
# CURRICULUM GUIDE

2021

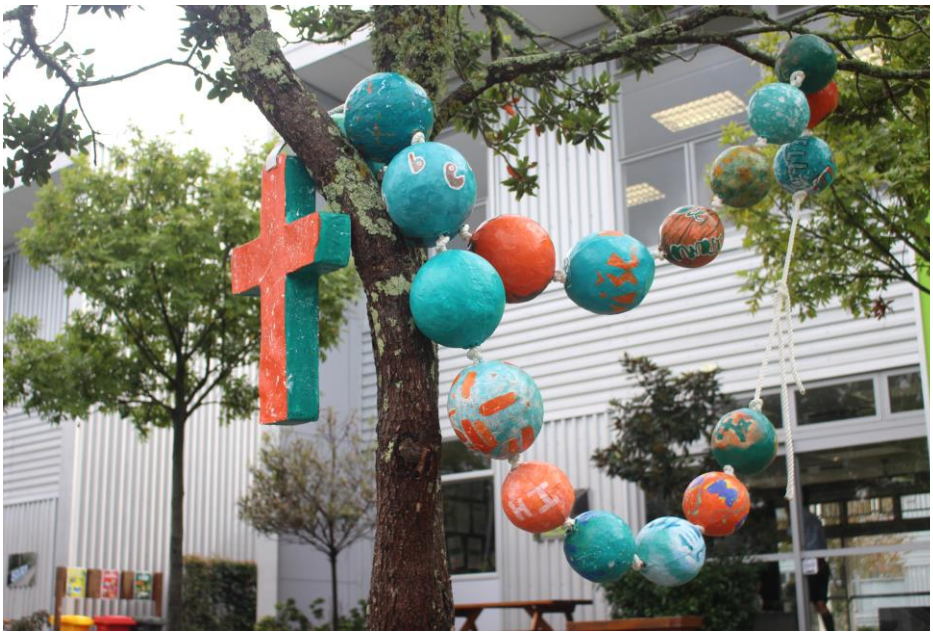
## ART

The aim of the Art Department at Sancta Maria College is to create a creative culture which actively engages students and emphasises and supports the special character of the school. The department wishes to encourage a partnership between students and staff which is transparent and supportive. By being actively involved in the established practice of contemporary art everyone in the department brings a wealth of experience and expertise which can be shared and developed. We encourage the idea that we are all teachers and learners and we wish to promote the concept of lifelong learning as the key to the growth and success of both staff and students. The department is interested in the exploration of the learning process and encouraging and assisting students to develop themselves holistically.

The art department staff are passionate about their subject and each member has an area of expertise that they fully utilise in ways appropriate to students at every level. Every member of staff is an art practitioner and has ongoing experience making their own work. Disciplines covered in the Art Department for all students include Drawing and Painting, Sculpture, Design, Printmaking, Photography and Mixed Media.

From year 7 the programmes are designed to scaffold upwards to year 13 building on students' skills and abilities. We realise that all students develop in different ways and each year level gives students opportunities to excel and master certain skills. At junior level students are guided with subject matter and are encouraged to bring their own culture and identity into their work. At senior level students are given the flexibility of choosing their own themes and topics and are assisted in exploring and developing these through research and critical thinking.

Scholarship Visual Art is offered as an after school programme for all NCEA Level 3 Art students. This programme facilitates students with extrapolating the ideas, influences and insights that underpin their practical work. Students learn research skills and how to understand more about themselves and the world around them.



# ACCOUNTING

## WHAT IS ACCOUNTING?

The course aims to produce financially-literate students who can produce and analyse financial data and use it to assist in making informed decisions.

Accounting gives students the tools to make real life financial decisions in a constantly changing and uncertain world.

Accounting is the process of preparing and communicating financial information to a wide range of users.

Accounting enhances financial literacy.

Accounting helps individuals and organisations to be accountable to stakeholders for their actions.

## WHY STUDY ACCOUNTING?

Accounting enables students to develop the knowledge and skills to manage the financial affairs of individuals, communities, and businesses.

Students will develop the knowledge and skills necessary to:

Prepare and maintain financial records

These could include the management of credit, understanding the concept of compound interest, establishing and monitoring Kiwisaver, maintaining a household or small business budget, and a basic understanding of the New Zealand tax system.

Manage financial affairs

An example would be communicating with a bank manger when applying for an overdraft facility. Effective financial management requires systematic planning to ensure deadlines are adhered to. Examples include claiming a tax rebate, meeting tax deadlines, payment of routine expenses, and loan repayments.

