



SAINT KENTIGERN

Saint Kentigern College Course Book 2023

BOYS & GIRLS YEARS 7–13



Welcome

Saint Kentigern College prides itself on our very strong academic programmes and the impressive results our students gain in both qualifications. We offer a diverse range of academic learning areas and a choice of qualifications to prepare our young men and women for their future pathways.

This Course Handbook outlines the subjects that are available to study in 2023. The careful selection of an appropriate course of study is very important and should be made in discussion between students, parents, tutors, teachers and the Student Futures Department. Ultimately, your choice of subjects will determine next year’s timetable and enable us to plan for staffing and resources.

Both the Middle and Senior school years are a time for exploring avenues of interest. It is important to keep your courses varied for as long as possible. Work on your strengths and genuine interests – this will help you choose courses that you will both enjoy and know that you can properly manage alongside your co-curricular activities. Your choice of subjects requires careful thought to ensure you do not restrict opportunities in later years of study.

Student Futures, led by Ms. Justine O’Dwyer, is able to help students seek information about the vast range of university courses, both in New Zealand and overseas as well as apprenticeships and careers.

A deadline will be set for selection of subjects. You should carefully consider your choice of subjects, as alterations are more difficult to make at a later stage.

We hope that the information in this Handbook will help you in the ongoing process of planning ahead for your future. If you need more information or help in making your decisions, be sure to talk to your Tutor, Head of House, Teachers and Ms O’Dwyer.

Mrs Angee Robertson, B.A., Dip.Tchg.
Deputy Principal, Curriculum

Mrs Hannah Williams, BSci, MSci, MEdL, PGCE (Secondary Science)
Assistant Principal, Curriculum

Please Note:

All courses offered in this booklet will only run if the minimum number of students selecting the subject is reached.

While the information given is accurate at the time of publication, ongoing review of NCEA courses by NZQA may results in some changes to the Achievement Standards that are listed.



Navigating this Book

Contents

Click the Contents button, located at the top left of every page, to access links that allow you to jump between sections of this book.



Page Navigation Buttons

Each page has buttons to navigate you to the next or previous page or subject description.

Subject Buttons

All subjects within a year level are listed on the left side of the Subject description pages. Click on these buttons to jump between subjects within a year level.

Related Content Buttons

These buttons are scattered throughout the book and give you easy access to related content.







Inline Links

Inline links are shown by a line under the text. Click the link to jump to the referenced content.

Browser Controls

There are also some useful controls when you hover over the bottom right of your browser window.

-  Click to show page thumbnails.
-  Click to enter full screen.
-  Click to zoom in and out.
-  Click to download a pdf.



Key Staff

To make good decisions about subject choices and career pathways you need to have the right information. There are many teachers who can assist you to make an informed choice about whether a particular subject is right for you. In addition, the Student Futures room has a wealth of information about careers and tertiary study options.

Principal (Acting)	Mr D McQueen
Deputy Principal Curriculum	Mrs A Robertson
Deputy Principal Teaching and Learning	Mrs P Baird
Deputy Principal Academic Operations	Mr C Bright
Deputy Principal Pastoral	Mr E Wall
Deputy Principal Pastoral	Mr C Lidstone
Assistant Principal Curriculum	Mrs H Williams
Head of Enhanced Learning ...	Mrs C Watts and Mrs K Brown
Student Futures Advisor	Ms J O'Dwyer
Head of Student Academic Development	Mrs T Plank
IB Coordinator.....	Ms S Tornquist
NCEA Coordinator	Mrs J MacDonald

Senior School (SS) Heads of Houses

Head of House Cargill	Mr P Venter
Head of House Chalmers	Ms S Rock
Head of House Hamilton	Mr W Gage Brown
Head of House Stark	Mr P Harries
Head of House Wilson	Mr D Lausev
Head of House Wishart	Mrs J Coughlan

Heads of Faculties (HOF)

Head of Creative Arts	Mr R Stratton
Head of Commerce	Mr B Peel
Head of English	Ms J Wordsworth
Head of Humanities	Mrs N Burrige
Head of Languages	Mrs C Leishman
Head of Mathematics	Dr J Sneddon
Head of Health and Physical Education	Mr P Bennett
Head of Science	Mr G Hodgson
Head of Technology	Mrs M Slow

Glossary

NCEA	National Certificate of Educational Achievement
NQF	National Qualifications Framework
NZQA	New Zealand Qualification Authority
AS	Achievement Standards
US	Unit Standards
IB	International Baccalaureate
IBO	International Baccalaureate Organisation
HL	Higher Level
SL	Standard Level
e-asTTle	Assessment Tools for Teaching and Learning
An online formative tool for assessing literacy and numeracy developed for the Ministry of Education by the University of Auckland. e-asTTle provides teachers, students, and parents with information about a student's progress towards curriculum achievement outcomes.	
EOTC	Education Outside the Classroom
This takes the form of camps and other subject related field trips.	
A two year course of study, offered as an alternative qualification to NCEA to students in Years 12 and 13.	





Student Futures

The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn – *Alvin Toffler*

This Alvin Toffler quote is increasing in significance every day for our young people as the World Economic Forum in 2016 stated that '65% of future jobs have not yet even been invented'. The ability to acquire new skills is what will keep employees relevant and organisations thriving.

Therefore, we need to shift our focus from jobs to skills which prepare students for the future of work. By understanding the skills and capabilities that will be most transferable and in demand in the new economy, young people can work to equip themselves for the future of work more effectively. The 'Future of Jobs' Report released in 2020 by the World Economic Forum identified the top 10 skills required of employees in 2025. These skills can be divided into four categories: problem solving, self-management, working with people and technology use and development.

Our mind set needs to shift to reflect a more dynamic future of work where linear careers will be far less common and young people need a portfolio of skills and capabilities, including career management to navigate a more complex world.

Students will need to demonstrate foresight in navigating a rapidly shifting landscape of organisational forms and skill requirements. They will increasingly be called upon to continually reassess the skills they need, and quickly put together the right resources to develop and update these. Workers in the future will need to be adaptable lifelong learners.

TOP 10 SKILLS OF 2025

- | | | | | | |
|---|--|---|----|--|--|
| 1 | | Analytical thinking and innovation | 7 | | Technology use, monitoring and control |
| 2 | | Active learning and learning strategies | 8 | | Technology design and programming |
| 3 | | Complex problem-solving | 9 | | Resilience, stress tolerance and flexibility |
| 4 | | Critical thinking and analysis | 10 | | Reasoning, problem-solving and ideation |
| 5 | | Creativity, originality and initiative | | | |
| 6 | | Leadership and social influence | | | |
- Type of skill**
- | | | | |
|--|---------------------|--|--------------------------------|
| | Problem-solving | | Self-management |
| | Working with people | | Technology use and development |

PLANNING YOUR FUTURE PATHWAY

There is no right or wrong way to make your subject choices however, it is recommended to keep your subject choices as broad as possible for as long as possible.

If you have no idea what you want to do when you leave school – it's fine, don't worry! Many people are in the same position. There are some online quizzes that can be used to help you to match subjects that your taking, your interests or your skills to help provide some ideas for career fields you may be interested in.

Careers Quest (based on your interests) – <https://www.careers.govt.nz/tools/careerquest/>

Skills Matcher – <https://www.careers.govt.nz/tools/skill-matcher/>

Subject Matcher – <https://www.careers.govt.nz/tools/subject-matcher/>

If you already have an idea of what career field you might like to work in in the future, another method of planning is to start with the end in mind. The Future Pathways Tables (at the back of this booklet) will give you some direction as to what subjects will support that pathway at tertiary level. Some areas may also have an apprenticeship pathway available too, operated by registered Industry Training Organisations (ITO).



A Saint Kentigern College Education

With a reputation for excellence in our academic, sporting and cultural programmes, Saint Kentigern College opens ‘a world of opportunity’ for the young people who take their educational journey with us.

Generally at Year 7 or Year 9, our new students quickly settle into ‘The Saint Kentigern Way,’ a philosophy founded on Christian values which, together with a traditional emphasis on personal responsibility and high expectations, lays the foundation for a first class education.

MIDDLE SCHOOL

In recognition that boys and girls learn differently in their early teens, and often achieve better outcomes in single-gender classrooms, Saint Kentigern College operates a very successful ‘parallel education model’. In the Middle School (Years 7–10), our boys and girls are taught separately for all compulsory learning areas. This model allows these younger students to learn in an environment best suited to their different developmental needs during those crucial, early teenage years, but within a coeducational environment.

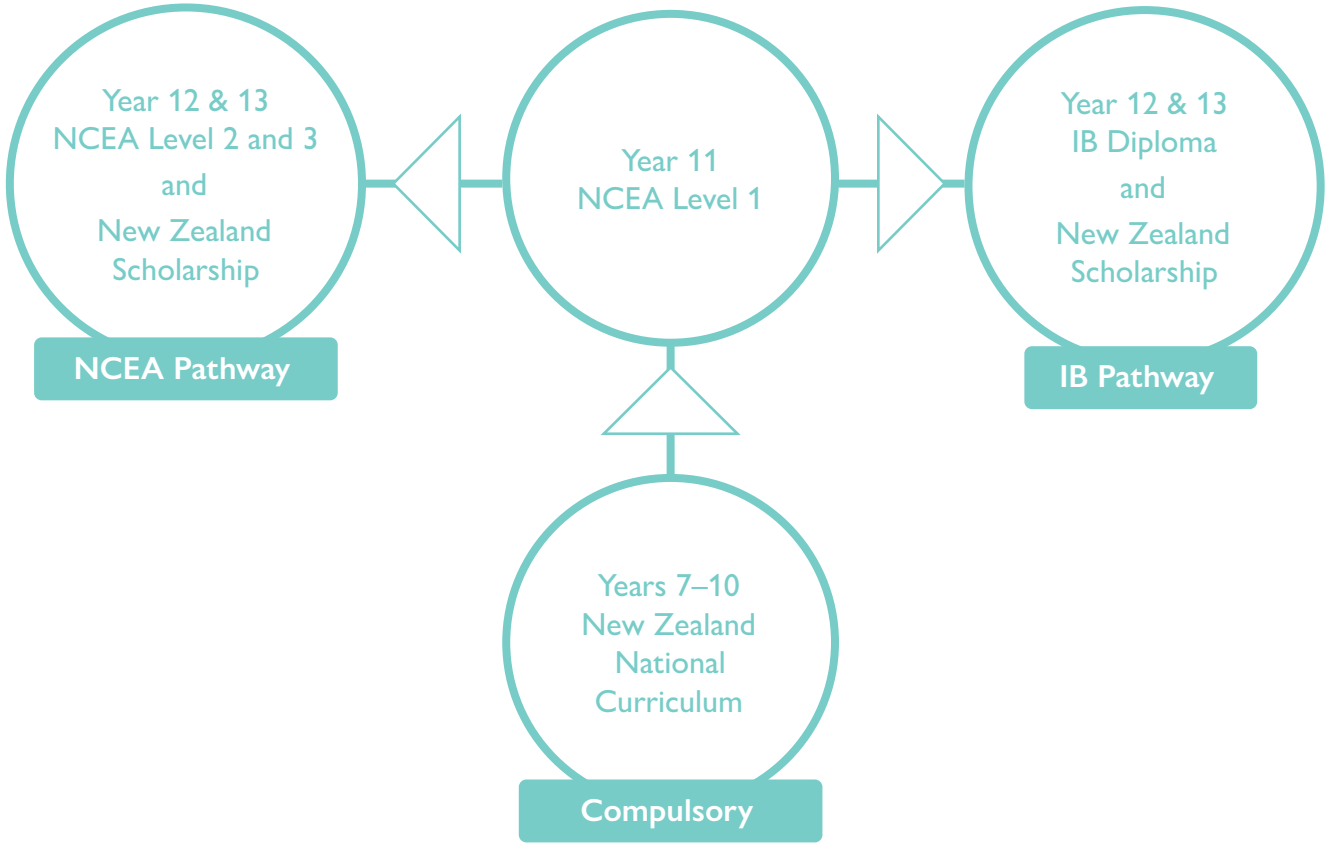
SENIOR SCHOOL

Following their Middle School years, students enter the Senior School (Years 11–13) where our young men and women work together in a coeducational setting, developing teamwork and collaborative skills that prepare them for tertiary education and beyond.

The Senior School is a time when students are giving thought to not only the courses they take in their Senior School years but also future study and career options.

ACADEMIC PATHWAYS

In Year 12, Saint Kentigern Students choose between continuing with the NCEA pathway or changing to the International Baccalaureate Diploma pathway. The following pages provide information to help make that decision.



Understanding NCEA

NCEA (National Certificate of Educational Achievement) is the national qualification for senior secondary school students in New Zealand. At each Level of the qualification (Level 1, Level 2 and Level 3), students are assessed on the learning attained in their selection of subjects.

Since the introduction of NCEA, the College has been very pleased with the performance of our students at all three NCEA Levels; their results have consistently placed Saint Kentigern College as one of the top performing schools in the country. NCEA is the qualification pathway that the majority of our students will select.

ACHIEVEMENT STANDARDS

Individual NCEA subjects are subdivided into Achievement Standards, some of which are assessed internally (and moderated externally) during the course of the academic year and some externally through the NZQA (New Zealand Qualifications Authority) national examinations at the end of the year. Each successful assessment earns credits that contribute to a certificate at Level 1, Level 2 or Level 3. Most subjects offer between 16–20 credits.

There are four different levels of assessed results for Achievement Standards:

- Not Achieved (N)** – The student has not met the required standard
- Achieved (A)** – The student has met the required standard
- Merit (M)** – The student has achieved the standard with Merit
- Excellence (E)** – The student has achieved the standard with Excellence



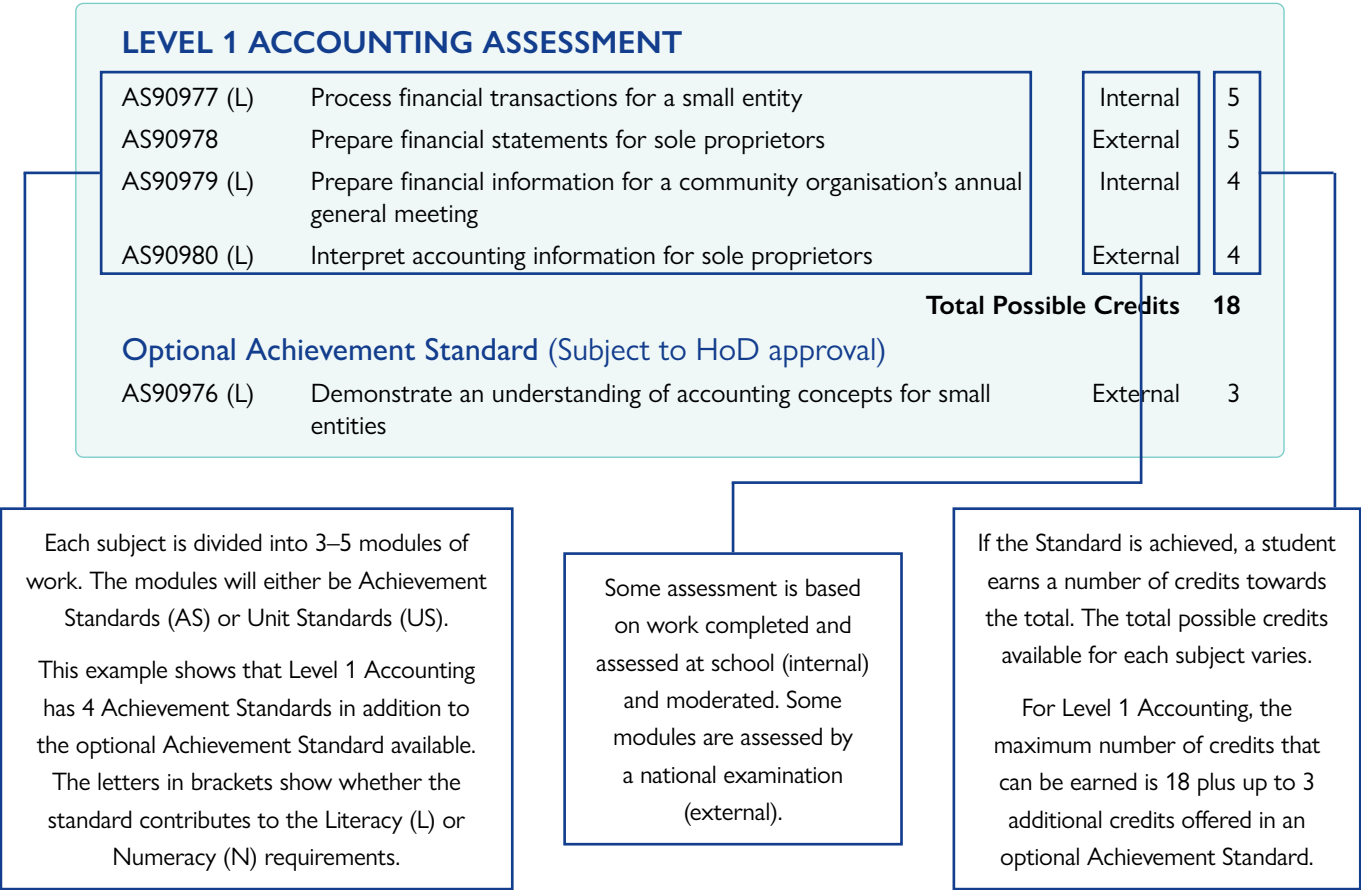
How many Credits do I need to achieve a Standard?

Each subject has a number of Achievement Standards. Each Achievement Standard is worth a set number of credits that count towards NCEA. This diagram shows how many credits are required to be awarded a certificate at each level.

LEVEL 1
80 credits at any level (Levels 1, 2 or 3), including: <ul style="list-style-type: none">10 in literacy, and10 in numeracy
LEVEL 2
80 credits at Level 2 OR...
60 credits at Level 2 or above PLUS 20 credits at any level
LEVEL 3
80 credits at Level 3 OR...
60 credits at Level 3 or above PLUS 20 credits at Level 2 or above

NCEA ASSESSMENT TABLES

All Year 11, 12 and 13 NCEA students will be assessed against NQF Achievement Standards or Unit Standards. Each Achievement/Unit Standard is worth a set number of credits, generally between 2 and 6 credits. Most subjects consist of courses which offer between 16–20 credits.



ENDORSEMENT OF CERTIFICATES

Students who have been successful receive NCEA certificates at the end of each year of study (Level 1, Level 2 and Level 3). These certificates show that a student has achieved the required number of credits at a particular level. To encourage students to do their best, those who gain sufficient credits at Merit (50 credits at Merit or above) or Excellence (50 credits at Excellence level) will have this recognised on their certificates.

ENDORSEMENT OF COURSES

Course endorsement provides recognition for students who perform exceptionally well in individual courses. To attain a course endorsement, a student will need to achieve:

- 14 or more credits at Merit and Excellence
- At least 3 credits from externally assessed standards and 3 credits from internally assessed standards

The course must be completed within one school year. A great deal of further information can be found on the NZQA website: www.nzqa.govt.nz



Understanding the International Baccalaureate (IB) Diploma

Students entering Year 12 have a choice of qualifications. They can choose to continue with NCEA or opt for the International Baccalaureate (IB) Diploma; a two year course that leads to a qualification that is widely recognised by universities around the world.

OVERVIEW

Students who select the IB Diploma at Year 12 should regard this as a two-year commitment, however, those whose attainment at the end of Year 12 appears insufficient to meet the IB Diploma requirements may be advised to reassess their qualification pathway for Year 13.

(Please note: Students who elect to study the IB Diploma are also eligible to sit the NZQA Scholarship examinations where examination timetabling permits).

The IB Diploma programme emphasises high academic standards in the mandatory areas of literature, a second language, mathematics, humanities and science. Academic excellence is coupled with an emphasis on personal development through the IB Learner Profile, in areas such as international-mindedness, social awareness and tolerance, and organisational and research skills.

The IB Diploma programme is aimed at average to good self motivated students with a strong work ethic; it is not an elitist qualification but its rigorous standards and in-depth study of subjects do require commitment, organisation and initiative.

IB Diploma students take six subjects of which three subjects are studied in depth at Higher Level (HL) and three at Standard Level (SL). In addition, the programme has three compulsory course requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding. This requires students to complete a course in the Theory of Knowledge (TOK), write a 4000 word Extended Essay (EE) and participate in Creativity, Activity and Service (CAS).

For more information about the International Baccalaureate Organisation Worldwide, visit: www.ibo.org

ENTRY REQUIREMENTS

The IB Diploma is available to all Saint Kentigern College students entering Year 12 providing they have met the relevant individual subject entry criteria (see individual subjects for details).

Students are not required to be top academics to undertake the IB Diploma Programme. However, students do need to be motivated, prepared to look at issues from different perspectives and willing to learn.

ASSESSMENT

IB Diploma subjects are assessed by a combination of continuous course work and external examinations at the end of the two year programme.

In each subject candidates are awarded Levels of Achievement with Level 7 being the highest.

