E course. Students participate in the same internal assessments as 11APD, but these have been rewritten to focus on different aspects such as rock climbing, kayaking, tramping, and safety in the outdoors.</p> <p>1 Outdoor Education is a course that examines both the physical and theoretical understanding of movement and is delivered under the new NCEA pathway. In 11OED, we recognise that physical activity in Aoteroa contexts is a valuable component of all life, and we endeavour to not only</p>	<p>Outdoor Education grows students into leaders within the community, while still providing the academic pathway of internal achievement standards. Life skills and interpersonal skills are the focal points, balancing theory with practical opportunities. Previous Rosmini OED students have become sports captains, prefects, young vinnies leaders, and peer support leaders. They can communicate, work as a team, and some have also taken roles/jobs in the industry as instructors. Please note, due to the nature of the course there is a financial commitment that whānau should be willing to take on. 12OED costs approx \$1000, with planned</p>	<p>-</p>

SUBJECT	LEVEL ONE	LEVEL TWO	LEVEL THREE
	<p>experience being physically active but to examine why and how it is important to us.</p> <ul style="list-style-type: none"> * Movement is integral to Hauora * Participation in movement enriches our lives * Through movement, we develop diverse capabilities * There are diverse ways of understanding movement contexts and the moving body 	<p>activities including (but not limited to); white water kayaking, surfing, rock-climbing, scuba diving (optional), snow sports (optional), high-ropes, white water rafting, tough guy/girl mud-run, overnight tramps/camps and more.</p>	