Act with integrity

Integrity involves being honest, responsible, and accountable. It requires individuals to act ethically at all times. Students will learn to justify and take responsibility for actions and decisions, obey the law, and keep accurate and confidential records. Examples include accurately claiming for contract hours worked and using business credit cards responsibly.

Contribute to the wider community

This involves sharing their accounting knowledge and using their skills to contribute to their families, whānau, and communities. For example, becoming the treasurer of a local club or managing the family budget.

## THE BIG IDEAS IN ACCOUNTING

These are the driving imperatives that underpin the practice of accounting and support young people to contribute to the well-being of New Zealand as actively-involved, confident and connected, responsible citizens.

# BUSINESS STUDIES

## WHAT IS BUSINESS STUDIES ABOUT?

The study of business is about how individuals and groups of people organise, plan and act to create and develop goods and services to satisfy customers.

Business is influenced by and impacts on the cultural, ethical, environmental, political, and economic conditions of the day. Issues such as sustainability, citizenship, enterprise, and globalisation are central to both business and the study of business.

The knowledge and skills gained in business studies, and exposure to enterprise culture, can help shape "creative, energetic, and enterprising" young people who will contribute to New Zealand's economic future.

In Business Studies, students develop their understanding of business theory and practices in a range of relevant contexts, through experiential as well as theoretical approaches to learning.

Business Studies involves practical business experiences where with a group of others, students are required to operate their own small businesses. This practical project is supported with learning across a range of concepts including marketing, human resources, operations management, business structure and the factors that influence how businesses operate.

Students will gain a broad appreciation for many functions of a business's operations from experiencing their own business activity and learning of related theory.

## WHY STUDY BUSINESS?

Business contributes to the development of a culture of enterprise in New Zealand and supports our efforts to improve economic and community well-being.

Business Studies creates opportunities for students to:

understand the integral role of business in society and the economy

explore enterprise culture

develop the key competencies of The New Zealand Curriculum and ngā uara me ngā waiaro/values and attitudes of Te Marautanga o Aotearoa through the fostering of such qualities as initiative, resilience, and resourcefulness and the skills of problem solving, co-operation, decision making, negotiation, and communicating

gain knowledge and understanding of good business practice and of business as a productive activity

acquire greater financial capability.

Evidence of an enterprising spirit abounds in New Zealand's history and is an aspect of our multicultural national identity. Enterprise and business entrepreneurship are essential to New Zealand's economic future.

# ECONOMICS

At its core, Economics is the study of how humans make decisions in the face of scarcity. These can be individual decisions, family decisions, business decisions or societal decisions. If you look around carefully, you will see that scarcity is a fact of life. Scarcity means that human wants for goods, services and resources exceed what is available. Resources, such as labour, capital, land and raw materials are necessary to produce the goods and services we want but they exist in limited supply. At any point in time, there is only a finite amount of resources available.

Economics explores issues of:

- sustainability (efficient use of scarce resources)
- enterprise (identifying profit-maximising levels of output)
- citizenship (economic decisions affecting New Zealand society)
- globalisation (the benefits of international trade).

By studying Economics, students will:

compare and contrast economic decisions affecting New Zealand in contexts in which resources are scarce.

research the viewpoints different groups bring to negotiations. For example, an employer and an employee may have different views on what a fair wage increase might be.

use analytical tools to present justified recommendations about resource issues. For example, a student could use efficiency and/or equity arguments to justify a policy like a carbon tax as a means of reducing global warming or giving property rights to Māori as a means of conserving the foreshore.

learn to value all cultures and the contributions they make to economies. For example, a student might study the impact of immigration on the economy and what skills different immigrants bring to New Zealand.

**WHY STUDY ECONOMICS?**

Economics is not primarily a collection of facts to be memorised, though there are plenty of important concepts to be learned. Instead, economics is better thought of as a collection of questions to be answered or puzzles to be worked out. Most importantly, Economics provides the tools to work out those puzzles. Here are some other reasons why you should study Economics:

Virtually every major problem facing the world today, from global warming, to world poverty, to the conflicts in Syria, Afghanistan, and Somalia, has an economic dimension. If you are going to be part of solving those problems, you need to be able to understand them. Economics is crucial.

It is hard to overstate the importance of Economics to good citizenship. You need to be able to vote intelligently on budgets, regulations, and laws in general.

A basic understanding of Economics makes you a well-rounded thinker. When you read articles about economic issues, you will understand and be able to evaluate the writer's argument. When you hear classmates, co-workers, or political candidates talking about the economy, you will be able to critically analyse the discussion. You will find new ways of thinking about current events and about personal and business decisions, as well as current events and politics.