Level 1 – Very Poor	Level 2 – Poor
Level 3 – Mediocre	Level 4 – Adequate
Level 5 – Good	Level 6 – Very Good
Level 7 – Excellent	

In addition to this, up to 3 points are awarded for performance in the Extended Essay and the Theory of Knowledge. The Diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the Creativity, Activity and Service (CAS) component. The highest total that a Diploma student can be awarded is 45 points.

The average international IB Diploma score is 29 points out of the maximum 45. 24 points is the minimum requirement for university entry, however, more demanding university courses will require a higher level of points.

For more detailed information about the International Baccalaureate Organisation worldwide, visit their website: www.ibo.org

For more specific and detailed information about the IB Diploma programme at Saint Kentigern College please contact IB Coordinator, Ms S Tornquist, suzie.tornquist@saintkentigern.com

HOW DOES THE DIPLOMA PROGRAMME WORK?

The International Baccalaureate Diploma curriculum contains six subject groups, together with a core made up of three separate parts that are compulsory to all students. This is illustrated below with the compulsory requirements at the core.

IB Diploma students study six subjects. Three of these subjects will be studied at Higher Level and three at Standard Level (see explanation below).

All three parts of the core, The Extended Essay, Theory of Knowledge and Creativity, Activity and Service are compulsory, and are central to the philosophy of the Diploma.

The requirement to select a subject from each group ensures that the science-orientated student is challenged to learn a foreign language and the natural linguist becomes familiar with the scientific process. Whilst balance is maintained, flexibility is catered for with a student choosing Higher Level subjects to pursue areas of personal interest and to meet special requirements for university entrance.

HIGHER LEVEL & STANDARD LEVEL

At Saint Kentigern College, **three** subjects are studied at Higher Level (HL) and **three** at Standard Level (SL).

- Higher Level courses represent 240 teaching hours
- Standard Level courses represent 150 teaching hours

For further information about the differences between SL and HL in subject areas please refer to the following pages.

Please note all subjects are offered subject to satisfactory numbers of interested students.



NZQA Scholarship Examinations

Scholarship is a national external assessment for top Senior School students. Scholarship examines course material related to, and in extension to NCEA Level 3. Where course work is similar, IB Diploma students are encouraged to sit Scholarship examinations.

Scholarship examinations are demanding and require students to demonstrate high-level critical thinking and analytical skills, a comprehensive understanding of key content as well as advanced written language skills. NZQA's intention is that 3% of the total number of Year 13 students in the country sitting Level 3 in each of the available subjects will be awarded a Scholarship, provided Scholarship standards are met. Of the top 3% nationwide who gain a Scholarship pass, a small number, equating to approximately 0.5% nationwide, will be accorded an Outstanding Scholarship.

Each year between 5 to 10 students nationwide are selected for a Premier Scholars Award.

Successful Scholarship students gain substantial monetary awards. A Scholarship in just one subject receives \$500, as a single payment. Other Scholarship awards result in payments spanning three years of successful tertiary study. These awards are outlined in the table.

Saint Kentigern College has had great success preparing our students for these rigorous examinations.

Scholarship examinations offered at Saint Kentigern College are:

- | | |
|---------------------|---------------|
| • Drama | • Biology |
| • Chemistry | • Art History |
| • Calculus | • Geography |
| • Statistics | • Physics |
| • English | • Japanese |
| • Media Studies | • Spanish |
| • Classical Studies | • Chinese |
| • French | • Accounting |
| • History | • Music |
| • Economics | |

In conjunction with the above there are other scholarship subjects offered that do not have an end of year exam but are portfolio or writing/essay based. These are: Art, Physical Education and Health, Technology and Dance.

Students can also sit, but do not necessarily have to be studying, the following subjects; Earth and Space Science, Agriculture and Horticulture Science, Geography and Physical Education and Health.

PREMIER AWARD

For the very top 5 to 10 candidates in New Zealand. The minimum eligibility requirement to be considered for this award is 5 or more Scholarships with at least three at 'Outstanding' level.

Award: \$10,000 each year for up to three years as long as candidates maintain at least a 'B' grade average in tertiary study.

OUTSTANDING SCHOLAR AWARD

Either:

- At least two Scholarships at 'Outstanding' level plus at least one at 'Scholarship' level; or
- One Scholarship at 'Outstanding' level plus five or more at Scholarship level.

Award: \$5,000 each year for three years as long as candidates maintain a 'B' grade average in tertiary study.

SCHOLARSHIP AWARD

For candidates who get Scholarship in three or more subjects.

Award: \$2,000 each year for up to three years as long as candidates maintain a 'B' grade average in tertiary study.

TOP SUBJECT SCHOLAR AWARD

For the top candidate in each one of the Scholarship subjects.

Award: \$2,000 each year for up to three years as long as candidates maintain a 'B' grade average in tertiary study.

SINGLE SUBJECT AWARDS

For candidates who get Scholarship in one or two subjects.

Award: A 'one-off' award of \$500 per subject (maximum payment \$1000).

Entry Requirements for Scholarship examinations

While nationally, most students are Year 13 when they choose to sit a NZQA Scholarship examination, students at Saint Kentigern College are able to sit the examination at any senior level.

Information about Scholarship tutorials can be discussed with Head of Department, Teacher in Charge of the Subject or Head of Faculty.





Middle School Curriculum

FACULTY	YEAR 7	YEAR 8	YEAR 9	YEAR 10
NGĀ TOI ARTS	The Creative Arts All students take block courses in: <ul style="list-style-type: none"> • Art • Dance • Drama • Music 	The Creative Arts All students select two courses from: <ul style="list-style-type: none"> • Art • Dance • Drama • Music 	The Creative Arts All students select two courses from: <ul style="list-style-type: none"> • Art • Dance • Drama • Music 	<u>Art</u> <u>Dance</u> <u>Drama</u> <u>Music</u>
AKORANGA KARAITIANA CHRISTIAN EDUCATION	Christian Education	Christian Education	Christian Education	Christian Education
TE REO PĀKEHĀ ENGLISH	English	English	English	<u>English</u> <u>Media Studies</u>
TIKANGA-A-IWI HUMANITIES	Social Studies	Social Studies	Social Studies	Social Studies <u>Ancient Civilisations</u> <u>Enterprise Studies</u>
NGĀ REO LANGUAGES	Languages Te Reo Māori Plus all students select three courses from: <ul style="list-style-type: none"> • Chinese • French • Japanese • Spanish 	Languages All students select two courses from: <ul style="list-style-type: none"> • Chinese • French • Japanese • Spanish • Te Reo Māori 	Languages All students select one course from: <ul style="list-style-type: none"> • Chinese • French • Japanese • Spanish • Te Reo Māori 	<u>Chinese</u> → <u>French</u> → <u>Japanese</u> → <u>Spanish</u> → <u>Te Reo Māori</u> →
PĀNGARAU MATHEMATICS	Mathematics	Mathematics*	Mathematics*	Mathematics*
HAUORA ME TE HĀKINAKINA PHYSICAL EDUCATION	Physical Education & Health	Physical Education & Health	Physical Education & Health	Physical Education & Health
PŪTAIAO SCIENCES	Science	Science	Science	Science
HAUORA ME TE HĀKINAKINA TECHNOLOGY	Technology	Technology	Technology	<u>Design & Visual Communication (DVC)</u> <u>Digital Technology</u> <u>Fashion & Textiles</u> <u>Food Technology</u> <u>Product Design</u>

Bold indicates a compulsory learning area. * Early entry Mathematics course available by invitation from HoF.

Senior School NCEA Pathway

At the end of Year 11, students choose to either continue with NCEA or follow the IB pathway. See the next page for the [IB Diploma Pathway](#).

FACULTY	YEAR 11 (NCEA LEVEL 1)	YEAR 12 (NCEA LEVEL 2)	YEAR 13 (NCEA LEVEL 3) (NZQA SCHOLARSHIP)	
NGĀ TOI ARTS	<u>Art – Painting & Printmaking</u>	→ <u>Art – Design</u>	→ <u>Art – Design</u>	UE
		→ <u>Art – Painting</u>	→ <u>Art – Painting</u>	UE
	<u>Art – Photography & Design</u>	→ <u>Art – Photography</u>	→ <u>Art – Photography</u>	UE
		→ <u>Art – Printmaking</u>	→ <u>Art – Printmaking</u>	UE
		→ <u>Art – Sculpture</u>	→ <u>Art – Sculpture</u>	UE
	<u>Dance</u>	→ <u>Dance</u>	→ <u>Dance*</u>	UE
	<u>Drama</u>	→ <u>Drama</u>	→ <u>Drama*</u>	UE
	<u>Music</u>	→ <u>Music</u>	→ <u>Music*</u>	UE
AKORANGA KARAITIANA CHRISTIAN EDUCATION	<u>Christian Education</u>	→ <u>Christian Education</u>	→ <u>Christian Education</u>	
TAUHOKOHOKO COMMERCE	<u>Accounting</u>	→ <u>Accounting</u>	→ <u>Accounting#</u>	UE
	<u>Business</u>	→ <u>Business</u>	→ <u>Business+</u>	UE
	<u>Economics</u>	→ <u>Economics</u>	→ <u>Economics#</u>	UE
		<u>Financial Literacy</u> (unit standard course)	→ <u>Financial Literacy</u> (unit standard course)	
TE REO PĀKEHĀ ENGLISH	<u>English</u>	→ <u>English</u>	→ <u>English</u>	UE
			→ <u>English – Visual Language</u>	UE
	<u>Media Studies</u>	→ <u>Media Studies</u>	→ <u>Media Studies*</u>	UE
TIKANGA-A-IWI HUMANITIES	<u>Classical Studies</u>	→ <u>Classical Studies</u>	→ <u>Classical Studies</u>	UE
	<u>Geography</u>	→ <u>Geography</u>	→ <u>Geography*</u> or	UE
			→ <u>Core Geography*</u>	UE
	<u>History</u>	→ <u>History</u>	→ <u>History*</u>	UE
		<u>Travel & Tourism</u> (unit standards course)	→ <u>Travel & Tourism</u> (unit standards course)	

Bold indicates a compulsory learning area.

* Indicates entry can be achieved through other pathways. See course detail for further information.

Indicates entry requirements from other faculties. See course detail for further information.

+ Indicates restrictions on other courses studied. See course detail for further information.

NGĀ REO LANGUAGES	<u>Chinese</u>	→ <u>Chinese</u>	→ <u>Chinese</u>	UE
	<u>French</u>	→ <u>French</u>	→ <u>French</u>	UE
	<u>Japanese</u>	→ <u>Japanese</u>	→ <u>Japanese</u>	UE
	<u>Spanish</u>	→ <u>Spanish</u>	→ <u>Spanish</u>	UE
	<u>Te Reo Māori</u>	→ <u>Te Reo Māori</u>	→ <u>Te Reo Māori</u>	UE
PĀNGARAU MATHEMATICS (only one mathematics subject must be studied in Y11)	<u>Mathematics with Algebra</u>	→ <u>Mathematics with Calculus</u>	→ <u>Mathematics with Calculus</u>	UE
	<u>Mathematics with Numeracy</u>	→ <u>Mathematics</u>	→ <u>Mathematics</u>	UE
	<u>Mathematics with Statistics</u>	→ <u>Mathematics with Statistics</u>	→ <u>Mathematics with Statistics</u>	UE
HAUORA ME TE HĀKINAKINA PHYSICAL EDUCATION	<u>Core Physical Education</u>	→ <u>Core Physical Education</u>	→	
	<u>NCEA Physical Education</u>	→ <u>NCEA Physical Education</u>	→ <u>NCEA Physical Education+</u>	UE
	<u>Health Education</u>	→ <u>Health Education</u>	→ <u>Health Education</u>	UE
		<u>Outdoor Education#</u>	→ <u>Outdoor Education+</u>	UE
PŪTAIAO SCIENCES (All Y11 students must study one general science, one other science may also be taken)	<u>General science with Biology</u>	→ <u>α-Biology</u>	→ <u>α-Biology*</u>	UE
	<u>Biology</u>	→ <u>Biology</u>	→ <u>Biology#</u>	UE
	<u>General science with Chemistry</u>	→ <u>Chemistry</u>	→ <u>Advanced Chemistry</u>	UE
	<u>Chemistry</u>	→ <u>Chemistry</u>	→ <u>Chemistry#</u>	UE
	<u>General science with Physics</u>	→ <u>Physics</u>	→ <u>Physics+</u>	UE
	<u>Physics</u>	→ <u>Earth & Space Science</u>	→ <u>Earth & Space Science</u>	UE
	<u>General science with Earth & Space Science</u>	→ <u>Earth & Space Science</u>	→ <u>Earth & Space Science</u>	UE
HANGARAU TECHNOLOGY	<u>Animation & Motion Graphics</u>	→ <u>Animation & Motion Graphics</u>	→ <u>Animation & Motion Graphics</u>	UE
	<u>Design & Visual Communication (DVC)</u>	→ <u>Design & Visual Communication (DVC)</u>	→ <u>Design & Visual Communication (DVC)</u>	UE
	<u>Digital Technology</u>	→ <u>Computer Science</u>	→ <u>Computer Science</u>	UE
	<u>Fashion & Textiles Design</u>	→ <u>Fashion & Textiles Design</u>	→ <u>Fashion & Textiles Design</u>	UE
	<u>Food Technology</u>	→ <u>Food Technology</u>	→ <u>Food Technology</u>	UE
	<u>Product Design</u>	→ <u>Building & Construction</u>	→ <u>Building & Construction</u>	
		→ <u>Product Design</u>	→ <u>Product Design</u>	UE
GATEWAY		<u>Gateway</u>	→ <u>Gateway</u>	

IB Diploma Pathway

At the heart of the IB Diploma are three compulsory requirements which all students must complete, Theory of Knowledge, Extended Essay, and Creativity, Activity & Service (CAS).

Students choose one subject from groups 1–5 plus one subject from group 6, or a second subject from groups 1–5

COMPULSORY	GROUP 3 – INDIVIDUALS & SOCIETIES
<u>Christian Education</u>	<u>Business Management</u>
<u>Creativity, Activity, Service (CAS)</u>	<u>Economics</u>
<u>The Extended Essay</u>	<u>Geography</u>
<u>Theory of Knowledge</u>	<u>History</u>
	<u>Psychology</u>
GROUP 1 – STUDIES IN LANGUAGE & LITERATURE	GROUP 4 – EXPERIMENTAL SCIENCES
<u>Chinese A: Language & Literature</u>	<u>Biology</u>
<u>English A: Language & Literature</u>	<u>Chemistry</u>
<u>English A: Literature</u>	<u>Physics</u>
	<u>Sports, Exercise & Health Science</u>
GROUP 2 – LANGUAGE ACQUISITION	GROUP 5 – MATHEMATICS
<u>Chinese B</u>	<u>Mathematics: Analysis & Approaches</u>
<u>French B</u>	<u>Mathematics: Applications & Interpretation</u>
<u>Japanese B</u>	
<u>Spanish B</u>	GROUP 6 – THE ARTS
<u>Spanish B (ab-initio)</u>	<u>Film Studies</u>
	<u>Music</u>
	<u>Theatre Arts</u>
	<u>Visual Art</u>

What’s on Offer at Saint Kentigern College?

Saint Kentigern College has a range of subjects available at NCEA Level 3. These have been mapped against the tertiary subjects that they are recommended for. Please remember, it is essential to check the entry requirements of each university to see which subjects are a necessity for success.

Level 3 learning area	Recommended when intending to study
Art – Design	Marketing, Media, Advertising, Journalism, Communication, Communication Design, Interaction Design
Art – Painting	Fine Art, Marketing, Media, Advertising, Art History
Art – Photography	Fine Art, Marketing, Media, Advertising, Art History
Art – Print making	Fine Art, Marketing, Media, Advertising, Art History
Art – Sculpture	Fine Art, Interior and Exterior Design, Art History
Dance	Dance Studies, Art History
Drama	Law, Art History
Music	Law, Music, Music Production, Film production, Art History
Music Productions	Music Production, Film production
Accounting	Property, Human Resource Management, Accounting, Business Analytics, Commercial Law, Economics, Employment Relations, Finance Information Systems, Innovation and Entrepreneurship, International Business, Management, Marketing, Operations and Supply Chain Management, Taxation
Business Studies	Property, Human Resource Management, Accounting, Business Analytics, Commercial Law, Economics, Employment Relations, Finance Information Systems, Innovation and Entrepreneurship, International Business, Management, Marketing, Operations and Supply Chain Management, Taxation
Economics	Law, Midwifery, Actuarial Science, Property, Education, Social Work, Global Studies, Accounting, Business Analytics, Commercial Law, Economics, Employment Relations, Finance Information Systems, Innovation and Entrepreneurship, International Business, Management, Marketing, Operations and Supply Chain Management, Taxation
Financial Literacy	Business, Innovation and Entrepreneurship
English	Health, Law, Midwifery, Science Communication, Architectural Studies, Urban Planning, Global Studies, Anthropology, Art History, Classical Studies and Ancient History, Communication, Criminology, Gender Studies, Logic and Computation, Media, Film and Television, Theological and Religious Studies, Sociology, Psychology, Politics and International Relations, Philosophy, Broadcasting
English Visual	Health, Law, Midwifery, Science Communication, Architectural Studies, Urban Planning, Global Studies, Anthropology, Art History, Classical Studies and Ancient History, Communication, Criminology, Gender Studies, Logic and Computation, Media, Film and Television, Theological and Religious Studies, Sociology, Psychology, Politics and International Relations, Philosophy, Broadcasting

Level 3 learning area	Recommended when intending to study
Media Studies	Law, Midwifery, Science Communication, Communication, Criminology, Gender Studies, Logic and Computation, Media, Film and Television, Theological and Religious Studies, Sociology, Psychology, Politics and International Relations, Philosophy, Broadcasting, Communication Design, Cinematic Arts,
Classics	Law, Midwifery, Architectural Studies, Anthropology, Art History, Classical Studies and Ancient History, Communication, Criminology, Gender Studies, Logic and Computation, Media, Film and Television, Theological and Religious Studies, Sociology, Psychology, Politics and International Relations, Philosophy
Geography	Health, Law, Midwifery, Environmental Science, Geography, Science Communication, Architectural Studies, Urban Planning, Education, Social Work, Global Studies, Anthropology, Art History, Criminology, Gender Studies, Logic and Computation, Media, Film and Television, Theological and Religious Studies, Sociology, Psychology, Politics and International Relations, Philosophy
History	Health, Law, Architectural Studies, Education, Social Work, Global Studies, Anthropology, Art History, Classical Studies and Ancient History, Communication, Criminology, Gender Studies, Logic and Computation, Media, Film and Television, Theological and Religious Studies, Sociology, Psychology, Politics and International Relations, Philosophy
Travel & Tourism	Business, Innovation and Entrepreneurship, Travel and Tourism,
Chinese	Education, Social Work, Global Studies, Linguistics, Anthropology, Asian Studies, Business, Law, Medicine, Engineering, Computing, Psychology, Sociology, Communications, Publishing, Political Studies, Broadcasting and Media, Travel and Tourism, Marketing, Commerce
French	Education, Social Work, Global Studies, Linguistics, Anthropology, European Studies, Business, Law, Medicine, Engineering, Computing, Psychology, Sociology, Communications, Publishing, Political Studies, Broadcasting and Media, Travel and Tourism, Marketing, Commerce
Japanese	Education, Social Work, Global Studies, Linguistics, Anthropology, Asian Studies, Business, Law, Medicine, Engineering, Computing, Psychology, Sociology, Communications, Publishing, Political Studies, Broadcasting and Media, Travel and Tourism, Marketing, Commerce
Spanish	Education, Social Work, Global Studies, Linguistics, Anthropology, European Studies, Business, Law, Medicine, Engineering, Computing, Psychology, Sociology, Communications, Publishing, Political Studies, Broadcasting and Media, Travel and Tourism, Marketing, Commerce
Te Reo Māori	Architectural Studies, Education, Social Work, Global Studies, Anthropology, Communication, Gender Studies, Logic and Computation, Media, Film and Television, Theological and Religious Studies, Sociology, Psychology, Politics and International Relations, Philosophy, Business
Mathematics	Health, Law, Actuarial Science, Biology, Computer Graphics, Computer Science, Development Studies, Ecology and Biodiversity, Environmental Studies, Geography, Geology, Marine Biology, Science Communication, Property, Construction, Architectural Studies, Urban Planning, Education, Social Work, Global Studies, Criminology
Mathematics with Calculus	Engineering, Actuarial Science, Computer Graphics, Computer Science, Electronic and Computer Systems, Mathematics, Physics, Property, Architectural Studies, Urban Planning, Education, Social Work,
Mathematics with Statistics	Health, Law, Actuarial Science, Biology, Computer Graphics, Computer Science, Data Science, Development Studies, Ecology and Biodiversity, Electronic and Computer Systems, Environmental Science, Geography, Geology, Marine Biology, Mathematics, Psychology, Statistics, Human Genetics, Molecular Pathology, Molecular pharmacology, Medical chemistry, Nursing, Medicine, Physiotherapy, Dentistry, Veterinary Science, Property, Urban Planning, Education, Social Work, Physical Education, Global Studies, Criminology
Outdoor Education	Physical Education, Business, Innovation and Entrepreneurship, Sustainability, Environmental Studies, Tourism, Health and Safety

Level 3 learning area	Recommended when intending to study
Physical Education	Health, Physical Education, Physiotherapy, Health Science, Sports Sciences, Sports Psychology, Coaching and Physical Activity Promotion
Health Education	Health Sciences, Social Work, Medical Sciences, Politics, Exercise and Health Sciences, Well-Being, Psychology, Counselling
Biology	Health, Midwifery, Biology, Biotechnology, Cell and Molecular Science, Ecology and Biodiversity, Environmental Science, Marine Biology, Science Communication, Human Genetics, Molecular Pathology, Molecular pharmacology, Medical chemistry, Nursing, Medicine, Physiotherapy, Dentistry, Veterinary Science, Physical Education,
Chemistry	Health, Midwifery, Biotechnology, Cell and Molecular Science, Environmental Science, Science Communication, Human Genetics, Molecular Pathology, Molecular pharmacology, Medical chemistry, Nursing, Medicine, Physiotherapy, Dentistry, Veterinary Science,
Physics	Engineering, Health, Law, Midwifery, Applied Physics, Electronic and Computer Systems, Environmental Science, Geology, Physics, Science Communication, Nursing, Medicine, Physiotherapy, Dentistry, Veterinary Science, Urban Planning,
Earth & Space Science	Environmental Science, Geology, Science Communication
Animation	Computer Graphics, Computer Science, Communication Design, Animation, Special Effects, Visual Effects, Game Design, Interaction Design, Cinematic Arts, Motion Capture
Computer Science	Computer Graphics, Computer Science, Architectural Studies, Animation, Special Effects, Visual Effects, Game Design, Interaction Design, Cinematic Arts
Design & Visual Communication	Architectural Studies, Urban Planning, Interior and Exterior Design, Communication Design, Industrial Design, Interaction Design, Spatial Design, Sustainability
Fashion	Fashion and Design
Food Technology	Health, Physical Education, Food Science, Nutrition,
Product Design	Architectural Studies, Interior and Exterior Design, Industrial Design, Spatial Design, Engineering and Building Trades



Year 7 Curriculum

Curriculum Overview

Our boys and girls in Year 7 come together from a wide variety of schools and consequently a key focus at the start of this year is the successful integration of our new students into College life. We focus on ensuring they quickly settle into new routines together and establish friendship groups.