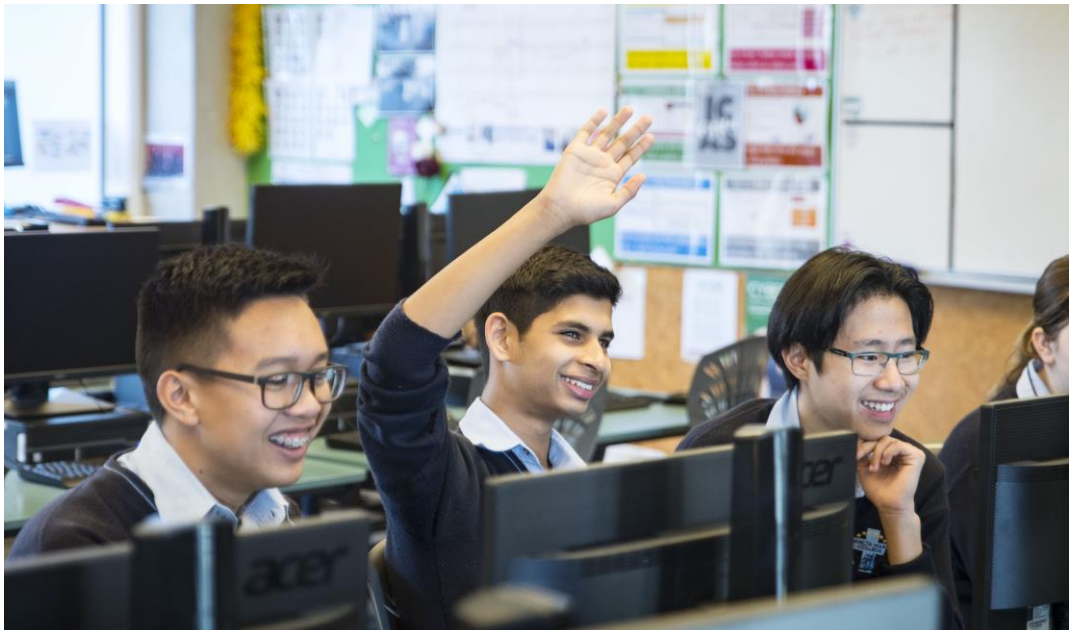
The study of Economics does not dictate the answers, but it can illuminate the different choices.

## DIGITAL TECHNOLOGIES

Digital technologies impact on every aspect of our lives and are vitally important to New Zealand's growth in the 21st century. Students in New Zealand need opportunities to develop knowledge and skills with digital technologies so they are equipped to respond to rapid changes in our society.

The course is designed to help students develop advanced skills in industry-standard print and multimedia such as Photoshop, Dreamweaver and Premier. Students will identify opportunities to develop and create original designs and products.

This course offers NCEA credits at Levels 1-3 and leads to tertiary courses in Graphic Design, Multimedia, Animation and Computing.

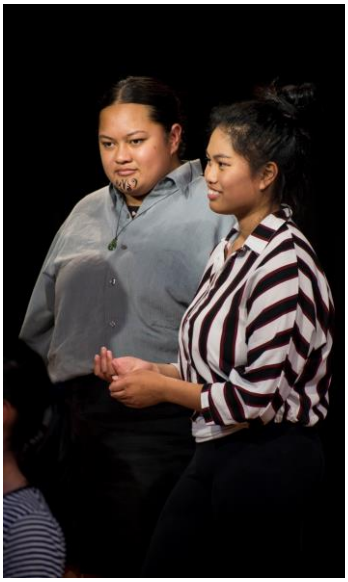


## DRAMA

*"Imagination is more important than knowledge. For knowledge is limited, whereas imagination embraces the entire world, stimulating progress, giving birth to evolution."* Albert Einstein

The performing arts allow our students to give expression to their intrinsic creative talents while developing confidence, communication skills, perseverance, resilience and teamwork.

Drama is a subject that requires a great deal of ensemble work, and so it plays an important role in teaching communication, inclusivity and trust building, listening and empathy skills. The skills that are learnt by studying drama are invaluable in later life. These skills are imperative in preparing students to live and work in a world that is increasingly team-oriented rather than hierarchical. It is an inclusive subject that teaches students to see the world not only through their personal lens, but also through the lens of others which allows them to grow understanding, tolerance and empathy.



**Junior School Drama:**

Drama Option Course: In year 9 and 10 Drama is offered as an option course.

The Junior School stages a junior production every alternate year as well as participating in dance and drama competitions. For those not so keen on the limelight but who wish to be involved, there are plenty of roles to play in lighting, sound, backstage, set construction, costuming, makeup and front of house.

**Senior School Drama:**

Drama studies is a full year NCEA course for Year 11-13 students.