Our Year 7 students are taught in a homeroom with a dedicated classroom teacher. Specialist teachers work with the classroom teacher and contribute to the programme in the areas where timetable allocations make this possible.

During Year 7, students will experience a 'taster' blocks in of our languages, Arts and Technology. These courses provide student insight into possible course options in later years.

Christian values are an intrinsic part of the special character of Saint Kentigern College. The Year 7 course provides students with a foundational understanding of the Christian faith.

In addition to internal assessment, students may participate in ICAS (University of NSW) assessments in English, Spelling, Writing, Science, Mathematics and Computer Skills. Selected students may also compete in the Otago University Mathematics Problem Challenge. The College also enters teams for the regional Mathex competition. The students participate in and represent the College in a wide range of sports. They are also encouraged to be involved in cultural, musical and service programmes. These include orchestra, choirs, productions, Wearable Arts, Environmental Group, Robotics, Theatre Sports and World Vision, to name a few.



YEAR 7 LEARNING AREAS

All learning areas in Year 7 are compulsory. However, Students will choose which languages to study as 'block courses'.

Christian Education

The Creative Arts

All students take **four** 'block' courses:

- Art
- Dance
- Drama
- Music

English

Languages*

All students take **four** 'block' courses of language including:

- **Te Reo Māori** (compulsory)

Plus students select three of the following:

- Chinese
- French
- Japanese
- Spanish

Mathematics

Physical Education & Health

Science

Social Studies

Technology

* Please note our Language courses are for beginners only. Students who have a prior knowledge of a language, should not choose that language.

Christian Education

Contact: Dr J Sievers

As an intrinsic part of the special character of Saint Kentigern College, Christian Education is mandatory for all Year 7 students. The focus in Year 7 is on the Old Testament including the Creation story, with particular emphasis on a study of Moses.

Course Aims

- To present the Old Testament Bible narrative to students in an exciting and relevant manner
- To challenge and encourage students to gain a better concept of the Christian understanding of God and thus be able to make a conscious decision concerning the spiritual aspect of their lives
- To provide an environment in which students feel the freedom to express their viewpoint on a variety of issues
- To provide evidence to support the historical and geographical accuracy of the Bible
- To present the Bible as a user-friendly resource.

Objectives

By the end of the course students will:

- Be familiar with large parts of the Bible, particularly the Old Testament.
- Have an elementary understanding of God as described in the Bible.
- Have discussed the Biblical account of Creation, the Fall of Man and the origins of Sin.
- Have an elementary knowledge of Jewish History from Abraham to Moses.
- Have a detailed knowledge of at least one Old Testament character and be able to apply the lessons learned from that character into their own lives.

ACADEMIC PATHWAY



English

Contact: Mrs K Riach

The Year 7 English programme covers the following aspects:

- Reading
- Writing
- Speaking
- Listening
- Viewing
- Presenting

Creating Meaning

– How to construct texts for different purposes and audiences, how to select, form, communicate and organise ideas and how to use language features appropriately for effect.

Course Outline

Key genres covered are Recount, Narrative and Play Writing. Reading is another significant element of the course. Students are guided in their reading based on their current level of reading comprehension and are also expected to read widely for personal reading. Speaking and listening are incorporated through regular class and group discussion and more formal oral presentations linked with other parts of the curriculum.

ACADEMIC PATHWAY



The Creative Arts

Contact: See below

In Year 7, in accordance with the New Zealand Curriculum, all students participate in a block course in each of The Arts – Dance, Drama, Music and Art. These short courses will give students a ‘taster’ that will assist them in selecting future course options.

Art

Contact: Mr R Stratton

Year 7 students have the opportunity to be taught by an Art specialist teacher and this block course is designed to foster and encourage students regardless of their previous experience or current skill level.

Course Outline

In this Year 7 Visual Art course students will be introduced to a range of 2D and 3D techniques. They will learn how to acknowledge the work of established artists and allow their own work to be informed by their techniques and concepts. Students will complete a range of experiments and developed art works and learn to work individually and collaboratively. Students will develop their ability to visually communicate their own personal, social and cultural experiences through Art.

Drama

Contact: Mr D Sheehan

Discover the exciting world of theatre and performance. This course offers a range of innovative learning opportunities as well as a thought-provoking unit on a range of human experiences during NZ wartime.

Course Outline

Girls: Women’s role in war – we focus on Lottie Le Gallaisa, a nurse travelling on the Maheno hospital ship during WW1.

Boys: The humanity within war – thinking on your feet, we journey through the perils and importance of friendship during difficult times.

Music

Contact: Miss Lin

A practical course focused on the basics of music literacy and accessible band instruments’ learning.

Course Outline

Students will be taught beginner pipe, drum, keyboard and guitar with a specialist, and be able to integrate these in an ensemble performance at the end of the course. Students will also learn to create a short piece of music on Garageband using loops and MIDI.

Dance

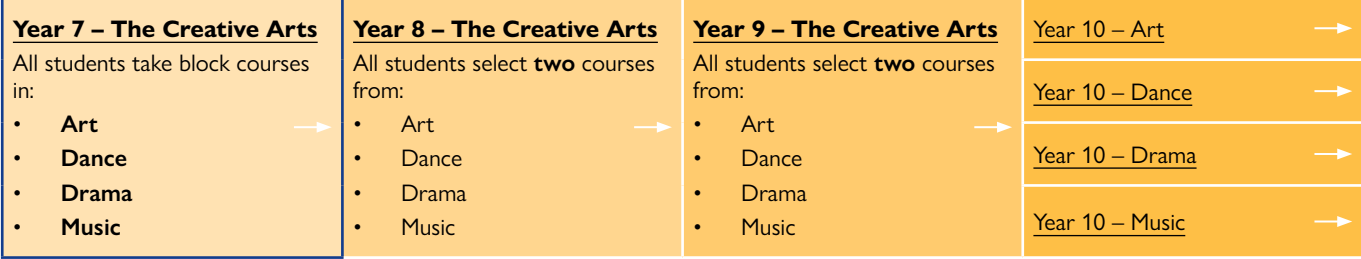
Contact: Mr G Wilcox

Students will be introduced to dance as a social and physical aspect in their lives, and to the Elements of Dance.

Course Outline

- Group choreography: exploring the elements of dance
- Perform the choreographed dance
- Introduction to Dance terminology

ACADEMIC PATHWAY



Languages

Contact: Mrs C Leishman

The Year 7 Languages “Experiences Programme” is designed to expose students to a range of languages and cultures in their first year of second language study. They will study two languages in each semester.

Students will study Te Reo Māori and can choose **three** other languages to complete their programme from the following:

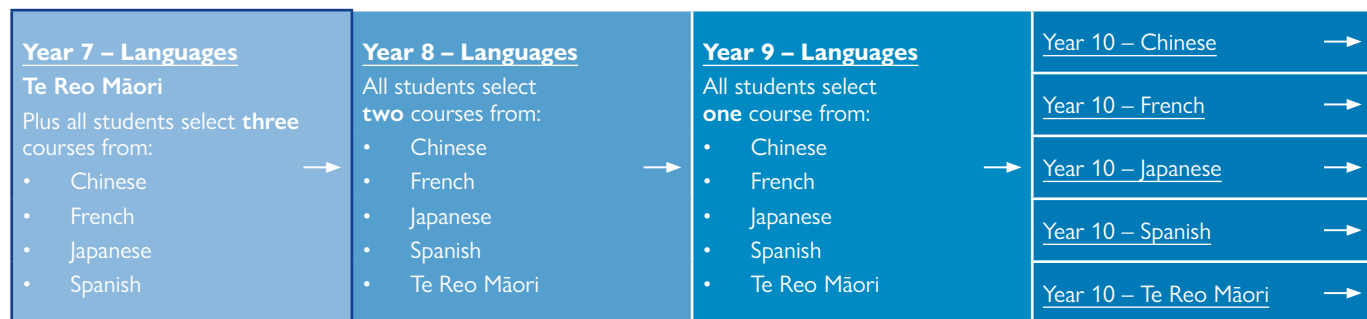
- Chinese
- French
- Japanese
- Spanish

Course Outline

In each of the language courses, students will be introduced to themes around personal introductions and will develop an understanding of the country of origin, using simple language activities based on the New Zealand Curriculum Levels 1 and 2.

This programme is designed as an introductory course for beginners and is not intended for native speakers. Students are NOT to select a language that is used at home.

ACADEMIC PATHWAY



Mathematics

Contact: Mrs K Smith

Students are assessed at the beginning of the year and are cross-class grouped in ability groups so they are working with peers of a similar ability.

Appropriate aspects of the Numeracy Project are adapted to student needs and taught within the New Zealand Curriculum and in line with National Standards recommendations.

Course Outline

Topics covered are:

- Number (divided into two separate units)
- Measurement
- Statistics
- Geometry
- Algebra

Emphasis is placed on learning tables, basic mental and written calculation skills and problem solving strategies.

ACADEMIC PATHWAY



*Early Entry Mathematics courses available by invitation from the Head of Faculty.

Physical Education & Health

Contact: See below

Physical Education

Contact: Mr P Bennett

The Physical Education course is designed to foster and enhance positive attitudes towards participating in physical activity, encourage engagement and promote the development of physical and social skills.

Course Outline

Year 7 Physical Education covers:

- **Aquatics** – To develop students technique in freestyle to ensure safety in the water and improve movement patterns
- **Small Ball Skills** – students develop throwing and catching technique and their application in various game situations
- **SKC Attitudes and Values** – raise awareness of what good sportsmanship is while highlighting the value of positive team members
- **Jump Rope for Heart** – students develop various skipping skills whilst experiencing the benefit of exercise, culminating in the Jump Rope for Heart event
- **Play with Purpose** – students are presented foreign parameters in game settings, where they must adapt and construct strategy for success
- **Holiday Games** – students participate in a range of easily accessible Physical Activities and reflect on how they can maintain physical activity level.

ACADEMIC PATHWAY



Science

Contact: Ms C May

Science aims to develop students’ knowledge and understanding of scientific concepts. Students are given learning experiences that stimulate curiosity and excitement, and develop scientific and investigative skills that are necessary for them to understand their everyday world.

Course Outline

Students explore the following contexts for learning:

- The Living World
- Forces and Energy
- Nature of Science
- Earth Sciences

Each student completes a Science Fair investigation to be submitted to the Saint Kentigern College Science Fair. Winning entries are then submitted to the regional Science Fair.

ACADEMIC PATHWAY



Social Studies

Contact: Ms M Williams

The Social Studies programme aims to develop students' knowledge and understanding of different cultures, societies and environments. It seeks to build students' basic knowledge of the world around them and how to successfully interact with it and each other. A component of the course is developing students' awareness of current events and issues locally, nationally and globally. They are encouraged to think about the impact and consequences of these events on people and environments.

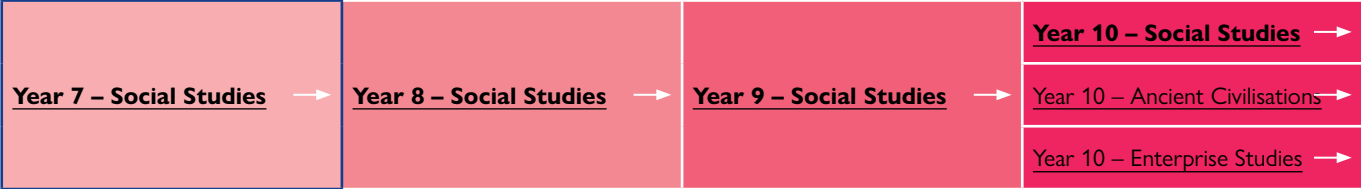
Course Outline

Current events are integrated throughout the year and students are encouraged to respond to community issues.

The main units to be covered:

- Kiwiana
- Ancient Egypt
- Peace not Pieces
- The Economic World

ACADEMIC PATHWAY



Technology

Contact: Mrs S Gwilliam

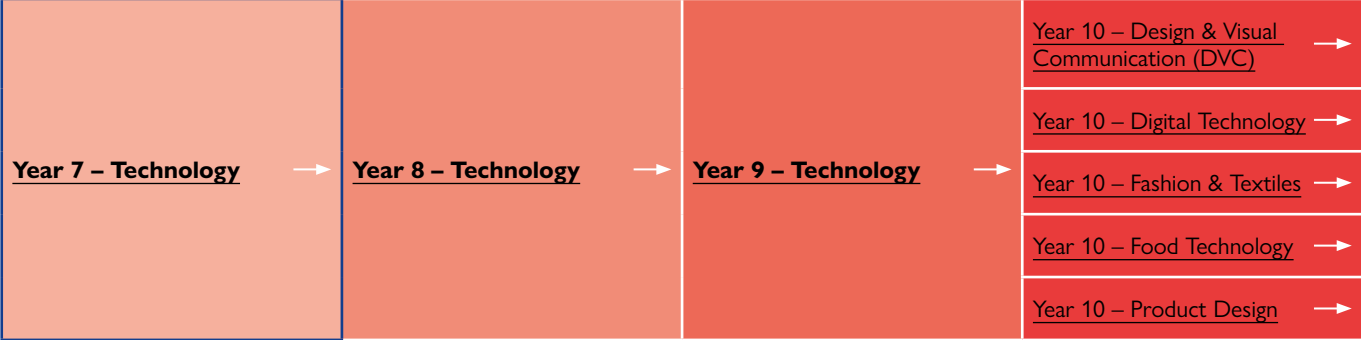
Technology aims to foster design thinking and encourages the synthesis of cross curricular subject knowledge in order for students to create outcomes that respond to authentic needs or opportunities.

Course Outline

The aim of this course is to introduce students to the nature of technological and design practice whilst building the foundations of specific subject procedural and literacy capabilities. Within given authentic project contexts, students will develop their thinking using planning and modelling to make decisions in their design journeys. Students will refine practical skills whilst they explore how the manipulation and use of materials affects the quality of a technological product. During these units' students

will apply computational thinking as part of the problem-solving process as well as utilising and presenting evidence across the varied digital platforms.

ACADEMIC PATHWAY





Year 8 Curriculum

Curriculum Overview

In Year 8, students continue to cover all of the learning areas of the New Zealand curriculum. Students are taught by specialist learning area teachers, to help with a seamless transition to Year 9.

The focus continues on ensuring an excellent grounding in areas such as English, Mathematics, Social Studies and Science. To achieve this, the time allocation to these learning areas is greater than for other learning areas.

Students may participate in external ICAS (University of NSW) assessments in English, Spelling, Science, Mathematics and Computer Skills. Selected students may also compete in the Otago University Mathematics Problem Challenge and the regional Mathex competition. All students continue with their Christian Education studies.

YEAR 8 LEARNING AREAS

All learning areas in Year 8 are compulsory. However, Students will choose which Language and Creative Arts subjects to study as 'block courses'.

Christian Education

The Creative Arts

All students select **two** semester length courses from:

- Art
- Dance
- Drama
- Music

English

Languages*

All students **two** semester length courses from:

- Chinese
- French
- Japanese
- Spanish
- Te Reo Māori

Mathematics

Physical Education & Health

Science

Social Studies

Technology



* Languages at Year 8 are a continuing course for beginners and as such intended for second language learners. Students are not to select a language that is used at home.

As an intrinsic part of the special character of Saint Kentigern College, Christian Education is mandatory for all Year 8 students.

The Christian Education Department is constantly evolving the Year 8 programme to ensure it is interesting and relevant to our students at this stage in their development as young men and women on their individual faith journeys, whatever they each perceive that to be. The focus in Year 8 is on the New Testament, more especially the life of Jesus.

Specific Aims

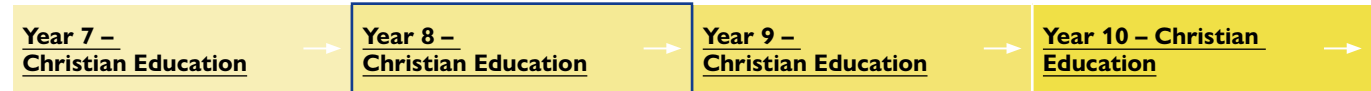
- To present the story of Jesus to students in an exciting and relevant manner
- To ensure that pupils understand the link between the Old Testament and New Testament by looking at the fulfilment of various prophecies
- To present and explore the belief that there is an evil force (Satan) who is in opposition to God
- To encourage students to consider their own ideas about spirituality and to question the importance of studying Jesus’ life, death and resurrection
- To provide evidence to support the historical and geographical accuracy of the Bible and the person of Jesus
- To recall what the disciples gave up to become followers of Jesus
- To debate moral and ethical issues that might arise from the content of this course e.g. prejudice, sin, bullying etc.
- To encourage and challenge students to use higher order thinking skills when approaching various aspects of their course
- To encourage students to think about implementing some of Jesus’ principles into their own lives.

Objectives

At the end of the course students will have:

- Explored and reflected upon their own opinions and thoughts about God
- Become more familiar with large parts of the Bible, particularly the New Testament
- A detailed knowledge of Jesus’ birth, growing up and ministry years
- Explored aspects of the Temple in Jerusalem and its significance
- Discussed some concepts and ideas about Satan and the temptations of Jesus
- A familiarity with Jesus’ disciples and the fact that Jesus had enemies
- A knowledge of Jesus’ death and resurrection and its meaning
- Completed a written test and assignments to demonstrate their knowledge and understanding of the course material.

ACADEMIC PATHWAY



In Year 8, all students select TWO semester length courses from The Creative Arts; Dance, Drama, Music, Art and one full year Language course. These classes could be mixed gender classes to facilitate timetabling and student option choices.

Art

Contact: Mr R Stratton

The Year 8 Art semester has a focus on practical work and is a programme that fosters skills and encourages students to be visual thinkers and artists regardless of their previous experience.

Course Outline

The Year 8 Visual Art course students continue to develop a range of drawing techniques exploring 2D and 3D outcomes. They will continue to acknowledge the work of established artists and allow their own work to be informed by their techniques and concepts. Students will complete a range of experiments and developed art works and learn to work individually and collaboratively. Students will develop their ability to visually communicate their own personal, social and cultural experiences through Art.

Unit 1 – Painting

Exploring the language of paint and abstraction

Unit 2 – Sculpture

Use clay to create a character inspired by your favourite food

Dance

Contact: Mr G Wilcox

Students studying Dance at Year 8 will have the opportunity to develop their skills in choreography, performance and research.

Course Outline

- Choreography – Create a dance through exploration of the Elements of Dance.
- Performance – Whole class performance focusing in depth on a genre of dance.

Drama

Contact: Mr D Sheehan

Drama allows students to discover the world of theatre and performance. Our programme responds to the rapidly-changing arts culture and encompasses relevant and highly successful drama training for our students.

Course Outline

- Māori Myths and Legends – We teach students a range of performance components and conventions to enable them to create a unique narrated physical performance which incorporates Maori language, music and dance.
- Melodrama Characters – We explore the physical and vocal components of creating a character, then explore the comedic and dramatic elements of Melodrama. Students can develop their Melodrama idea into either a live performance or a short film.

Music

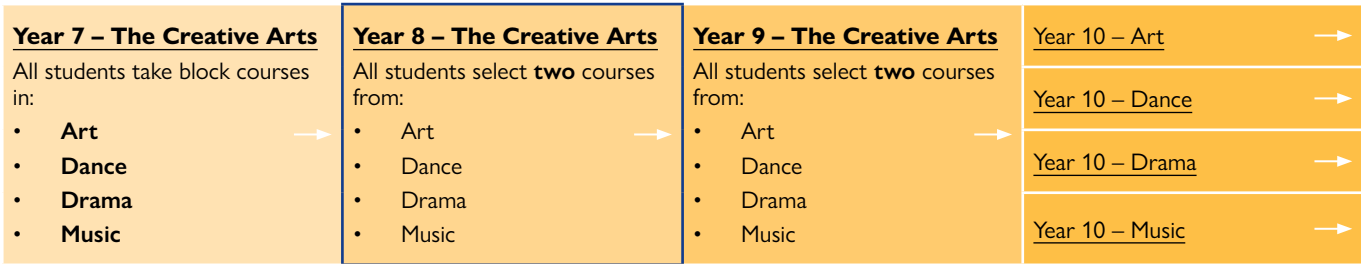
Contact: Miss M Lin

A practical course which allows student to play and create music as individuals and in groups, present and perform their work in live and digital context. Students will learn to strengthen their music literacy to be confident, inquisitive and reflective learners, preparing, creating and delivering the music works across both classical and contemporary medium.

Course Outline

- Practical – Practice, rehearse and perform on a band instrument as part of the ensemble.
- Music Technology & Songwriting – Using DAW software to record and create an original composition.
- Musical Literacy – Multi-levelled to suit the needs of the individual’s prior music background.

ACADEMIC PATHWAY



English

Contact: Mr C Hodder

The Year 8 English programme builds on learning from Year 7. The Year 8 programme will cover the following aspects: Reading, Writing, Listening, Presenting, Speaking, Viewing.

Course Outline

Year 8 English offers an engaging, comprehensive programme of learning integrated effectively into the wider learning programme. There is a focus on developing creative and formal writing skills. Key genres covered are Narrative, Monologues and Literary Essays. Reading is another significant element of the course. As well as texts studied in class, students are expected to read widely for personal reading. Speaking and listening are incorporated through regular class and group discussion and more formal

oral presentations linked with other parts of the curriculum. In addition, students are provided with several opportunities to develop their skills in visual language with a brief film study and presentation of book jackets and comic strips. Students have an 'Action English' workbook for instruction in grammar, punctuation and vocabulary. The programme will include opportunities for all students to engage with New Zealand texts within the academic year.

ACADEMIC PATHWAY



Languages

Contact: Mrs C Leishman

The Year 8 Languages course is designed to enhance student second language experience.

Students choose **two** languages, one for each semester. These classes may be of mixed gender to facilitate timetabling in student option choices.

Students may select **two** of:

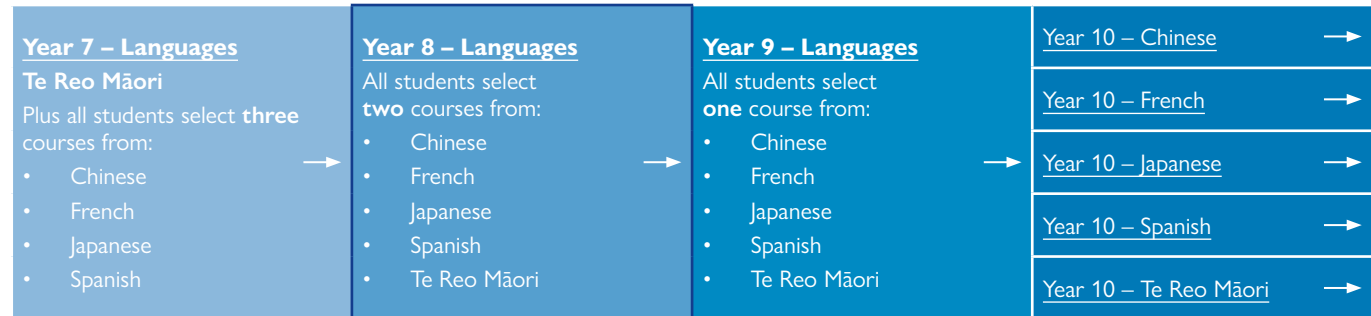
- Chinese
- French
- Japanese
- Spanish
- Te Reo Māori

Course Outline

The four skills of listening, reading, speaking and writing will be developed. This will be in conjunction with the Communications functions outlined in New Zealand Curriculum Levels 1-2.

Languages at Year 8 are a Continuing course for Beginners and as such intended for second language learners. Students are not to select a language that is used at home.

ACADEMIC PATHWAY



Mathematics

Contact: Mrs K Smith

Students are grouped in ability groups so they are working with peers of a similar ability.

Aspects of the Numeracy Project are adapted where appropriate to student needs and taught within the New Zealand Curriculum and in line with National Standards recommendations.

Course Outline

Problem solving and building basic calculation and mental skills are included in all strands – Number, Measurement, Statistics, Geometry and Algebra. Students are offered opportunities to participate in Mathex. Classes are differentiated according to aptitude and achievement. Extension classes are offered to selected students.

ACADEMIC PATHWAY



*Early Entry Mathematics courses available by invitation from the Head of Faculty.

Physical Education & Health

Contact: See below

Physical Education

Contact: Mr P Bennett

Physical Education is designed to continue fostering positive attitudes towards participating in physical activity and team work.

Course Outline

- **Stroke and Stride** – students will participate in a training programme that will enable them to complete an Aquathon consisting of a 200m swim and a 1km run.
- **Gymnastics (Fundamental Movement Skills)** – students will improve their skill and understanding of gymnastic movement, developing an enhanced sense of body control in a chosen challenge environment.
- **Fast Fives** – develop tactical awareness at faster paced versions of traditional sport such as Turbo Touch, 5 aside Football, Street Ball and 5 aside Hockey.
- **Tournament Time** – students will develop their kicking, catching, passing and more importantly, application to game settings. This unit adopts the sport education model of teaching and learning.
- **Strike it Right** – to enable students to learn and develop fundamental movement skills through play and games.

ACADEMIC PATHWAY



Health

Contact: Ms B Graham

Health, fosters attitudes and values that endorse health-enhancing practices.

Course Outline

- **Digital Citizenship** – an introduction to safe online behaviour.
- **How the body moves** – an introduction to basic physiology and anatomy applied in a practical manner.
- **Bullying** – identifying the effects that bullying has on individuals and discussing action towards community resolution against this issue.
- **Food Facts** – educate students on healthy food choices to maintain good physical hauora.
- **Stressed out** – an investigation into how stress or anxiety can negatively affect a persons emotional health and introduce strategies to address this for their future.
- **Friendships** – looking into the range of relationships and the qualities of positive friendships including basic emotional literacy.

Science

Contact: Ms C May

Introduction

Science aims to develop students’ knowledge and understanding of scientific concepts. Students are given learning experiences that stimulate curiosity and excitement, and develop scientific and investigative skills that are necessary for them to understand their everyday world.

- Course Outline**
- Students explore the following contexts for learning:
- Introduction to the Science laboratory and scientific skills
 - Astronomy
 - Fuels and Climate
 - Food and Digestion
 - Magnetism

ACADEMIC PATHWAY



Social Studies

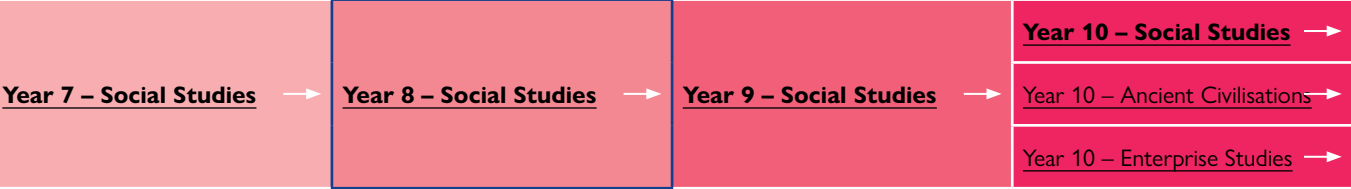
Contact: Ms M Williams

Introduction

The Social Studies programme aims to develop students’ knowledge and understanding of different cultures, societies and environments. The course focuses on a range of skills that allows students to understand how decisions related to leadership, innovation, and heritage have consequences for individuals, the community, and the environment.

- Course Outline**
- Four main units will be covered:
- Amazon Rainforest
 - Te Ao o te Māori
 - The Aztec World
 - Geography Skills
- Current events are integrated throughout and students are encouraged to respond to community issues.

ACADEMIC PATHWAY



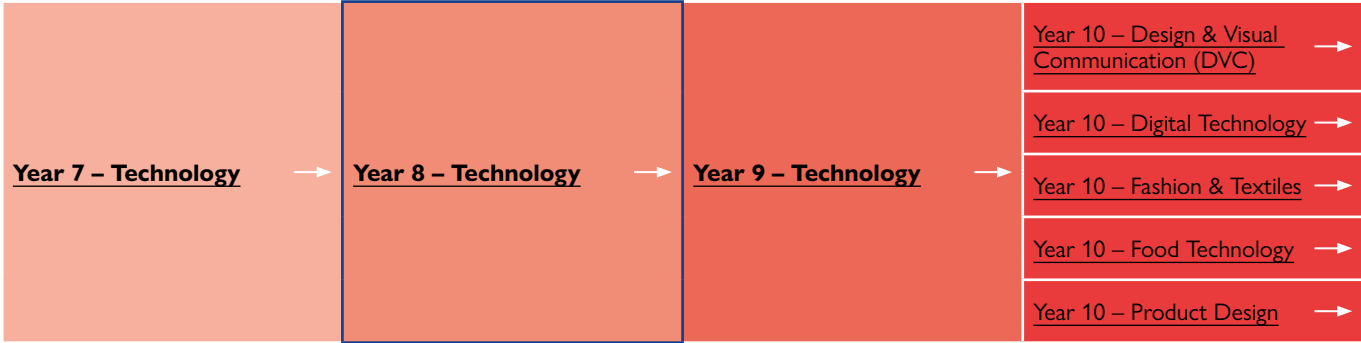
Technology

Contact: Mrs S Gwilliam

Technology in Year 8 is a full year course designed to foster creative and critical practice in a project-based environment. Students will have the opportunity to develop and challenge their thinking, design and practical skills in the two specialist technology areas of Digital Technology and Product Design.

The Digital Technology course focuses on exploring and utilising digital technologies and the use of computational thinking to express problems and formulate design solutions. In Product Design students will experiment with materials manipulation through the development of technological models to develop a final outcome within constraints. Each class will have the course delivered by one teacher who moves with the students to specialist rooms when and where required.

ACADEMIC PATHWAY





Year 9 Curriculum

Curriculum Overview

The start of Year 9 sees a new intake of boys and girls from many different schools. They join together with students who have already enjoyed two years at the College in Years 7 and 8. At this time, we focus on the pastoral care of our students to ensure they quickly settle together into new routines and establish friendship groups.

In Year 9, all students study a compulsory programme of English, Mathematics, Science, Social Studies, Physical Education and Health, Christian Education, Technology, one Language and two Arts courses.

Within the compulsory programme, students select **one** full year Language course from Chinese, French, Japanese, Spanish or Te Reo Māori. Where possible, students will be grouped in differentiated classes as Beginner or Continuing learners.

Students also select **two** Arts courses of one semester each from Dance, Drama, Music or Art.

All students take a year long course in Technology involving blocks of work covering four contexts. These short courses give our Year 9 students a 'taster' that may help them make decisions about future Technology option choices.

YEAR 9 LEARNING AREAS

In Year 9 Students choose **one** Language and **two** Creative Arts learning areas to study. All other learning areas are compulsory.

Christian Education

The Creative Arts

All students select **two** semester length Arts courses from the following options:

- Art
- Dance
- Drama
- Music

English

Languages

All students select **one** full year course from the following Language options:

- Chinese
- French
- Japanese
- Spanish
- Te Reo Māori

Mathematics

Physical Education & Health

Science

Social Studies

Technology

All students take **four** block courses. These may include:

- Design & Visual Communication
- Digital Technology
- Food Technology
- Product Design



Christian Education

Contact: Dr J Sievers

As an intrinsic part of the special character of Saint Kentigern College, Christian Education is mandatory for all Year 9 students.

The Christian Education Department is constantly evolving the Year 9 programme to ensure it is both interesting and relevant to our students at this stage in their development on their individual faith journeys, whatever they each perceive that to be.

In Year 9, the focus is on learning to read the Bible for greater meaning. Students will consider their own story, the story of Saint Kentigern College and the story of Christianity. This learning will be based on the Old Testament of the Bible and some key historical figures whose lives provide insight in both historical and contemporary contexts.

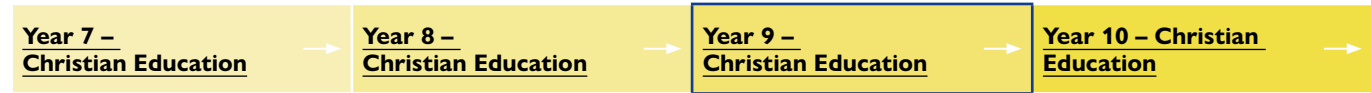
Students will also undertake a visit to a Christian Church (other than the Chapel of Saint Kentigern) and present their findings to the class.

Aims

To create a learning environment in which our students feel the freedom to question and debate some of the crucial questions about life, the Christian faith and humanity:

- To experience Christian Church in a context other than the Chapel of Saint Kentigern.
- To provide students with the skills to read and interpret Biblical literature so that it makes sense.
- To explore the Christian scriptures and teachings from a historical perspective to provide a foundation of understanding so they can become a source of encouragement, guidance and hope for our students.
- To present the Old Testament Bible narrative to students in an exciting and relevant manner.
- To enhance students' different learning styles and higher order thinking skills.
- To challenge and encourage students to gain a better concept of the Christian understanding of God and the Bible and be able to make a conscious decision concerning the spiritual aspect of their lives.

ACADEMIC PATHWAY



The Creative Arts

Contact: See below

All students select **two** semester length courses from Dance, Drama, Music and Visual Art.

Art	Contact: Mr R Stratton
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The programme is designed to foster skills and encourage students with a practical focus. We acknowledge that many students will be new to the school in this year group and new to specialist art teaching. We encourage all students to be taking Art at this level regardless of their current skills or ability and this is the best place to open a path to senior Visual Art options.

Course Outline

In Year 9 Art students will continue to develop a range of techniques through drawing, painting, printmaking, sculpture and photography. They will learn to acknowledge the work of established artist and allow their own work to be informed by their techniques and ideas. Students will complete a range of experiments and developed art works and learn to work individually and collaboratively. Students will develop their ability to visually communicate their own personal, social and cultural experiences through Art

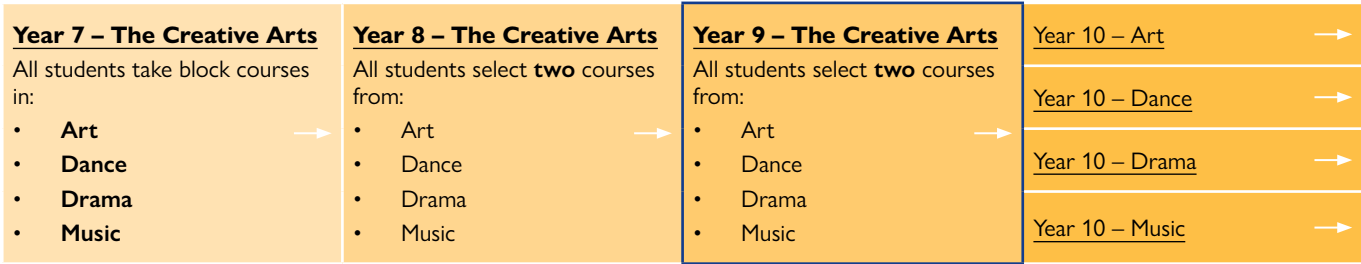
Dance	Contact: Mr G Wilcox
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Course Outline

An in-depth exploration of the key Elements of Dance. Students have opportunities to present and respond to dance. They will explore how dance is used in different cultures and research dance genres through practical and theoretical activities.

- Elements of Dance (Group Choreography)
- Perform the choreographed dance.
- Study and research the dance in the past and present.
- Choreographic Devices
- Theory: reflecting, responding to and analysing dance

ACADEMIC PATHWAY



Drama	Contact: Mr D Sheehan
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Course Outline

This is a vibrant and popular course where students enjoy stepping out of their comfort zone while learning the importance of collaborative and creative problem-solving. The practical nature of the course empowers students to build self-confidence and develop communication, presentation and performative skills.

- Status Characters** – Discovering the power of using high and low status on stage. Students learn about some of the icons of European comedy and work in groups to developed scripted or devised performances where they play characters with high or low status.
- Improvisation & Theatresports** – Thinking on your feet and exploration of this comedic Theatre Form. Students learn the basic foundations of improvising and then learn the skills and strategies of Theatresports.
- Devising** – Groups creating original drama performances for a 21st century audience.

Music	Contact: Miss M Lin
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The course provides an introduction and continuation to practical and creative aspects in music. It will equip students the skills to continue their music making individually and in an ensemble, in academic and co-curricular setting.

Course Outline

Practical and written tasks will be completed in the following topics, allowing individual and group collaboration utilising the facilities and equipment in the Music Centre.

- Blues and Jazz
- Aotearoa Hits
- EDM Beats
- Genre Studies
- Film Music Scoring

Course Outline

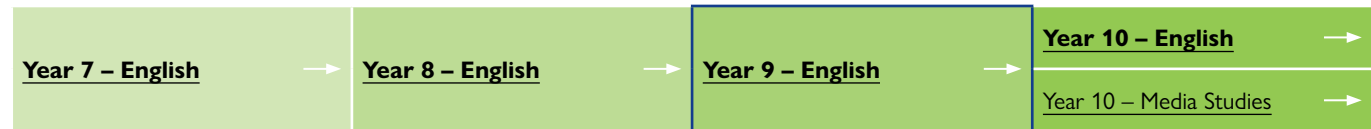
The Year 9 English programme is a rich and challenging course designed to help students develop their comprehension and communication skills, while sparking engagement and interest in language and literature. Students are offered a taste of different literary voices and are exposed to a broad range of texts from a variety of genres, time frames and cultural perspectives. Thematic units will focus on poetry and extended texts, speaking and listening are incorporated through regular class and group discussion, drama or debating. There is a focus on developing creative writing skills through regular journal writing. The programme will include opportunities to engage with Adobe

Creative Cloud and all students will engage with New Zealand texts within the academic year.

The Year 9 English programme covers the following aspects:

- Reading
- Writing
- Speaking
- Listening
- Viewing
- Presenting

ACADEMIC PATHWAY



All students select one full year course from the following languages Chinese, French, Japanese, Spanish and Te Reo Māori.

Year 9 Chinese is designed to cover NZ Curriculum Levels 1 to 4. Students will be able to understand and convey personal information.

Course Outline

The skills of listening and speaking in Chinese will be the focus of this course. Recognition and writing of Chinese characters will be introduced along with aspects of Chinese culture.

Subject to sufficient numbers, an Advanced Chinese language course may be offered to students who, although proficient speakers of Chinese, are unable to read or write Chinese script. Entry to this course will be at the discretion of the Teacher in Charge of Chinese.

Year 9 French is designed to cover NZ Curriculum Levels 1 to 4. Students will be able to understand and convey personal information.

Course Outline

The focus of this course is on communication, in order to understand and be understood when using simple French vocabulary and language features. The topics studied are centered around ‘self ’ and culture is introduced within the context of the language taught.

This French language course is for second language learners. It is not intended for students for whom this is the primary language used at home.

Assessment

There is regular formative testing throughout the year to check student progress. These tests will target vocabulary and grammatical understanding and recall. Towards the end of the semester, students will complete summative assessments in Listening, Reading, Writing and Speaking.

Year 9 Japanese is designed to cover NZ Curriculum Levels 1 to 4. Students will be able to understand and convey personal information.

Course Outline

The focus of this course is on communication in Japanese in order to understand and be understood when using simple vocabulary and language features. Students are also introduced to basic Hiragana reading and writing. Topics studied are centered around ‘self ’. Culture will be introduced in the context of the language taught. Towards the end of the semester, students will complete summative assessments in Listening, Reading, Writing and Speaking.