The Senior School stages a major musical production every alternate year, with professional sound and lighting equipment and performed in a professional performance venue. For those not so keen on the limelight but who wish to be involved, there are roles to play in lighting, sound, backstage, set construction, costuming, makeup and front of house.

Senior Drama students also stage dramatic productions each year.

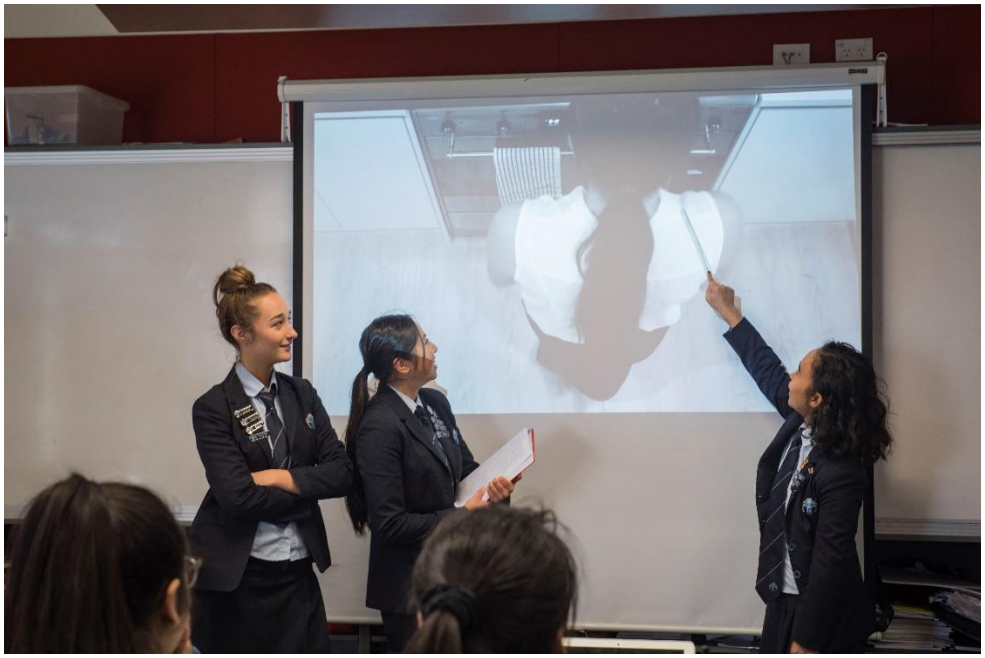
Students who are involved with the Arts at a Senior School level are well prepared to go on to contribute their vision, abilities and creative energies not only to arts initiatives but also to all industries as companies seek creative solutions to ensure their place in this ever changing global world.

## ENGLISH

With a focussed and lively programme delivered by dedicated teachers, the Sancta Maria College English Department inspires students in the study of literature, language, reading, speaking and writing. A range of different courses is offered to suit students of all ability levels.

Junior students sit a general English programme that covers: the plot, character, setting and style of a range of literature and film studies, language (parts of speech, figures of speech, sound devices, punctuation and spelling), reading (sustained silent reading and comprehension), oral skills (speeches, presentations and discussion) and visual skills (static images and film techniques). Year 9 and 10 students experience a variety of project based learning programmes from documentary making, creating advertisements to engaging writing projects that will challenge students at all levels. This course is designed to prepare students for NCEA.

At Years 11-13, the College offers a stimulating course covering a range of written and visual texts in preparation for NCEA standards. English is compulsory up to and including Year 12.



## MEDIA STUDIES

We are all exposed to the media - in its many forms - every day of our lives. Each text (film / magazine article / website / television programme etc) has been carefully edited to communicate particular ideas or characteristics, and it is increasingly important for us to understand how and why we are being influenced.

The Media Studies courses (Years 12 and 13) at Sancta Maria College are designed to develop both students' analytical and creative skills, as well as their powers of observation. Students are required to produce their own short films, critically analyse media texts – films, television programmes, computer games etc - and explore key theories. The ability to self-manage is essential, as is the ability to work closely with others in a production environment. There is a minimum entry requirement for each level.

## FRENCH

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

Languages are inseparably linked to the social and cultural contexts in which they are used. Languages and cultures play a key role in developing our personal, group, national, and human identities. French has its own ways of expressing meanings; it has intrinsic value and special significance for its users around the world.

Learning French will extend the students' linguistic and cultural understanding and their ability to interact appropriately with French speakers. Interaction in a new language, whether face to face or technologically facilitated, introduces them to new ways of thinking about questioning and interpreting the world and their place in it. Through such interaction, students acquire knowledge, skills, and attitudes that equip them for living in a world of diverse peoples, languages, and cultures.

## JAPANESE

Japanese at Sancta Maria College has a long history and has been taught here since our opening in 2004.

Junior school students are introduced to the language as one of their option subjects in Years 7 to 10. Students taking this subject receive a sound foundation in the language and culture of Japan and are able to study the subject through to NCEA Level 3.

Studying the Japanese language is very relevant to today's economy because of the growing Asia-Pacific trade in New Zealand. As well as this, tourism is fast becoming one of New Zealand's major industries with increasing numbers of Japanese visitors every year.

Sancta Maria College supports an active school exchange programme with Japanese high schools and core to this is the opportunity that our students have to visit and tour Japan.

## MATHEMATICS

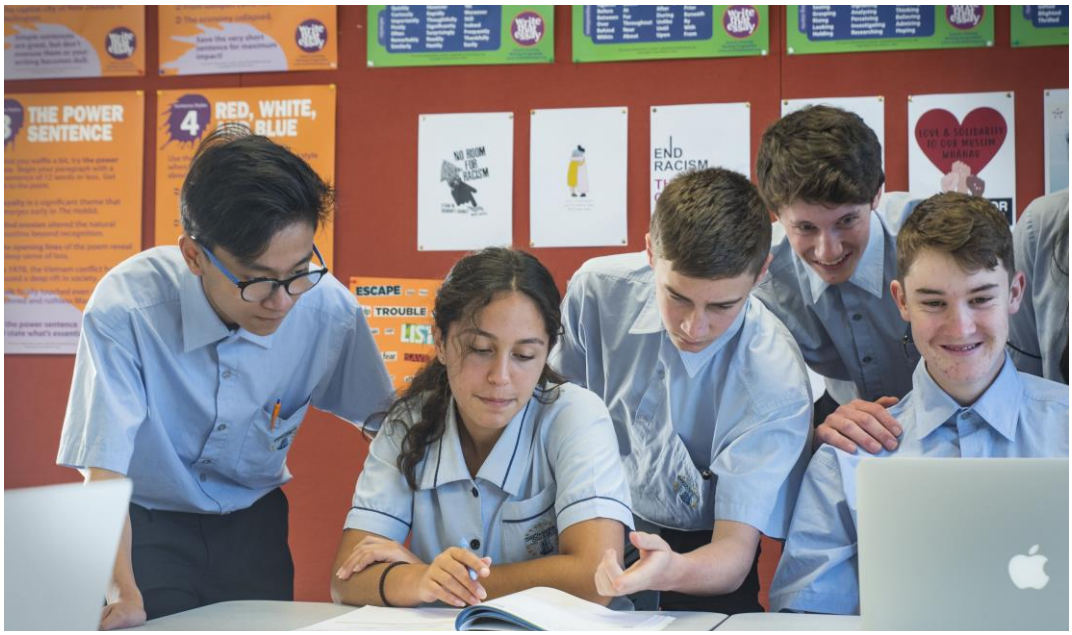
Mathematics is a critical pathway to many tertiary qualifications that result in an extensive range of career opportunities through the completion of degrees, diplomas and apprenticeships.

Sancta Maria College students benefit from the provision of a well-structured programme that develops their mathematical ability from Year 7 through to Year 13. In years 7 to 10 the Mathematics department provides exposure to a broad range of domains. This prepares students to personalise their preference for further study in Calculus or Statistics (or both) in Years 11 to 13.

Classroom teaching encourages the use of materials and mathematical models to assist students to gain a deeper understanding of concepts. Open ended activities develop the ability to problem solve and explore concepts beyond the confines of the classroom. Academic independence is encouraged in students who are prepared to investigate concepts more fully.

In addition to extension opportunities offered during class, Year 7 to 10 students that are passionate about learning mathematics have the option to broaden their mathematical experiences by joining our co-curricular extension group. Once foundational understanding has been mastered during class teaching, extension students are encouraged to work through independent tasks that apply and extend what they have learnt.

Registration to compete in various competitions is encouraged. These include the Auckland Maths Olympiad, Otago Junior Maths Competition, ICAS exam and, if selected, the Auckland Mathex competition.



## MUSIC

Music is a vital and lively part of the curriculum at Sancta Maria College. As well as an exciting classroom programme, a number of itinerant teachers come into school each week to offer specialist instrumental tuition in many instruments including Guitar, Piano, Percussion, Voice, Strings, Brass and Woodwind.

Co-curricular groups offered include: Jazz Bands, Choir, Orchestras, Classical Ensembles, Pop Groups and Concert Band. These are open to all students attending Sancta Maria College. Also selected students play in the school show every second year.

Co-curricular groups perform at assemblies, prize giving, community concerts, regional competitions and festivals for a wide range of music from rock and jazz to classical and vocal.