This Japanese language course is for second language learners. It is not intended for students for whom this is the primary language used at home.

Year 9 Spanish is designed to cover NZ Curriculum Levels 1 to 4. Students will be able to understand and convey personal information.

Course Outline

The focus of this course is on communication in Spanish in order to understand and be understood when using simple vocabulary and language features. Topics studied are centred around ‘self ’.

This Spanish language course is for second language learners. It is not intended for students for whom this is the primary language used at home.

Languages (Continued)

Te Reo Māori Contact: Ms. J Martin

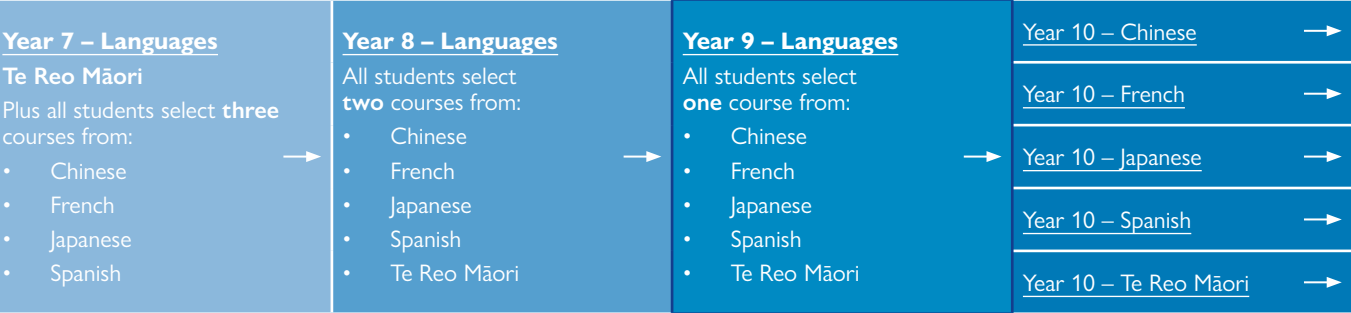
At Year 9 Levels 2 and 3 from the Curriculum guidelines for teaching and learning Te Reo Māori are covered. The theme for this course is Te Ao Māori (Māori world) and we will study four units during the year. The units are:

- Ko wai ahau (Who am I?)
- Tikanga Māori (Māori protocols)
- Kaupapa o te wā (Current Events)
- Hāto Kēnetitanga (The Saint Kentigern Way)

Course Outline

The focus for this course is to enable students to converse with Te Reo Māori speakers and use specific Māori language patterns. Students will learn to read and speak independently and, in doing so, will develop confidence through the use of different strategies.

ACADEMIC PATHWAY



Mathematics Contact: Mrs K Smith

Mathematics in Year 9 will cover the following New Zealand Curriculum strands:

- Number and Algebra
- Geometry and Measurement
- Statistics and Probability

Course Outline

The main focus in Mathematics in Year 9 is to develop students' skills in:

- Number
- Algebra
- Measurement
- Geometry
- Statistics
- Probability

Students will be required to problem solve, undertake practical activities and communicate mathematical ideas. Calculators will be permitted in all strands except for Number and Algebra.

ACADEMIC PATHWAY



*Early Entry Mathematics courses available by invitation from the Head of Faculty.

Physical Education & Health Contact: See below

<u>Physical Education</u> Contact: Mr P Bennett	<u>Health</u> Contact: Ms B Graham
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Physical Education fosters and enhances attitudes and values that endorse health-enhancing practices to understand and appreciate their bodies and relate to others.

Course Outline

- Water Confidence** – Students develop a range of surf life saving skills to cope with different rescue scenarios in the water. Examples include side-stroke, safe entries, treading water and use of flotation devices.
- Play with Purpose** – A student centred approach to physical education introducing strategies, tactics and communication in a range of games.
- Te Ao Kori** – Students will participate in a range of Māori movement patterns, dances and games. Displaying a control of movement while appreciating Māori culture.
- Social Responsibility** – Students will demonstrate and reflect on the social interactions that occur in competitive sports, gaining greater awareness of the impacts they have on others. Co-operation, communication, problem solving and team work skills are developed in this scheme of learning.
- Invasion Games** – Students explore attacking and defending concepts through the context of Basketball.

Course Outline

- Digital Citizenship** – Through a range of activities students develop an understanding of safe online behaviour and consequences for their actions on Social Media.
- Body, Mind and Soul** – Using the concept of Hauora, students gain an understanding of how their body works, the impact and affect of long term exercise on their bodies and the benefit to their mental and emotional health.
- Relationships** – This encompasses important issues to keep teenagers safe during their transformative years. Topics include puberty, sexual health and safety, bullying and dealing with grief and loss.
- Being Present** – Increasing vocabulary of tools to manage mental health.
- Decision making** – Through a range of teen issues, students will develop the skills to make good, strong decisions based on their own moral code.

ACADEMIC PATHWAY



Science

Contact: Ms C May

Year 9 Science aims to develop key scientific skills and an understanding of the Nature of Science. Students will develop a scientific way of thinking where creativity and curiosity are fostered. A wide body of scientific knowledge will be explored through a diverse range of methods and processes.

Course Outline

- The topics covered at this level include:
- Material World including Matter and Elements
 - Physical World including Light Waves and Energy
 - Living World including Ecology and Botany
- The Year 9 course is structured to build capabilities and achievement in a pathway which is connected to the Senior Science curriculum. This course aims to build significantly on skills and content students have already encountered, in preparation for Senior Sciences.

ACADEMIC PATHWAY



Social Studies

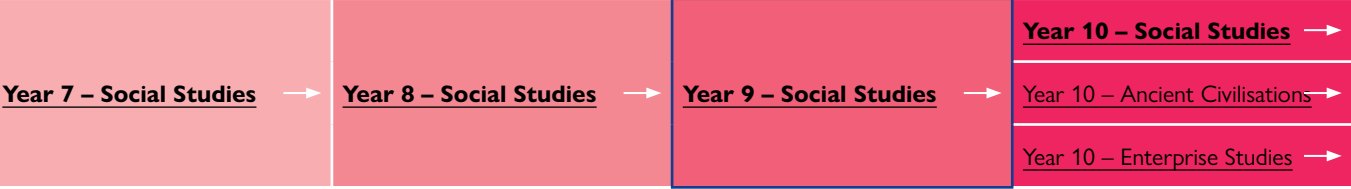
Contact: Ms M Ward

The Year 9 Social Studies course introduces students to the concept of global citizenship. It enables students to participate in a changing society as informed, confident and responsible citizens with an awareness of their own personal identity. Through a variety of topics, students will cover social organisation, culture and heritage, place and environment, continuity and change and the Social Studies processes of inquiry, values exploration and social decision-making. Current events are also explored throughout the year.

Course Outline

- The year consists of four major topics:
- Who Do You Think You Are?
 - Days That Changed The World
 - People on the Move
 - Break the Chains
- Skills acquired during the course include:
- Mapping
 - Graphing
 - Essay writing
 - Analysing perspectives
 - Analysing primary and secondary sources
 - Resource and political cartoon interpretation
 - Conducting an inquiry
 - Presenting findings

ACADEMIC PATHWAY



Technology

Contact: Mrs S Gwilliam

Technology aims to foster design thinking and encourages the synthesis of cross curricular subject knowledge in order for students to create outcomes that respond to authentic needs or opportunities.

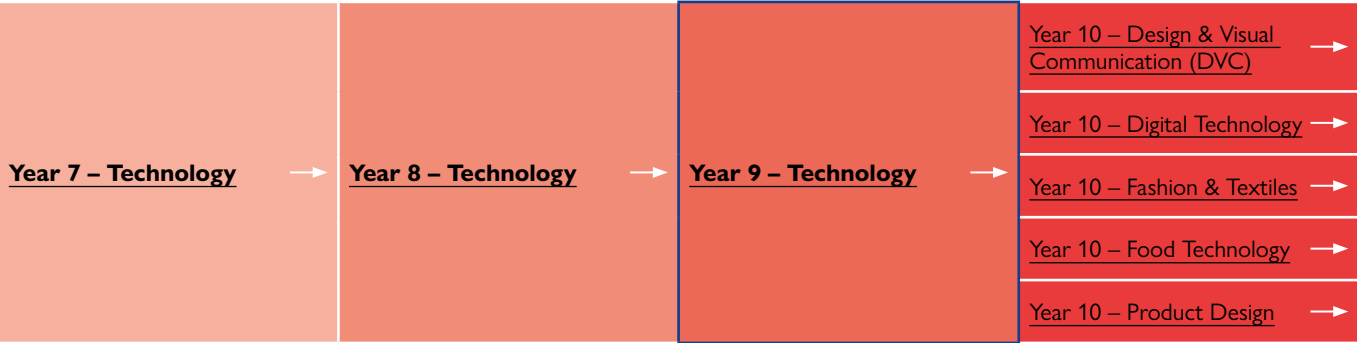
Course Outline

Technology in Year 9 is a full year course designed to foster creative and critical practice in a project based environment. Students will have the opportunity to develop and challenge their thinking, design and practical skills in the specialist technology areas of Design and Visual Communication, Fashion and Textiles Design and Food Technology.

Students will complete projects that may cover skills such as; sketching and rendering to communicate design ideas, technological modelling in a textile context, self-guided outcome development, presentation and critical reflection, food hygiene and safety practices, production of food outcomes and recipe development.

Please note: Some students may be required to change Technology classes at the end of Semester Two to accommodate Arts option choices.

ACADEMIC PATHWAY





Year 10 Curriculum

Curriculum Overview

In Year 10 the skills and understandings from Year 9 are further developed with the range of optional learning areas increased to provide an array of new opportunities and prepare students for their Senior School courses.

Year 10 students continue to follow a compulsory curriculum and also select **three** other learning areas from a list of year-long courses. In making their selection, students need to start thinking ahead to their Senior School years and possible career pathways.

At the end of Year 10, all students take part in an extended outdoor experience known as 'Field Centre' in the Tongariro National Park.

YEAR 10 LEARNING AREAS

All Students will study the following compulsory learning areas:

Christian Education

English

Mathematics

Physical Education & Health

Science

Social Studies

In addition, students select **three** other learning areas from the following range of year long courses:

- Ancient Civilisations
- Art
- Chinese
- Dance
- Digital Technology
- Drama
- Enterprise Studies
- Fashion and Textiles
- Food Technology
- French
- Japanese
- Music
- Music Advanced
- Media Studies
- Product Design
- Spanish
- Design & Visual Communication
- Te Reo Māori



Compulsory Learning Areas

Christian Education (Compulsory)

Contact: Dr J Sievers

As an intrinsic part of the special character of Saint Kentigern College, Christian Education is mandatory for all Year 10 students.

The Year 10 Christian Education course explores the life and teachings of Jesus, based around the Gospel of Mark. It focuses on reading and interpreting the four Gospels providing students with a thorough knowledge of Jesus’ birth, life, death and resurrection (including the political, religious, historical and geographical background), as well as some of his teachings and his commands to his followers when he left them.

- Aims
- To create a learning environment in which students feel the freedom to question and debate some of the crucial questions about life and humanity.
 - To explore the Christian scriptures and teachings from an historical perspective, to provide a foundation of understanding that can become a source of encouragement, guidance and hope for the students.
 - To explore and demonstrate ways in which the Gospels can be read and interpreted in order to gain better understanding of them, particularly the nature of the concept of “Grace’.
 - To ensure students understand the link between the Old and the New Testaments.
 - To challenge and encourage students to gain a better concept of the Christian understanding of God and thus be able to make a conscious decision concerning the spiritual aspect of their lives.

ACADEMIC PATHWAY



English (Compulsory)

Contact: Ms N Henderson

The Year 10 English programme builds on learning from Year 9 and lays a foundation for future learning in Year 11. The Year 10 programme will cover the following aspects: Reading, Writing, Listening, Presenting, Speaking, Viewing. The course is underpinned by the two key strands of the English Curriculum: Making Meaning and Creating Meaning.

Course Outline

The Year 10 English programme is a relevant and comprehensive course designed to help students further develop their comprehension and communication skills as part of a two-year programme. Students are exposed to a broad range of texts from a variety of genres, time frames and cultural perspectives. Thematic units will focus on **genre, social issues** and an **auteur study**, and there is the flexibility in the course

for teachers to target students’ specific interests and learning needs with a wider choice of texts and text-types. Developing students’ information literacy, reading breadth, and writing skills are key focus for the course. Students will develop a sophisticated writing portfolio through regular journal writing and publication opportunities. Critical thinking and technology such as Adobe Creative Suite will support student skill development. Instruction in grammar, punctuation, spelling and vocabulary is integrated into teaching units according to student need.

The programme will include opportunities to engage with oral presentation, create video essays and literature essays. All students will focus on New Zealand texts within the academic year and produce a piece of writing for publication each term.

ACADEMIC PATHWAY



Mathematics (Compulsory)

Contact: Mrs K Smith

Mathematics in Year 10 will cover the following New Zealand Curriculum strands:

- Number and Algebra
- Geometry and Measurement
- Statistics and Probability

Course Outline

The main focus in Mathematics in Year 10 is to develop student skills in:

- Graphs
 - Number
 - Algebra
- Geometry
 - Statistics
 - Probability

Students will be required to problem solve, undertake practical activities and communicate mathematical ideas. Students will be encouraged to develop their powers of reasoning to investigate and interpret mathematical problems. Acquisition of basic skills in Middle School will prepare students for Mathematics in the Senior School.

Students in Year 10 will work to gain the NCEA Numeracy co-requisite US32406 (Use mathematics and statistics to meet the numeracy demands of a range of situations). There will be more than opportunity to gain this standard during the year.

ACADEMIC PATHWAY



*Early Entry Mathematics courses available by invitation from the Head of Faculty.

Physical Education & Health (Compulsory)

Contact: Ms B Graham

Physical Education

Physical Education at Year 10 fosters attitudes and values that endorse health-enhancing practices and enables students to gain knowledge about the significant role that physical activity plays in their social, emotional and physical development.

Course Outline

- **Working as a team** – Through touch rugby and netball, students will develop their understanding of interpersonal skills and how they influence teams to function effectively.
- **Games for understanding** – The learning focus of this unit is for students to be able to play invasion games, applying attack and defensive strategies and be able to transfer skills and knowledge from context to context in Netball and Touch.
- **Sports Science** – Exploring concepts used to analyse and improve sporting performance.
- **Field Centre Preparation** – Using outdoor education as a context to develop an appreciation of place, manage risk, and working outside comfort zones.

ACADEMIC PATHWAY



Health

Health at Year 10 fosters attitudes and values that endorse health enhancing practices.

Course Outline

- **Digital Citizenship** – An in-depth understanding of how online actions could potentially have damaging consequences for a young persons' emotional and physical health.
- **Feed the beast** – An in-depth investigation into fad diets and their effect on physical and psychological well-being.
- **Sexuality** – Open discussions around different types of relationships maintaining both physical and emotional safety throughout. A range of sexualities are discussed. (Please note that parents may withdraw their child from this important scheme of learning by informing Miss Brittany Graham,, Head of Department). The concept of promoting positive body image is also explored.
- **Drug Education** – An investigation into the different classes of drugs and how they affect a teenagers mind, body and emotional well-being.
- **Communities Count** – Selecting a community issue that affects them, students develop research stalls to investigate and plan ideas for improvement.

Science (Compulsory)

Contact: Mrs R English

Year 10 Science aims to continue the development of key scientific skills and an understanding of the Nature of Science. Students will refine their scientific way of thinking, where creativity and curiosity are fostered. A wide body of scientific knowledge will be explored through a diverse range of methods and processes.

Course Outline

The topics covered at this level include:

- Material World including Atomic Science, Acids, Bases and Metals
- Physical World including Forces and Motion, Electricity
- Living World including Genetics and Human Systems

The topics in Year 10 Science are structured as part of a two-year Science course through Year 10 and Year 11 in which significant skills and content are covered in preparation for Senior Sciences.

ACADEMIC PATHWAY



Social Studies (Compulsory)

Contact: Ms M Ward

The Year 10 Social Studies programme follows on from the Year 9 programme, enabling students to participate in a changing society as informed, confident and responsible citizens. In Year 10 there is a greater focus on equipping students with the knowledge and skills needed for History, Geography and Classical Studies in the Senior School. Current events are also explored throughout the year.

Course Outline

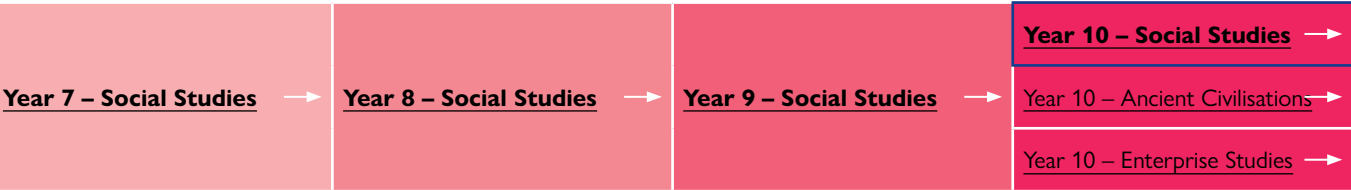
The year consists of three major topics:

- Rebels With A Cause
- Democracy: Power to the People!
- World At Risk

Skills acquired during the course include:

- Mapping
- Graphing
- Essay writing
- Analysing perspectives
- Analysing primary and secondary sources
- Resource and political cartoon interpretation
- Conducting an inquiry
- Presenting findings

ACADEMIC PATHWAY



Additional Learning Areas

In addition to their compulsory subjects, Year 10 students select 3 optional choices from the following range of year long courses Ancient Civilisations, Chinese, Dance, Design and Visual Communication, Digital Technology, Drama, Enterprise Studies, Food Technology, Fashion and Textiles, French, Japanese, Media Studies, Music, Product Design, Spanish, Te Reo Māori and Visual Art.

Ancient Civilisations

Contact: Dr A Rene

The Year 10 Ancient Civilisations course is designed to offer students the opportunity to delve into a wide array of ancient societies. The aim of the course is to offer students a taste not only of a variety of ancient worlds, but also variety of themes and events. Students who take Ancient Civilisations are encouraged to develop their research, report writing, debating and analytical thinking skills. Beyond this, students are encouraged to consider how the ancient world echoes into the present. We can consider how myths and legends encourage us to look for answers and find hope, how warfare has been made and ended over centuries, and entertainment’s ability to reflect our own world values.

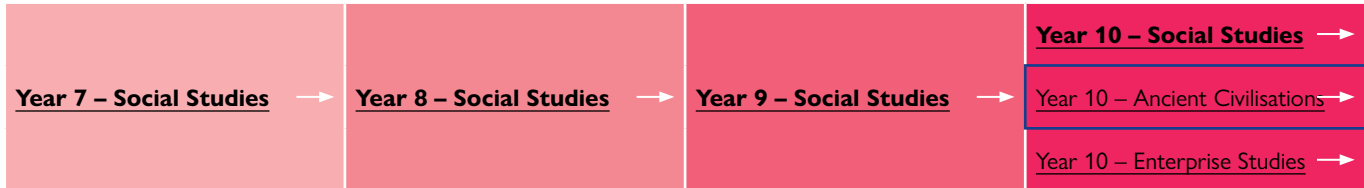
Course Outline

Intention of this course is to give students a broader understanding of themes across the ancient world, including:

- Ancient Myth, Legend, and Philosophies.
- Ancient Entertainment.
- Ancient Warfare.
- Ancient Death and Afterlife.

This broader study is the hone critical and analytical thinking, particularly by comparing and contrasting cultures across both space and time. Assessments are designed to hone these skills, and to allow students to self-direct their studies to ancient worlds which interest in most.

ACADEMIC PATHWAY



Art

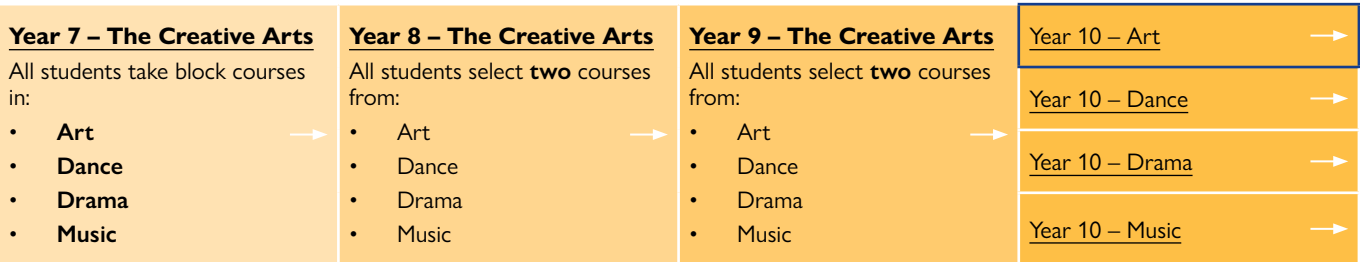
Contact: Mr R Stratton

At Year 10 students can select Art as a full year course. The programme builds on the skills introduced in previous years and explores a range of approaches to best prepare students for an informed choice for their specialisation in Year 11 Art.