## PHYSICAL EDUCATION AND HEALTH

All students take part in Physical Education from Years 7-12. It is an increasingly important part of the growth of all students, ensuring they are developing each aspect of their Hauora. They learn to demonstrate interpersonal skills and reflect on the impact of these skills and come to understand the development of their body and the importance of fitness.

The Physical Education Studies (NCEA) course at Years 11-13 is for students who have an interest in Physical Education and who potentially see a future in further study or employment within the Physical Education, Sport and Health sectors. Students need to be aware that the NCEA course is predominately a theory-based course which incorporates practical components to enhance the curriculum and learning. This course suits students who are motivated to succeed in this area of learning and see a future in the industry.

The NCEA course leads to tertiary physical education courses and careers in health science, fitness, recreation, sporting or outdoor pursuits, teaching, coaching and event management. Our subject is designed to build students' confidence and equip them with the skills to make a difference in whatever field they choose to pursue.

## RELIGIOUS EDUCATION

The Religious Education programme is a dynamic, practical way for students to learn about, understand and put into practice their faith. The programme helps students to develop an understanding about how Catholics celebrate, live and pray in ways that are relevant to living in the world today.

It seeks to enhance the collaborative relationship between home, school and parish as they work together to educate the young people in faith.

The officially approved national curriculum of Religious Education in Catholic secondary schools in Aotearoa New Zealand is entitled Understanding Faith. This name gives an indication of the purpose of the curriculum, which is to help students gain knowledge, understanding and appreciation of what it means to be Catholic.

The course is compulsory for all students at all levels at Sancta Maria College. Students in Years 11 – 13 work towards gaining NCEA credits at the corresponding level (1-3) and these credits are able to be used for entry into tertiary education

# SCIENCE

**Years 7-11**

The Sancta Maria College Science Department aims to encourage students from Year 7 to 10 to enjoy and excel at scientific study. The Science course is balanced across the three main branches, biology, chemistry and physics, in these years, and then students can choose to specialise in any or all three in the senior school.

The courses provide a solid background for students intending to further their education in Science so they can enter careers where applying scientific principles and knowledge is necessary. The skilled and enthusiastic staff motivate students to ensure they gain a better understanding and appreciation of the world they live in.

**Years 12-13**

**Biology**

Biology is a dynamic subject that addresses key concepts that everybody should understand, such as how the human body works and how life evolved. The aim of the Biology Department is to instil a desire to understand and question the complexities and workings of the natural world.

Biology can lead to careers in academic research, biotechnology, pharmaceuticals, conservation and environmental monitoring. It is also commonly a pre-requisite for tertiary courses in medicine, veterinary science and nursing.

**Chemistry**

Chemistry courses aim to follow on from Year 9 and 10 Science. Sancta Maria College aims to teach the scientific method and develop analytical and lateral thinking skills in the students which are invaluable in any future career and are central to future study in science, engineering and medicine at tertiary level.

**Physics**

The Year 11-13 courses in physics run naturally on from the junior Science courses. Physics is an essential area of knowledge for students looking to study engineering, chemistry, oceanography, seismology, astronomy and many more. Physics teaches how the building blocks of the universe work, and allows our students to leave Sancta Maria College with the potential to gain a role in many fields of technology.

# SOCIAL SCIENCES

### Social Studies

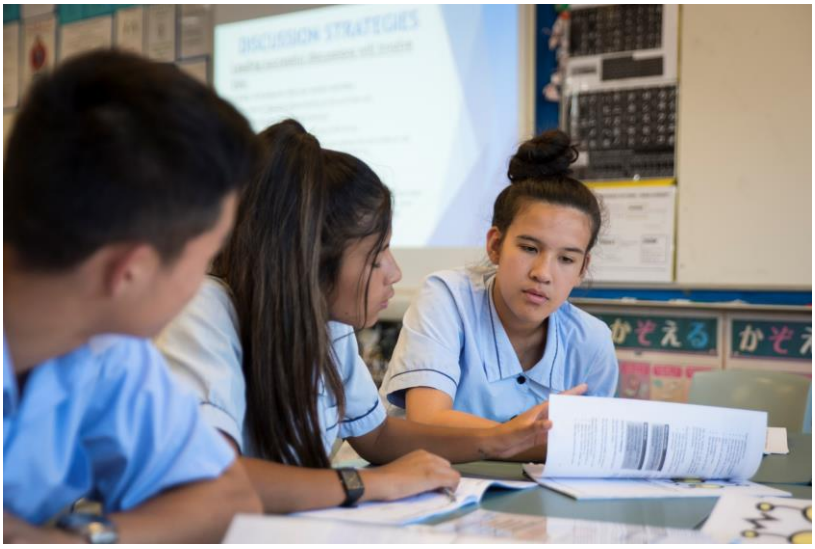
Social Studies is studied in Years 7–10, as a junior core subject. Social Studies at the junior level is designed to develop students' foundational skills in the Social Sciences. Students are then able to specialise in Year 11, with in-depth study in History and / or Geography for NCEA Level 1 and beyond. In Social Studies, junior students study how people, places and events have interacted over time, and the consequences of these interactions on our modern world. Students gain valuable skills in mapping, critical thinking, debating, time management, and social inquiry; all of which contribute to their academic success in the senior school.