Course Outline

In the Year 10 Visual Art course students will continue to develop a range of art making approaches across drawing, painting, printmaking, photography, design and sculpture. They will continue to acknowledge the work of established artists and allow their own work to be informed by their techniques and concepts. Students will complete a range of experiments and developed art works and learn to work individually and collaboratively. Students will develop their ability to visually communicate their own personal, social and cultural experiences through Art .

ACADEMIC PATHWAY



Chinese

Contact: Mrs T Yan

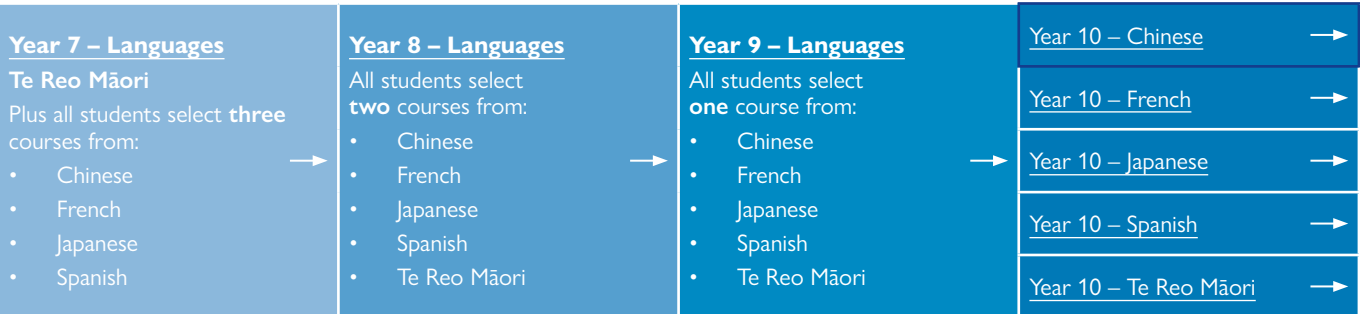
Course Outline

Students must have completed at least one year of study of Chinese to gain entry into the Year 10 Chinese course.

This course encompasses Levels 3 and 4 of the New Zealand Curriculum. It is anticipated that students who select to study Chinese in Year 10 have the intention of continuing into Year 11 and completing the NZQA Level 1 Qualification.

An Advance Chinese language acquisition course will be offered to students who, although proficient speakers of Chinese, are focusing on Reading and Writing Chinese script. Entry to this course will be at the discretion of the Teacher in Charge of Chinese.

ACADEMIC PATHWAY



Dance

Contact: Mr G Wilcox

Course Outline

Students will be introduced to practical knowledge about dance and will develop ideas in dance. They will present dance for a purpose (to communicate), interpret and explore how dance is used for different purposes in different cultures.

Concept and Topics include:

- Recap Elements
- Genre techniques and performance
- Choreographic devices
- Perform in a choreographed dance work
- Genre study
- Analysing the dance performance.
- Cultural Dance

ACADEMIC PATHWAY

Year 7 – The Creative Arts All students take block courses in: <ul style="list-style-type: none">• Art• Dance• Drama• Music	Year 8 – The Creative Arts All students select two courses from: <ul style="list-style-type: none">• Art• Dance• Drama• Music	Year 9 – The Creative Arts All students select two courses from: <ul style="list-style-type: none">• Art• Dance• Drama• Music	<u>Year 10 – Art</u> → <u>Year 10 – Dance</u> → <u>Year 10 – Drama</u> → <u>Year 10 – Music</u> →
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Design & Visual Communication (DVC)

Contact: Mrs S Gwilliam

Design and Visual Communication (DVC) is an area of learning within the New Zealand Curriculum, and students learn about design, develop their practice of designing, and develop their design thinking in the context of architecture and product design. Design, designing and design thinking are explored and expressed through visual communication and is informed by design heritage.

covered within these projects, including sketching and rendering, digital CAD modelling, physical model making and graphic design. Students learn how to generate and develop their own ideas and communicate these ideas visually. More importantly they learn ways to manage creative projects and develop their own design approaches in personal perspectives. They should also have the independence in conceptual facility to commence study in Senior College.

Additional Course Costs & Special Requirements

A graphics equipment pack will be supplied to your student and charged to your college account. (Approx \$40)

ACADEMIC PATHWAY

Year 7 – Technology →	Year 8 – Technology →	Year 9 – Technology →	<u>Year 10 – Design & Visual Communication (DVC)</u> → <u>Year 10 – Digital Technology</u> → <u>Year 10 – Fashion & Textiles</u> → <u>Year 10 – Food Technology</u> → <u>Year 10 – Product Design</u> →
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Digital Technology

Contact: Mrs S Gwilliam

Course Outline

The Year 10 Digital Technology course is designed as a basic introduction to programming, web design and animation. There is an emphasis on creative practice and basic skills development in a project-based environment. Students have the opportunity to build websites and programs from ground up, implement marker-based augmented reality assets, create 3D models in Blender and explore motion graphics across a range of specialised

animation software. Students will build their confidence in using engaging and challenging digital technologies, while practicing life-long skills of problem solving, critical thinking and adaptability. Most importantly students should leave with the confidence to explore the areas of Digital Technology that most interest them and having the thinking and technical skills to commence study in Senior School.

ACADEMIC PATHWAY

Year 7 – Technology →	Year 8 – Technology →	Year 9 – Technology →	<u>Year 10 – Design & Visual Communication (DVC)</u> → <u>Year 10 – Digital Technology</u> → <u>Year 10 – Fashion & Textiles</u> → <u>Year 10 – Food Technology</u> → <u>Year 10 – Product Design</u> →
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Food Technology

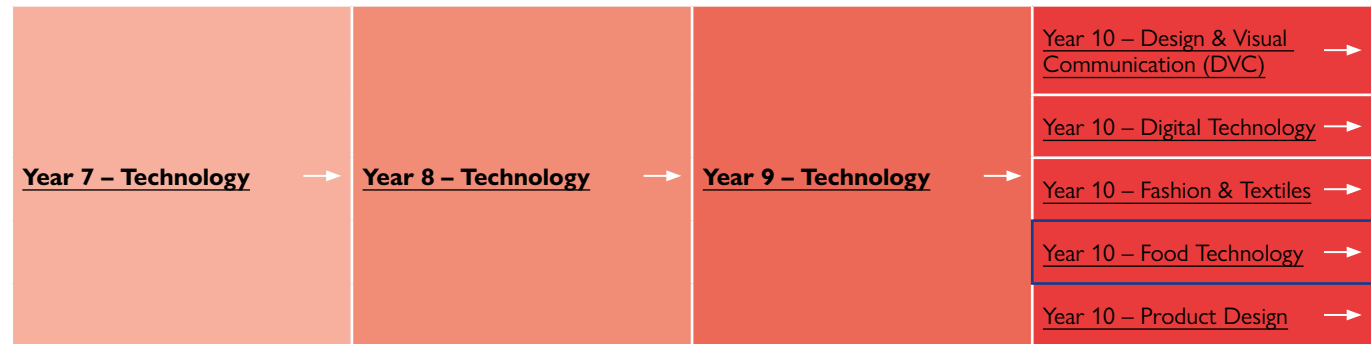
Contact: Mrs S Gwilliam

Course Outline

Year 10 Food Technology has been designed to foster creative and critical practice in a project based environment. Students have the opportunity to develop their thinking, design and practical skills over a series of projects. Projects could include such contexts as; Blue Brew: a practical introduction to the world of coffee; High Tea which looks at menu design, food

photography and styling, event planning and management, an introduction to where food comes from and how it is consumed, basic food chemistry and nutrition and product development and manufacture for a target market. Most importantly students should leave with the confidence to explore the many avenues of Food Technology and having the thinking and technical skills to commence study in Senior School.

ACADEMIC PATHWAY



French

Contact: Ms R Barnao

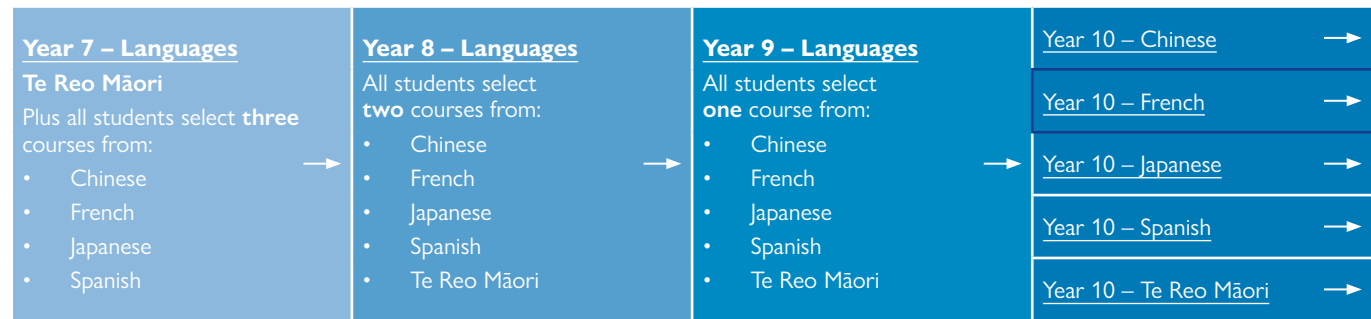
At Year 10 students must have completed at least one year’s full-time study in French to qualify for acceptance into the course. This course encompass Levels 3, 4 and 5 from the New Zealand Curriculum.

Students wishing to study French in Year 11, must study for a full year at Year 10.

Course Outline

This course continues the development of student understanding of French vocabulary and simple language features in a communicative environment. Topics include the family, friends and aspects of their immediate environment, technology, relationships, my town, in present, past and future tense.

ACADEMIC PATHWAY



Japanese

Contact: Mrs C Leishman

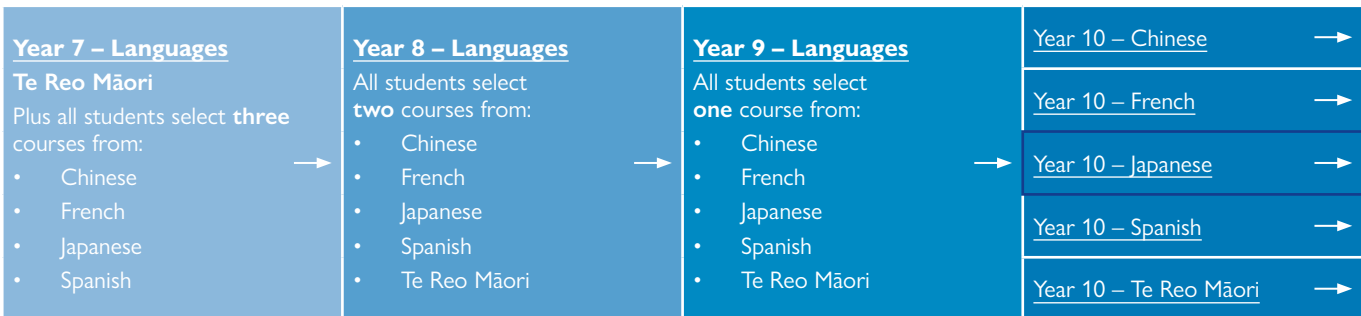
Course Outline

This course encompasses Levels 3 and 4 from the New Zealand Curriculum. It is anticipated that students who elect to study Japanese in Year 10 have the intention of continuing into Year 11 and completing the NZQA Level 1 qualification.

Course Outline

This course continues the development of student understanding of Japanese vocabulary and simple language features in a communicative environment. Topics include the family, friends and elements of their immediate environment. Students are introduced to the Katakana alphabet and common-use Kanji characters.

ACADEMIC PATHWAY



Media Studies

Contact: Mr L Oliver

In today’s media saturated world, it is important to help young people understand the messages they are receiving. Media Studies helps students develop the basic skills to understand how visual media is constructed, and challenges them to create their own media products.

Course Outline

- **Film Portfolio** – Lights, camera, action! Learn the basics of film language and also the practical aspects of filmmaking by creating a film portfolio and a short film!
- **Close Reading** – Analyse film techniques used in the Superhero film genre.
- **Media Usage** – Whether it be Tik Tok or Steam. Research you own media usage and learn how it relates to current media trends.
- **Director Study** – Focusing on Taika Waititi, create a video essay looking at his films.

Year 10 Media Studies teaches you a range of practical and theoretical knowledge and skills, which will not only help your academics, but also how to navigate our media saturated world.

ACADEMIC PATHWAY



Music

Contact: Ms M Lin

Students will continue to be engaged musically, as a performer, composer/songwriter and researcher. Further opportunities will be given to students to learn about music technology and production including the use of recording and editing software for their own performance instrument and/or voice. Individual and collaborative tasks will familiarise students with a range of music genres and styles that are interdisciplinary resulting in the attainment of creative and critical skills that are applicable in a wide range of future pathways.

Students taking Year 10 Music should have lessons on an instrument (voice is a lesson!) or be involved in the College co-curricular music groups.

- Course Outline
- Music for Social, Cultural, Political and Religious Purpose** – from Handel’s ‘Hallelujah Chorus’ to Leonard Cohen’s ‘Hallelujah’ song
 - Music for Listening** – from Beethoven’s ‘Fur Elise’ to Jazz to Brian Eno’s ‘Ambient music’
 - Music for Dramatic Arts** – everything from Ballet to EDM, Opera to Musical Theatre, Film to Anime
 - Music Technology**

Music Advanced

Contact: Ms M Lin

Suitable for students with a higher level of instrumental and theory knowledge (Grade 3 or above). Students will polish and refine their practical and creative skills as a performer, composer and researcher. The course will engage students with a targeted approach, be it individual or in trios and quartets, in a range of musical genres and styles. Similar topics will be covered as Year 10 Music, but the teaching, learning and assessment will benefit those wishing to fast-track their learning in NCEA or IB.

Students taking Year 10 Music Advanced need to be competent on an instrument (voice is an instrument!) and be involved in a College music group.

- Course Outline
- Music for Social, Cultural, Political and Religious Purpose** – from Handel’s ‘Hallelujah Chorus’ to Leonard Cohen’s ‘Hallelujah’ song
 - Music for Listening** – from Beethoven’s ‘Fur Elise’ to Jazz to Brian Eno’s ‘Ambient music’
 - Music for Dramatic Arts** – everything from Ballet to EDM, Opera to Musical Theatre, Film to Anime
 - Music Technology**

ACADEMIC PATHWAY

Year 7 – The Creative Arts	Year 8 – The Creative Arts	Year 9 – The Creative Arts	
All students take block courses in:	All students select two courses from:	All students select two courses from:	Year 10 – Art →
• Art →	• Art →	• Art →	Year 10 – Dance →
• Dance	• Dance	• Dance	Year 10 – Drama →
• Drama	• Drama	• Drama	Year 10 – Music →
• Music	• Music	• Music	

Product Design

Contact: Mrs M Slow

Students are given the opportunity to explore different aspects of Product Design through one major project aimed at fostering the design of an innovative product and thorough design observation.

- Course Outline
- Year 10 Product Design has been developed to foster creative and critical practice in a project based environment. Students have the opportunity to develop their thinking, design and practical skills throughout one major project. The current project involves the critical investigation of a classic chair design and train the powers of observation. Once students can critically isolate areas of interest and inspiration, they must translate those ideas into 3D mock-ups and eventually a multi- materials outcome.

The final outcome should connect to the classic chair design but not replicate it. Most importantly, students should leave with the ability to find and translate inspiration into their own design practice and the confidence and technical skill to make full use of the Product Design specialist facilities. They should also have the independence and conceptual skills to commence study in Senior School.

ACADEMIC PATHWAY

Year 7 – Technology	Year 8 – Technology	Year 9 – Technology	
			Year 10 – Design & Visual Communication (DVC) →
			Year 10 – Digital Technology →
			Year 10 – Fashion & Textiles →
			Year 10 – Food Technology →
			Year 10 – Product Design →

Spanish

Contact: Mrs M Martinez

Students must have completed at least one year’s study to gain entry into Year 10 Spanish. This course encompasses Levels 3 and 4 from the New Zealand Curriculum. It is anticipated that students who elect to study Spanish in Year 10 have the intention of continuing into Year 11 and completing the NZQA Level 1 qualification.

- Course Outline
- This course continues the development of student understanding of Spanish vocabulary and simple language features in a communicative environment. Topics include the family, friends and aspects of their immediate environment.

ACADEMIC PATHWAY

Year 7 – Languages	Year 8 – Languages	Year 9 – Languages	
Te Reo Māori	All students select two courses from:	All students select one course from:	Year 10 – Chinese →
Plus all students select three courses from:	• Chinese →	• Chinese →	Year 10 – French →
• Chinese →	• French →	• French →	Year 10 – Japanese →
• French →	• Japanese →	• Japanese →	Year 10 – Spanish →
• Japanese →	• Spanish →	• Spanish →	Year 10 – Te Reo Māori →
• Spanish →	• Te Reo Māori →	• Te Reo Māori →	

At Year 10, Levels 3, 4 and 5 from the Curriculum guidelines for teaching and learning Te Reo Māori are covered. The theme for this course is a continuation from Year 9, Te Ao Māori (Māori world) and we study five topics over the year.

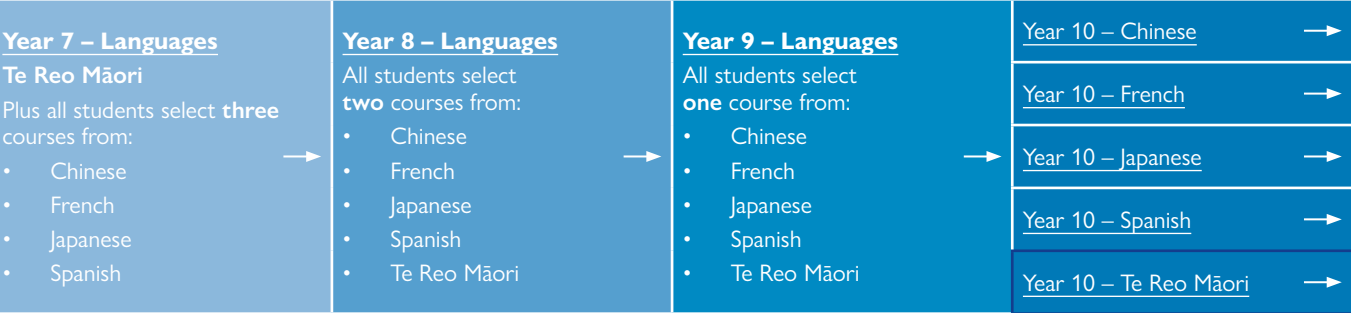
Topics include:

- Tōku Kainga (my home)
- Tōku Kura (my school)
- Tōku Taone (my town)
- Ngā Hararei (holidays)
- Marae/Powhiri

Course Outline

The focus for this course is to enable students to converse with Te Reo Māori speakers and use specific Māori language patterns. Students will learn to write in different formats, speak independently, and in doing so will develop confidence through the use of different strategies.

ACADEMIC PATHWAY





Year 11 Curriculum

NCEA Level 1 Curriculum

The national qualification for students in Year 11 is Level 1 of the National Certificate of Educational Achievement (NCEA).

In Year 11 all Saint Kentigern students take **six** learning areas, comprised of the **three** compulsory subjects (English, Mathematics, General Science) and **three** selected subjects.

In addition to these six subjects, all students have courses in Christian Education, Core Physical Education and Health.

When selecting courses for Year 11, students should look ahead to Year 12 and 13, also taking into account their long term career aspirations. Level 1 subjects have a combination of internally and externally assessed Achievement Standards. These are outlined in the assessment table for each subject.

Each Achievement or Unit Standard has a credit value. The number of credits for a full year course ranges from 16 – 24 credits, depending on the course. To be awarded NCEA Level 1, students must achieve 80 credits. At Level 1, 10 of these credits must be in literacy standards and 10 in numeracy standards. Some students may have already earned their numeracy credits through their participation in the numeracy pilot exam in Year 10. For those who did not, there are other opportunities throughout Year 11 to earn the numeracy credits. During Year 11, student will select their qualification pathway for Years 12 and 13, either NCEA or IB.

NCEA LEVEL 1 LEARNING AREAS

Ngā Toi | Arts

Art – Painting & Printmaking
Art – Photography & Design
Dance
Drama
Music

Akoranga Karaitiana Christian Education

Christian Education*

Tauhokohoko | Commerce

Accounting
Business
Economics

Te Reo Pākehā | English

English
Media Studies

Tikanga-a-iwi | Humanities

Classical Studies
Geography
History

Ngā Reo | Languages

Chinese
French
Japanese
Spanish
Te Reo Māori

Pāngarau | Mathematics

Mathematics with Algebra, or
Mathematics with Calculus, or
Mathematics with Numeracy*

Hauora me te Hākinakina Physical Education & Health

Core Physical Education*

NCEA Physical Education
Health Education

Pūtaiao | Sciences

General Science with:

- Biology, or
- Chemistry, or
- Physics, or
- Earth & Space Science

Biology

Chemistry

Physics

Hangarau | Technology

Animation & Motion Graphics

Design & Visual Communication (DVC)

Digital Technology

Fashion & Textiles Design

Food Technology

Product Design

QUALIFICATION: NCEA LEVEL 1

Entry Requirement

There are no entry requirements for Level 1 Accounting, although it is an advantage that students have completed the Enterprise Studies course in Year 10. Students are welcome to take Accounting as a stand-alone commerce subject or alongside either the Level 1 Business or Economics course.