### History

History is studied in Years 11–13. History is the academic study of how people and events of the past have shaped the current situation of our contemporary world. History informs us of where humanity has come from and how far we have travelled, in terms of cultural and political ideologies, civil/human rights, technological innovations and social injustices. Students study a variety of interesting and significant topics in History, including the post-colonial tensions of the Waikato and Northern Wars in New Zealand, Pasifika histories, Black Civil Rights in the USA, the Russian Revolution, and the Vietnam War, amongst others. Students gain essential 21st century skills in literacy, collaboration, social inquiry, critical analysis, historical thinking, and ethical principles, through the study of History. Most importantly, a sound understanding of New Zealand's bicultural heritage and history is essential knowledge for all students who intend to study law, medicine, journalism, politics, broadcasting, business, and teaching, at university and other tertiary institutes.

### Geography

Geography is studied in Years 11–13. Geography is much more than just knowing the locations of people, places and things. Geographers are interested in the relationships between people, locations and both their cultural and natural environments. Geographers ask questions such as: 'Why is this here? How does this impact or change the way people live?' Geography is a diverse subject which seeks to investigate and explain the patterns and processes of geographic features. Students gain valuable skills in mapping, spatial thinking, visual analysis and presentation. Due to the diversity of the subject, geographers are qualified to hold a variety of careers.



# TECHNOLOGY

Technology challenges students in a way unlike any other subject. Within areas such as textiles and fashion, food and hospitality, home economics, graphics and design processes, and multi-materials, students' work creatively and analytically to identify, trial and evaluate potential solutions, and eventually put their ideas into practice.

Student' learning requires critical thinking, problem-solving, collaboration and innovation, and the use of digital technologies, as they respond to solving challenging questions, through our project-based approach to their learning. Meeting the needs, opportunities and issues embedded in students' project work through years 7 to 13, enables them to tackle real and authentic local, national and global problems.

Technology has natural inter-relationships with other subjects such as the sciences, social sciences, languages, business, the arts and health and physical well-being.

Technology is a university approved subject. Scholarship is also available to accepted students.

Our award-winning department offers and delivers an exciting and challenging programme as students explore and learn the techniques necessary to bring their ideas to fruition in whatever field of technology they chose.

The content areas include:

**Design and Visual Communication**

Students solve design-based problems related to their chosen 'theme'. This will include either Architecture, Spatial Design or Product Design. Students respond to design problems outlined in design briefs using a combination of ideation, research, conceptual designing, divergent development of concept(s), rendered formal 2D and 3D drawings, supported by on-going and summative evaluation.

As the students' progress through the various levels from years 9 through to 13, their design responses are expected to improve and increase in complexity and skill each year.

**Food Technology**

This course is offered from Year 7 through to Year 13.

At Year 7 the course is compulsory and taught over one semester (2 terms). This is an introductory course to the world of food and includes food safety, meal planning, use of appliances and kitchen tools, and team building.

In year 9 and year 10 students focus on sustainable food practices while developing technological skills implementing project-based learning.

Emphasis is on enjoying working with food and being part of a team over the semester course.

Years 11 to 13 Food Technology focuses on NCEA Level 1 to 3, taking into account what has been covered in previous years, further preparing students with knowledge and skills for 21st century pathways. Students will design a concept for a new food product through testing and trialling, research and on-going evaluation. The opportunity exists to collaborate in small teams, to continue

learning about local ingredients and their use in meals and food products, to produce nutritious, well prepared and safe food.

**Hospitality**

This course is offered at Years 12 and 13 to students who have an interest in the culinary arts with a desire to continue in a tertiary field as a chef, events manager or food stylist which are some of the many career options available. In partnership with Manukau Institute of Technology we are able to offer courses in Beverages, Cookery, Front of House and Food Safety. The unit standards courses covered at Year 12 include: Food Safety, Beverages and Basic Culinary skills. At Year 13 the unit standards covered include: Introduction of Baking, Pasta and Gourmet Sandwiches.