Introduction

Accounting enables the student to understand, process and communicate financial information for both an individual and a wide variety of business entities. It promotes self-management of personal financial and spreadsheet skills that are essential in daily life. Students also develop the ability to apply financial knowledge and skills to practical situations. It provides the basis for the accurate processing of data into meaningful information which in turn is analysed and interpreted to assist a myriad of users of financial reports to make wise decisions.

Course Outline

At Level 1, students study Accounting specifically as it affects individuals, households, community organisations and sole proprietor’s businesses. It equips students with the ability to cope with the essential skills of modern money management regardless of the career path they choose in their future. Specific skills developed include spreadsheet skills and the presentation, interpretation, and analysis of financial statements, together with the ability to apply conceptual knowledge to assist in decision-making.

Small business entities are studied under the five essential strands:

- The Conceptual Basis of Accounting
- Processing of Information
- Accounting Reports
- Accounting for Community Organisations
- Analysis, Interpretation and Decision Making.

UE Approved

This subject leads towards a Level 3 UE course.

Standards marked L go towards meeting the Level 1 Literacy requirements.

ASSESSMENT

AS90977 (L)	Process financial transactions for a small entity	Internal	5
AS90978	Prepare financial statements for sole proprietors	External	5
AS90979 (L)	Prepare financial information for a community organisation’s annual general meeting	Internal	4
AS90980 (L)	Interpret accounting information for sole proprietors	External	4

Total Possible Credits 18

Optional Achievement Standard (Subject to HoD approval)

AS90976 (L)	Demonstrate an understanding of accounting concepts for small entities	External	3
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ACADEMIC PATHWAY



Animation & Motion Graphics

Contact: Mrs M Slow

QUALIFICATION: NCEA LEVEL 1

Entry Requirement

It is beneficial to have taken Year 10 Digital Technologies or Year 10 Art.

Course Outline

Level 1 Animation and Motion Graphics is designed to introduce students to the tools and techniques related to the principles of animation. Through a project-based environment, students will develop basic animations in both 2-D and 3D using traditional and computer-generated techniques and software. It is suited to students who have a degree of creativity and enjoy using digital tools. They will learn project management skills to manage long-term projects as they design and develop digital outcomes.

The nature of project-based learning is fluid and designed to suit individual learners. To this end course content and standards offered are subject to change if deemed to be beneficial. Students will have an Individual Education Programme (IEP) to ensure that there are no common standards in the areas of Visual Art, Design and Visual Communication and/or Technology. All external work is submitted as a formal academic report and/or portfolio.

Specialist areas that would be beneficial to study and support to Animation and Motion Graphics at Level 1 would be Visual Art, Digital Technology, Design and Visual Communication, Product Design and Media Studies.

Additional Course Costs & Special Requirements

- Individual student project requirement will determine if there are additional material costs.
- Laptop computer able to run Adobe Suite and Maya animation software – 16GB RAM is recommended.
- Wacom tablet is recommended, especially if not using a digitizer enabled laptop.

UE Approved & Future Pathways

This subject leads towards a Level 3 UE course and multiple tertiary pathways including Digital Design, Game Design and Development, Communication Design and Industrial Design.

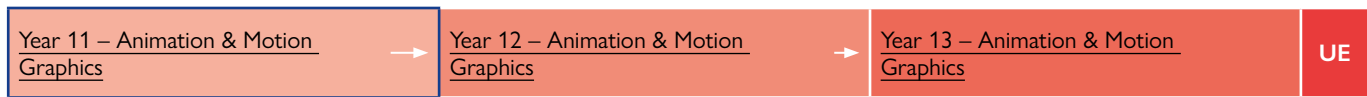
ASSESSMENT

AS91048	Demonstrate understanding of how technological modelling supports decision-making	External	4
AS91045	Use planning tools to provide the technological development of an outcome to address a brief	Internal	4
AS91880	Develop a digital media outcome	Internal	4
AS91884	Use basic iterative processes to plan and develop a media outcome	Internal	6

Total Possible Credits 18

The nature of project based learning is fluid and designed to suit individual learners. To this end course content and standards offered are subject to change if deemed to be beneficial. Students will have an Individual Education Programme (IEP) to ensure there are no common standards in Technology.

ACADEMIC PATHWAY



Art – Painting & Printmaking

Contact: Mr R Stratton

QUALIFICATION: NCEA LEVEL 1

Entry Requirement

Year 11 Art Painting and Printmaking is open to all Level 1 students. Please see the HoD if you have any questions regarding your suitability for this course.

Course Outline

Level 1 Art – Painting and Printmaking is a practical course that explores a range of disciplines with a focus on painting and printmaking. The aim of this course is to improve confidence and skills in a range of art making approaches and students will develop their ability to visually communicate their own personal, social and cultural experiences through Art. Students will work on two main internal standards through the course and much of this work is then also selected for the development of their external folio boards. This external assessment is produced as a two panel A1 folio board body of work throughout the course and submitted in early Term 4 for assessment.

Additional Course Costs & Special Requirements

A small set of art materials from Gordon Harris will be supplied to the student at the beginning of the course at a discounted cost. This is an essential requirement of the course to complete work outside of class time.

Future Pathways

At Level 2 Visual Art splits into five specialist areas of Design, Photography, Painting, Printmaking and Sculpture. Students can consult with their teacher about the best specialist option and are encouraged to take more than one if passionate about Visual Art and achieved at least a Merit in Level 1. Either of the Level 1 Art courses are strongly encouraged for entry into IB Art.

UE Approved

This subject leads towards a Level 3 UE course and to senior specialisms listed below.

ASSESSMENT

AS90914	Use drawing methods and skills for recording information using wet and dry media	Internal	4
AS90916	Produce a body of work informed by established practice, which develops ideas, using a range of media	External	12
Total Possible Credits			16

The nature of project based learning is fluid and designed to suit individual learners. To this end course content and standards offered are subject to change if deemed to be beneficial. All external work is submitted as two panel A1 folio board.

ACADEMIC PATHWAY

Year 11 – Art – Painting & Printmaking	→	Year 12 – Art – Design	→	Year 13 – Art – Design	UE
	→	Year 12 – Art – Painting	→	Year 13 – Art – Painting	UE
	→	Year 12 – Art – Photography	→	Year 13 – Art – Photography	UE
	→	Year 12 – Art – Printmaking	→	Year 13 – Art – Printmaking	UE
	→	Year 12 – Art – Sculpture	→	Year 13 – Art – Sculpture	UE

Art – Photography & Design

Contact: Mr R Stratton

QUALIFICATION: NCEA LEVEL 1

Entry Requirement

Year 11 Art Photography and Design is open to all Level 1 students. Please see the HoD if you have any questions regarding your suitability for this course.

Course Outline

Level 1 Art – Photography and Design is a practical course that explores a range of disciplines with a focus on photography and design. The aim of this course is to improve confidence and skills in a range of art making approaches and students will develop their ability to visually communicate their own personal, social and cultural experiences through Art. Students will work on two main internal standards through the course and much of this work is then also selected for the development of their external folio boards. This external assessment is produced as a two panel A1 folio board body of work throughout the course and submitted in early Term 4 for assessment.

Additional Course Costs & Special Requirements

A small set of art materials from Gordon Harris will be supplied to the student at the beginning of the course at a discounted cost. This is an essential requirement of the course to complete work outside of class time. It is also beneficial to have your own DSLR camera if you intend to continue with Photography in Level 2 and 3.

Future Pathways

At Level 2 Visual Art splits into five specialist areas of Design, Photography, Painting, Printmaking and Sculpture. Students can consult with their teacher about the best specialist option and are encouraged to take more than one if passionate about Visual Art and achieved at least a Merit in Level 1. Either of the Level 1 Art courses are strongly encouraged for entry into IB Art.

UE Approved

This subject leads towards a Level 3 UE course and to senior specialisms listed below.

ASSESSMENT

AS90914	Use drawing methods and skills for recording information using wet and dry media	Internal	4
AS90916	Produce a body of work informed by established practice, which develops ideas, using a range of media	External	12
Total Possible Credits			16

The nature of project based learning is fluid and designed to suit individual learners. To this end course content and standards offered are subject to change if deemed to be beneficial. All external work is submitted as two panel A1 folio board.

ACADEMIC PATHWAY

Year 11 – Art – Photography & Design	→	Year 12 – Art – Design	→	Year 13 – Art – Design	UE
	→	Year 12 – Art – Painting	→	Year 13 – Art – Painting	UE
	→	Year 12 – Art – Photography	→	Year 13 – Art – Photography	UE
	→	Year 12 – Art – Printmaking	→	Year 13 – Art – Printmaking	UE
	→	Year 12 – Art – Sculpture	→	Year 13 – Art – Sculpture	UE

QUALIFICATION: NCEA LEVEL 1

Entry Requirement

Students must also be taking Level 1 Science. It is recommended that students selecting Year 11 Biology should have achieved the Biology section in the Year 10 exam.

Students may only choose one additional Science subject from Biology, Chemistry and Physics.

Introduction

Appreciating how conditions affect the life processes of living things is what studying Year 11 Biology is all about. We learn how humans use, and are affected by, micro-organisms in industry, our diet, our immunity and medicine. We research the issue of immunisation to help make informed choices and learn about the mammalian digestive system. We also investigate the effect that different conditions have when making fermented foods and on plant germination and photosynthesis.

Course Outline

Students will:

- Demonstrate understanding of biological ideas relating to a mammal as a consumer.
- Demonstrate understanding of biological ideas relating to micro organisms.
- Investigate life processes and environmental factors that affect plants and microbes.
- Report on a biological issue.

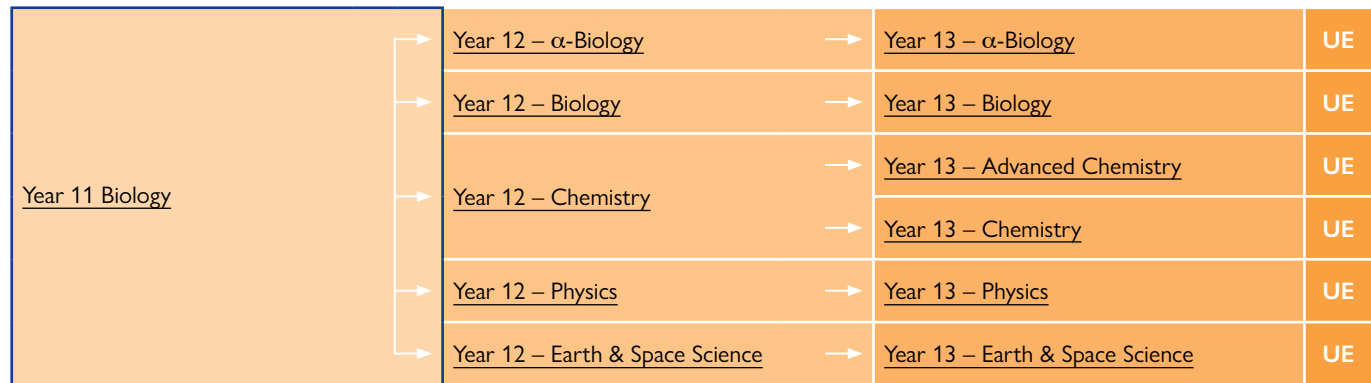
UE Approved

This subject leads towards a Level 3 UE course.

Standards marked L go towards meeting the Level 1 Literacy requirements.

ASSESSMENT			
AS90926 (L)	Report on a biological issue	Internal	3
AS90927 (L)	Demonstrate understanding of biological ideas relating to micro-organisms	External	4
AS90929 (L)	Demonstrate understanding of biological ideas relating to a mammal as a consumer	External	3
AS90949	Investigate life processes and environmental factors that affect them	Internal	4
Total Possible Credits			14

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 1

Entry Requirement

There are no entry requirements for Level 1 Business, although it is an advantage that students have completed the Enterprise Studies course in Year 10. Students are welcome to take Business as a stand-alone Commerce subject or alongside either the Level 1 Accounting or Economics course. Students should take note of the significant literacy component of the course.

Introduction

Business exposes students to New Zealand's enterprising culture and encourages them to develop their business knowledge and decision making skills in order to be active participants in New Zealand's economic future.

Course Outline

At Level 1, students use the context of small to medium businesses within the local community to understand how, as a result of internal and external factors, operational decisions are made and consequences these have on the success of their businesses. Students also apply their business knowledge to plan, carry out, and then review a one-off business activity, basing recommendations for the future on market feedback.

All standards in this course are Achievement Standards and allow students to:

- Demonstrate their understanding of the internal features of a small business and the external factors influencing their success.
- Discuss an operational problem, its causes and impacts, and apply business knowledge to provide possible solutions and recommendations to address issues.
- Demonstrate their understanding of the marketing mix to the development a new or existing product.
- Demonstrate their understanding of aspects of the human resource process.
- Develop and carry out a business plan for a product-based business within a safe environment.
- Learn and utilise Māori business concepts.

UE Approved

This subject leads towards a Level 3 UE course.

Standards marked L go towards meeting the Level 1 Literacy requirements.

ASSESSMENT			
AS90837 (L)	Demonstrate an understanding of internal features of a small business	External	4
AS90839 (L)	Apply business knowledge to an operational problem(s) in a given small business context	External	4
AS90840 (L)	Apply the marketing mix to a new or existing product	Internal	3
AS90841 (L)	Investigate aspects of human resource processes in a business	Internal	3
AS90842 (L)	Carry out and review a product-based business activity within a classroom context with direction	Internal	6
Total Possible Credits			20

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 1

Recommendation for successful outcomes in NCEA Level 1 Chemistry:

Students selecting NCEA Level 1 Chemistry are recommended to:

- have achieved the Chemistry section (Atomic Science/ Acids & Bases in Year 10 Science)
- be studying Level 1 Mathematics with Algebra

Student will also be taking Level 1 General Science with Biology or General Science with Physics.

Introduction

Chemistry is about the structure of matter and controlling its changes for our benefit. We use Chemistry to take matter apart and to put it together again in useful ways (e.g. medicine, fuels, plastics, and superconductors). Experimental work is central to Chemistry and helps students discover important facts and understand theory.

Course Outline

- Investigate and learn the relationships between atoms, ions, and molecules.
- Patterns of chemical behaviour and their use in industrial applications.
- Chemistry of carbon compounds.
- Properties of metals, acids and bases.
- Undertake a practical chemical investigation.

UE Approved

This subject leads towards a Level 3 UE course.

Standards marked N go towards meeting the Level 1 Numeracy requirements.

ASSESSMENT

AS90930 (N)	Carry out a practical chemistry investigation, with direction	Internal	4
AS90932	Demonstrate understanding of aspects of carbon chemistry	External	4
AS90934	Demonstrate understanding of aspects of chemical reactions	External	4
AS91911	Carry out an investigation into chemical species present in a sample using qualitative analysis	Internal	4
Total Possible Credits			16

ACADEMIC PATHWAY

Year 11 Chemistry	→	Year 12 – α-Biology	→	Year 13 – α-Biology	UE
	→	Year 12 – Biology	→	Year 13 – Biology	UE
	→	Year 12 – Chemistry	→	Year 13 – Advanced Chemistry	UE
	→		→	Year 13 – Chemistry	UE
	→	Year 12 – Physics	→	Year 13 – Physics	UE
	→	Year 12 – Earth & Space Science	→	Year 13 – Earth & Space Science	UE

QUALIFICATION: NCEA LEVEL 1

Entry Requirement

The Chinese Course is a continuation of Chinese in Years 9 and 10.

Students must have a minimum of 2 year's full-time study in the target language before entering the Level 1 Chinese course.

Introduction

Chinese is the most widely spoken language in the world. Because of the large, prosperous economy and the developing trading relationship with New Zealand, it is currently a relevant and very popular foreign language to learn. Its culture has a history of more than 5000 years. This course reinforces and builds on the student's ability to engage in everyday life in their community in conversation, encompassing elements around the student's local environment, their daily activities and experiences, and also in transactional situations such as shopping, giving directions, supplying and receiving information.

Course Outline

As a continuation of the course in Years 9 and 10, the Year 11 course extends the understanding of vocabulary, grammar and script.

There is a focus on listening, reading, writing and speaking Chinese throughout the course. Cultural knowledge is integrated into the language course.

UE Approved

This subject leads towards a Level 3 UE course.

ASSESSMENT

AS90868	Demonstrate understanding of a variety of spoken Chinese texts on areas of most immediate relevance	External	5
AS90869	Give a spoken presentation in Chinese that communicates a personal response	Internal	4
AS90871	Demonstrate understanding of a variety of Chinese texts in areas of most immediate relevance	External	5
AS90872	Write a variety of text types in Chinese on areas of most immediate relevance	Internal	5
Total Possible Credits			19

ACADEMIC PATHWAY

Year 11 – Chinese	→	Year 12 – Chinese	→	Year 13 – Chinese	UE
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Christian Education (Compulsory)

Contact: Dr J Sievers

Introduction

Christian values are an intrinsic part of the special character of Saint Kentigern College and all Year 11 students take Christian Education.

The Christian Education Department is constantly evolving its programmes to ensure that they are interesting, relevant and challenging for our students in their development as young men and women on their faith journeys – whatever they perceive that to be. In the Senior School, a wide range of relevant and contemporary resources are used in what is generally an informal, discussion-based, non-assessed theological and philosophical exploration of issues of Christian life and faith.

Course Outline

Students' earlier studies in Years 7 to 10 will have provided them a foundational understanding of the Christian faith. The aim of the Year 11 course is to use this understanding to develop students' moral and religious character by confronting them with both the teachings of Jesus and the realities of our modern world. Contemporary topics such as sense of self and identity, relationships and connectedness, loss of relationship, the meaning of life, and the concept of Grace are explored utilising a variety of media to contrast our world with the teachings of Jesus contained in the Gospels.

Assessment

There is no formal assessment for this course.

ACADEMIC PATHWAY

Year 11 – Christian Education →

Year 12 – Christian Education →

Year 13 – Christian Education →

Classical Studies

Contact: Dr A Rene

QUALIFICATION: NCEA LEVEL 1

Entry Requirement

There is no prerequisite for Classical Studies is at Level 1.

Introduction

Classical Studies is the studies of civilisations of Ancient Greece and Rome. Classical Studies emphasises the historical importance of the civilisations and the way in which the cultural traditions of those societies reflect upon us today. This multidisciplinary subject includes the study of history, ancient literature, ancient philosophy, mythology, ancient art and architecture, archaeology, and social customs.

The diverse nature of Classical Studies offers an interdisciplinary approach which is inclusive of all learning styles and methods. It offers a greater understanding, not only of the ancient world but of the systems and institutions that govern us in the present times.

Course Outline

- **Homer's Epic poetry 'The Odyssey'** – a literary exploration of epic poetry, Homeric society and the Homeric hero.
- **Greek Mythology** – a literary and art based comparison of the heroic tale of Herakles as told by the ancient world to our rendition in Disney.
- **Leonidas of Sparta** – Students will examine the unique world of ancient Sparta and the legendary warrior king, Leonidas, who led his army against Persia.

UE Approved

This subject leads towards a Level 3 UE course.

Standards marked L go towards meeting the Level 1 Literacy requirements.

ASSESSMENT

AS91021 (L)	Demonstrate understanding of ideas and values of the classical world	External	4
AS91024 (L)	Demonstrate understanding of social relationships in the classical world	Internal	6
AS91025 (L)	Demonstrate understanding of links between aspects of the classical world and another culture	Internal	6
AS91023 (L)	Demonstrate understanding of an important event and/or historical figure in the Classical World	External	4
Total Possible Credits			20

ACADEMIC PATHWAY

Year 11 – Classical Studies →

Year 12 – Classical Studies →

Year 13 – Classical Studies

UE

QUALIFICATION: NCEA LEVEL 1

Entry Requirement

There are no entry requirements for Dance.

Introduction

Dance is expressive movement with intent, purpose and form and is a vital and integral part of human life. It exists in many forms and styles and is practised in all cultures. Dance functions as artistic endeavour, as ritual, as social discourse and as education. Dance is a unique medium for learning about self and the world. It is an essential component of artistic, aesthetic and cultural education and develops creative potential through physical, non-verbal expression.

Course Outline

Students in Level 1 Dance are able to select an individual course with available credits up to 24. Students will:

- Develop practical knowledge of dance genre or styles
- Explore and use choreographic processes to give form to dance ideas
- Compose and perform movement and dance sequences
- View, interpret and respond to dance performances
- Learn and use dance vocabularies to perform a variety of dance sequences
- Perform in a choreographed, group dance work.