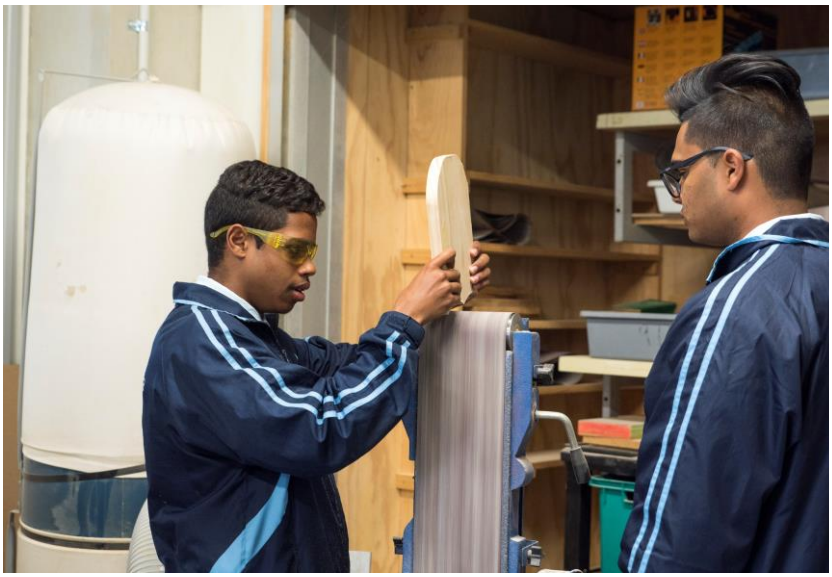
**Multi-materials**

From Years 7 to Year 10 in Junior Materials, students will be encouraged to creatively develop innovative solutions to a design problem, while gaining knowledge of design, freehand sketching and modelling. Students will evaluate their design development and outcome. They will also learn how to safely use hand tools and machinery in a workshop environment to produce high quality products.

**Senior Technology Years 11 – 13**

The courses progress from Levels 1-3 NCEA and includes the learning of skills when using tools and equipment, and acquiring construction and joinery techniques, problem solving and decision making by providing a solution to fulfil the requirements of a brief which is part of the project management skills at all levels. Further development of freehand and technical drawing skills and planning at incorporated throughout the students' project-based work.

At Year 13 the course builds on prior technological knowledge to further enhance skills for the building, construction and engineering industries. Elements of environment and industrial design including Computer Aided Design (CAD) will be introduced. Students learn how to use and apply Project Management Tools to help guide their projects in terms of resources (people, time, materials and budget, for example).



**Textiles Technology**

Textiles Technology is offered in Year 8 through to Year 13.

Year 8, 9 and 10 are offered over one semester (two terms).

Year 8 is an introductory course where students learn about basic sewing equipment and tools, basic stitches, safety in the textiles room, the art of applique and the use of skills learnt to create simple products (mini case and ski-hat), as well as a transporter design using sketching, modelling, testing and trialling and manufacture of the chosen outcome.

Year 9 and Year 10 Textiles students are given the opportunity to choose project-based topics to create their own projects and to personalise their learning with products they choose to research and implement in the Technology programme. To begin with, students will be expected to further develop confidence using sewing equipment and tools so they are able to work independently on their projects. Students will also be able to use commercial patterns with guided adaptations to modify or change design work to meet their planned outcome. Craft items may also be designed and created including cushions, pillows, bags, knitted or crocheted items and applied design work. We are mindful of sustainable practices in Textiles and encourage students to recycle, upcycle and re-design unwanted garments or textile products. Working with denim and calico are very popular mediums used in Textiles.

**Senior Textiles**

Students with a flair for fashion and a passion for working with textiles are encouraged to undertake this course. Sewing skills are not essential but is an advantage to make the most of more complicated techniques and processes.

Year 11 students produce two garments which include an adapted commercial pattern which all students use; however, designs of these are different for each student. A class fashion show is then conducted for students to model their final design. The second garment is one that reflects who the student is – called 'This is Me'. This is a fun unit enabling many possibilities to come through in their final production. The student models this garment during a Term 3 mufti-day in the implementation part of the NCEA assessment.

Year 12 students continue the flow from year 11. This time they create a project runway garment and use technological practice, the nature of society and knowledge to research, plan, model and implement their original design. Students have all year to complete the project and portfolio but may have the opportunity to complete a second garment as part of the Processing standards offered at Level 2 Technology Textiles.

Year 13 Textiles students are offered a Blue Skies project based on an issue, need or opportunity that interests them. Agile thinking is used at this level enabling students to plan chunks of work which will be mapped out for Terms 1 through to 3. Students again have the opportunity to submit their final design into a fashion competition of their choice or meet the requirements of their brief as established between the student and client.

All senior level textiles students are able to enter the external examinations for Technology NCEA.