UE Approved

This subject leads towards a Level 3 UE course.

Standards marked L go towards meeting the Level 1 Literacy requirements.

ASSESSMENT

AS90002	Perform dance sequences	Internal	6
AS90858	Compose dance sequences for given briefs	Internal	6
AS90859	Demonstrate ensemble skills in a dance	Internal	4
This standard can be offered as an Extension standard at year 10. If a student has already achieved in this standard at year 10 they will be offered level 2 AS91208			
AS90860 (L)	Demonstrate understanding of the elements of dance	Internal	4
AS90861 (L)	Demonstrate understanding of a dance performance	External	4
Total Possible Credits			24

Optional Achievement Standard (Subject to HoD approval)

AS90005 (L)	Demonstrate knowledge of a dance genre or style	External	4
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ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 1

Entry Requirement

Completion of the Year 10 Design and Visual Communication is an advantage, but not compulsory.

Course Outline

Level 1 Design and Visual Communication (DVC) is designed to foster creative and critical practice in a project based environment. Design and Visual Communication's primary focus is on the imagining and creative thinking of novel, new and beneficial ideas, resolving problems to improve the lives of people. This involves working within the contexts of architecture, interior design, landscape design and industrial design, and considers the way in which these ideas and thinking are presented visually.

Students have the opportunity to develop their thinking, design and practical skills in this specialist area. Within the context of Year 11 Design and Visual Communication this includes skills; exploring and refining design ideas, using research influences to generate ideas, visual literacy to aid design thinking, visual communication techniques and modes (freehand sketching, instrumental drawing, physical and digital modelling), presentation and layout.

Additional Course Costs & Special Requirements

A graphics equipment pack will be supplied to your student and charged to your college account. (Approx \$60)

Future Pathways

Design and Visual Communication is a specialist area that progresses from Year 10 – 13. The Level 3 course is designed to scaffold and translate into different areas of University study.

UE Approved

This subject leads towards a Level 3 UE course.

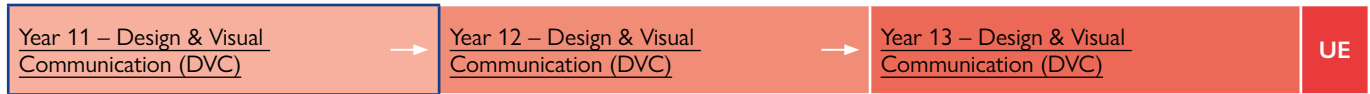
ASSESSMENT

AS91063	Produce freehand sketches that communicate design ideas	External	3
AS91065	Produce instrumental paraline drawings to communicate design ideas	External	3
AS91067	Use the work of an influential designer to inform design ideas	Internal	3
AS91068	Undertake development of design ideas through graphics practice	Internal	6
AS91066	Use rendering techniques to communicate the form of design ideas	Internal	3

Total Possible Credits 18

The nature of project based learning is fluid and designed to suit individual learners. To this end course content and standards offered are subject to change if deemed to be beneficial. Students will have an Individual Education Programme (IEP) to ensure there are no common standards in the areas of Technology.

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 1

Entry Requirement

A Year 10 course in Technology or Design and Visual Communication, however, Year 10 in this specialist area is preferable.

Course Outline

Level 1 Digital Technology is designed to foster creative and critical practice in a project based environment.

The primary focus of this course is on how to design authentic and contemporary products within the context of this ever changing specialist field. It is a broad introduction to ensure students have the opportunity to develop their thinking, design and practical skills in this area. Projects may develop skills such as: ideation and development for digital products; industry standard pipeline and workflows; mark-up language and UX design; creating digital media content such as animation, moving image and digital illustration, 3D modelling and conceptual design for digital products. Specialist areas that would be beneficial to study in support to Digital Technology at Level 1 would be Visual Art – Design and Photography.

Additional Course Costs & Special Requirements

Students must have a laptop computer that has the ability to run the Adobe Suite – 16GB of RAM is recommended.

Future Pathways

Digital Technology splits into Animation and Motion Graphics and Computer Science at Level 2 and Level 3. Students can select one or both of these courses to study.

UE Approved

This subject leads towards a Level 3 UE course.

Standards marked L go towards meeting the Level 1 Literacy requirements.

ASSESSMENT				
AS91883	Develop a computer program	Internal	4	
AS91884 (L)	Use basic iterative processes to develop a digital outcome	Internal	6	
AS91880 (L)	Develop a digital media outcome	Internal	4	
AS91886 (L)	Demonstrate understanding of human computer interaction	External	3	
Total Possible Credits			17	
The nature of project based learning is fluid and designed to suit individual learners. To this end course content and standards offered are subject to change if deemed to be beneficial. Students will have an Individual Education Programme (IEP) to ensure there are no common standards in Technology.				

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 1

Entry Requirement

There are no entry requirements for year 11 Drama.

Introduction

Drama is about exploring and developing ideas in inventive and imaginative ways and communicating those ideas in performance. Drama aims to help students gain self-confidence, self-discipline, self- awareness, respect for others and the ability to work in a team. Students will learn to present, perform and work collaboratively in groups with increased confidence through Drama.

Performance Pathway

Students learn about the social/historical context of a given Theatre Form; such as Commedia Del Arte or Pantomime. They are taught the performative conventions and key skills of this Theatre Form and develop, refine and present a group performance based on this Theatre Form. While it is a group performance they are assessed individually.

Students read and learn about the theatrical and dramatic context of a given published play. They are cast in that play and rehearse and present that play to an audience of parents and friends over two evenings. These plays are presented as our SKC Play Series near the end of Term Two.

Students plan, develop, rehearse and present a devised drama focus on a particular theme of issue. They refine their learning about drama conventions and present their final work to an audience of peers.

External Examination – All Students

All students sit one externally assessed (written) Achievement Standard. Students view live theatre during the year and are required to analyse components of both the theatre they have viewed as an audience and performances they have been involved with during the year.

Course Outline

Students sit three internally assessed practical Achievement Standards and one externally assessed written examination, for a minimum of 16 credits.

Students may either choose a Performance Pathway or a Theatre Production pathway all students sit the External Examination.

UE Approved

This subject leads towards a Level 3 UE course.

Standards marked L go towards meeting the Level 1 Literacy requirements.

Theatre Production Pathway

Students may alternatively choose a production technology course up to a total of 12 internal credits, while sitting the same external examination that performance students sit. These are industry focused standards, designed to provide students with the skills and knowledge required to work in a production role in the Theatre or Events industries. Students may choose from the following Unit Standards.

External Examination – All Students

All students sit one externally assessed (written) Achievement Standard. Students view live theatre during the year and are required to analyse components of both the theatre they have viewed as an audience and performances they have been involved with during the year.

ASSESSMENT

Performance Pathway

AS90011 (L)	Demonstrate understanding of the use of drama aspects within live performance	External	4
AS90009 (L)	Perform an acting role in a scripted production	Internal	5
AS90997 (L)	Devise and perform a drama	Internal	5
AS90999 (L)	Use features of a drama/theatre form in a performance	Internal	4

Total Possible Credits 18

Theatre Production Pathway

In addition to completing the compulsory external standard AS90011, students may chose 3 of the following Unit Standards

AS90011 (L)	Demonstrate understanding of the use of drama aspects within live performance	External	4
US26686	Demonstrate and apply knowledge of lighting for an entertainment and event context	Internal	4
US26687	Demonstrate and apply knowledge of sound for an entertainment and event context	Internal	4
US26688	Demonstrate and apply knowledge of make-up for an entertainment and event context	Internal	4
US26689	Demonstrate and apply knowledge of costuming for an entertainment and event context	Internal	4
US26690	Demonstrate and apply knowledge of construction of props and scenic elements for an entertainment and event context	Internal	4
US26691	Describe and apply knowledge of an entertainment and event production process by assisting in a production role	Internal	4
US32376	Demonstrate and apply knowledge of electronic media for an entertainment and event context	Internal	4

Total Possible Credits 16

ACADEMIC PATHWAY

Year 11 – Drama	→	Year 12 – Drama	→	Year 13 – Drama	UE
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Economics

Contact: Ms S Percy

QUALIFICATION: NCEA LEVEL 1

Entry Requirement

There are no entry requirements for Level 1 Economics although it is an advantage that students have completed the Enterprise Studies course in Year 10. Students are welcome to take Economics as a stand-alone commerce subject or alongside either the Level 1 Accounting or Business course.

Introduction

Economics is the study of us. As economists, we study who we are, how we have created societies and the incentives that drive our actions. Each individual, group or nation is faced with a scarcity of resources. In economics, as an applied social science, students will gather information in order to outline possible solutions to this problem of scarcity.

Course Outline

Level 1 Economics aims to create an understanding of the relationships between consumers and producers as they interact in the marketplace. Students will learn the underpinnings of the Demand and Supply model and use this tool to examine consumer, producer and government actions.

Students will be introduced to the key economic concepts of scarcity, opportunity cost, interdependence and equilibrium. These concepts provide the foundation for study in Level 2, Level 3 and University Economics.

UE Approved

This subject leads towards a Level 3 UE course.

Standards marked L go towards meeting the Level 1 Literacy requirements.

ASSESSMENT

AS90983 (L)	Demonstrate understanding of consumer choices, using scarcity and/or demand	External	4
AS90984 (L)	Demonstrate understanding of the decision a producer makes about production	Internal	5
AS90985 (L)	Demonstrate understanding of producer choices, using supply	External	3
AS90986 (L)	Demonstrate understanding of how consumer, producer and/or government choices affect society, using market equilibrium	External	5
AS90988 (L)	Demonstrate understanding of the interdependence of sectors of the New Zealand economy	Internal	3

Total Possible Credits 20

ACADEMIC PATHWAY

Year 11 – Economics	→	Year 12 – Economics	→	Year 13 – Economics	UE
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QUALIFICATION: NCEA LEVEL 1

Introduction

The study of English is essential for understanding all subjects. It involves developing skills in oral, written and visual language. Students grow in confidence through the use of language for a range of situations, purposes and audiences. It also exposes students to ideas, experiences and emotions through the work of a range of writers.

Course Outline

Level 1 English is an integrated course studying language and literature, involving:

- Reading novels, short stories, plays or articles and responding to them in a variety of ways.
- Crafting writing in a variety of styles; developing proof-reading and editing skills.
- Building confidence in the use of speaking and listening skills in a range of contexts.

The goal is to increase students' abilities to use language effectively, extend imaginative and emotional responsiveness and develop students' awareness of ideas and values through experiences with language.

Note: Optional standards can be completed with HoD approval if a student requires further credits.

UE Approved

This subject leads towards a Level 3 UE course.

Standards marked L go towards meeting the Level 1 Literacy requirements.

ASSESSMENT				
AS90052 (L)	Produce creative writing	Internal	3	
OR				
AS90053 (L)	Produce formal writing	Internal	3	
AS90849 (L)	Show understanding of specified aspect(s) of studied written text(s) with supporting evidence	External	4	
AS90850 (L)	Show understanding of specified aspect(s) of studied visual or oral text(s) with supporting evidence	External	4	
AS90852 (L)	Explain significant connection(s) across texts, using supporting evidence	Internal	4	
AS90857 (L)	Construct and deliver an oral text	Internal	3	
Total Possible Credits			18	
Optional Achievement Standard (Subject to HoD approval)				
AS90851 (L)	Show understanding of specified aspects of unfamiliar written text(s) through close reading, using supporting evidence	External	4	
AS90855 (L)	Create a visual text	Internal	3	

ACADEMIC PATHWAY

<u>Year 11 – English</u>	→	<u>Year 12 – English</u>	→	<u>Year 13 – English</u>	UE
		<u>Year 12 – English</u>	→	<u>Year 13 – English – Visual Language</u>	UE

QUALIFICATION: NCEA LEVEL 1

Entry Requirement

A Year 10 course in Technology, DVC or Visual Art, however, Year 10 in this specialist area is preferable.

Course Outline

Level 1 Fashion and Textiles Design is designed to foster creative and critical practice in a project based environment. The primary focus of this course is on how to design authentic and contemporary products within the context of this ever changing specialist field. It is a broad introduction to ensure students have the opportunity to develop their thinking, design and practical skills in this specialist area. Projects develop skills such as; garment construction, pattern adaptation, fashion illustration, outcome design and development, exhibiting and marketing and 3D fabrication. Specialist areas that would be beneficial to study in support to Fashion and Textile Design at Level 1 would be Visual Art, Product Design and Design and Visual Communication.

Additional Course Costs & Special Requirements

- Students are required to supply their own fabric and pattern.
- Individual course projects may incur additional costs depending on the nature of their outcomes and resources required.

UE Approved & Future Pathways

This subject leads towards a Level 3 UE course.

Fashion and Textiles Design is a specialist area of Technology from Year 10 – 13. The Level 3 course is designed to scaffold and translate into different areas of University study.

ASSESSMENT				
AS91046	Use design ideas to produce a conceptual design for an outcome to address a brief	Internal	6	
AS91058	Implement basic procedures using textile materials to make a specified product	Internal	6	
AS91063	Produce freehand sketches to communicate own design idea	External	3	
			Total Possible Credits	15
The nature of project based learning is fluid and designed to suit individual learners. To this end course content and standards offered are subject to change if deemed to be beneficial. Students will have an Individual Education Programme (IEP) to ensure there are no common standards in the areas of Technology. All external work is submitted as an academic report and/or a portfolio.				

ACADEMIC PATHWAY

<u>Year 11 – Fashion & Textiles Design</u>	→	<u>Year 12 – Fashion & Textiles Design</u>	→	<u>Year 13 – Fashion & Textiles Design</u>	UE
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QUALIFICATION: NCEA LEVEL 1

Entry Requirement

A Year 10 course in Technology Design and Visual Communication, however, Year 10 in this specialist area is preferable.

Course Outline

Level 1 Food Technology is designed to foster creative and critical practice in a project based environment. This course's primary focus is on the design of authentic and contemporary products within the context of culinary design.

Students have the opportunity to develop their thinking, design and practical skills in this specialist area. Projects may develop skills such as: food safety; industry standard knife handling; specialist terms and practices; the design of an outcome for actual sale, and food design and photography. Specialist areas that would be beneficial to study in support to Food Technology at Level 1 would be Visual Art, Product Design and Digital Technology.

Additional Course Costs & Special Requirements

- Items below are purchased through the Technology department:
- Service IQ Unit Standard Assessment – \$15
- Individual course projects may incur additional costs depending on the nature of their outcomes and resources required.

Future Pathways

Food Technology is a specialist area of Technology from Year 10 – 13. The Level 3 course is designed to scaffold and translate into different areas of University study.

UE Approved

This subject leads towards a Level 3 UE course.

Standards marked L go towards meeting the Level 1 Literacy requirements.

ASSESSMENT

AS90956	Demonstrate knowledge of an individual's nutritional needs	Internal	5
AS91047	Undertake development to make a prototype to address a brief	Internal	6
AS91053 (L)	Demonstrate understanding of design elements	External	3
AS91082	Implement basic procedures to process a specified product	Internal	4

Total Possible Credits 18

Optional Achievement Standard (Subject to HoD approval)

US13285	Handle and maintain knives in a commercial kitchen	Internal	2
US20666	Contamination hazards and control methods used in a food business	Internal	2

The nature of project based learning is fluid and designed to suit individual learners. To this end course content and standards offered are subject to change if deemed to be beneficial. Students will have an Individual Education Programme (IEP) to ensure there are no common standards in the areas of Technology. All external work is submitted as an academic report and/or a portfolio.

ACADEMIC PATHWAY

Year 11 – Food Technology	→	Year 12 – Food Technology	→	Year 13 – Food Technology	UE
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QUALIFICATION: NCEA LEVEL 1

Entry Requirement

This course is a continuation of French in Years 9 and 10.

Students must have a minimum of 2 year's full-time study in the target language before entering the Level 1 French course.

Introduction

French is a significant language in the world and is a relevant and very popular foreign language to learn in New Zealand. This course reinforces and builds on the student's ability to engage in everyday life in their community in conversation. It encompasses elements around the student's local environment, their daily activities and experiences, and also in transactional situations such as giving directions, supplying and receiving information, health, future plans and tourist information.

Course Outline

As a continuation of the course in Years 9 and 10, the Year 11 course extends the understanding of vocabulary, grammar and script. There is a focus on listening, reading, writing and speaking French throughout the course.

Cultural knowledge is integrated into the language course.

UE Approved

This subject leads towards a Level 3 UE course.

ASSESSMENT

AS90878	Demonstrate understanding of a variety of spoken French texts on areas of most immediate relevance	External	5
AS90879	Give a spoken presentation in French that communicates a personal response	Internal	4
AS90881	Demonstrate understanding of a variety of French texts in areas of most immediate of relevance	External	5
AS90882	Write a variety of text types in French on areas of most immediate relevance	Internal	5

Total Possible Credits 19

ACADEMIC PATHWAY

Year 11 – French	→	Year 12 – French	→	Year 13 – French	UE
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General Science is a compulsory subject in Year 11. In addition to General Science, students are also able to choose one extra option from Level 1 Biology, Chemistry or Physics to better prepare for the demands of Level 2.

QUALIFICATION: NCEA LEVEL 1

Introduction

Science introduces students to the basic principles of scientific knowledge, understanding, skills and study. A standard will be reached which enables students to study separate sciences at Level 2. Students will develop the ability to discuss scientific concepts and analyse scientific data and information.

Course Outline

All General Science courses are comprised of four Achievement Standards, made up of three external assessments, of which students sit an end of year examination, and one internal assessments completed during the year.

All General Science students complete the following external Achievement Standards:

- Aspects of Biology – Genetics
- Aspects of Chemistry – Acids and Bases
- Aspects of Physics – Mechanics

The Internal Achievement Standard completed will depend upon the individual course selected.

Course Options

- General Science (with Biology internal assessments)**
This option excludes a student from taking Level 1 Biology.
- General Science (with Chemistry internal assessments)**
This option excludes a student from taking Level 1 Chemistry.
- General Science (with Physics internal assessments)**
This option excludes a student from taking Level 1 Physics.
- Earth & Space Science (by invitation only)**
This course limits students to Level 2 Earth & Space Science in Year 12. Students studying Earth & Space Science will be unable to study Level 2 Biology, Chemistry or Physics.

UE Approved

This subject leads towards a Level 3 UE course.

Standards marked N and L go towards meeting the Level 1 Numeracy and Literacy requirements.

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ASSESSMENT

General Science with Biology Internal Assessments

AS90940 (N)	Demonstrate understanding of aspects of mechanics	External	4
AS90944	Demonstrate an understanding of aspects of acids and bases	External	4
AS90948 (L)	Demonstrate understanding of biological ideas relating to genetic variation	External	4
AS90950	Investigate the interaction between microorganisms and humans	Internal	4
Total Possible Credit			16

General Science with Chemistry Internal Assessments

AS90940 (N)	Demonstrate understanding of aspects of mechanics	External	4
AS90944	Demonstrate an understanding of aspects of acids and bases	External	4
AS90947	Investigate selected chemical reactions	Internal	4
AS90948 (L)	Demonstrate understanding of biological ideas relating to genetic variation	External	4
Total Possible Credits			16

General Science with Physics Internal Assessments

AS90940 (N)	Demonstrate understanding of aspects of mechanics	External	4
AS90935	Carry out a practical physics investigation that leads to a linear mathematical relationship, with direction	Internal	4
AS90944	Demonstrate an understanding of aspects of acids and bases	External	4
AS90948 (L)	Demonstrate understanding of biological ideas relating to genetic variation	External	4
Total Possible Credits			16

Earth & Space Science (By HoD invitation only)

AS90935 (N)	Carry out a practical investigation that leads to a linear relationship	Internal	4
AS90950	Investigate interactions between humans and micro-organisms	Internal	4
AS90953 (L)	Demonstrate an understanding of carbon cycling	Internal	4
AS90954 (L)	Demonstrate understanding of the effect on planet Earth of astronomical cycles	Internal	4
Total Possible Credits			16

ACADEMIC PATHWAY

Year 11 General science with Biology or Chemistry or Physics or	→	<u>Year 12 – α-Biology</u>	→	<u>Year 13 – α-Biology</u>	UE
	→	<u>Year 12 – Biology</u>	→	<u>Year 13 – Biology</u>	UE
	→	<u>Year 12 – Chemistry</u>	→	<u>Year 13 – Advanced Chemistry</u>	UE
	→		→	<u>Year 13 – Chemistry</u>	UE
	→	<u>Year 12 – Physics</u>	→	<u>Year 13 – Physics</u>	UE
Year 11 General science with Earth & Space Science	→	<u>Year 12 – Earth & Space Science</u>	→	<u>Year 13 – Earth & Space Science</u>	UE

QUALIFICATION: NCEA LEVEL 1

Entry Requirement

There are no entry requirements for Level 1 Geography, however a high level of literacy is beneficial.

Introduction

Geography gives students a multi-disciplinary or holistic view of the world, combining knowledge, skills and understandings of the physical and social sciences. It fosters a curiosity about place and space and provokes questions about natural and cultural environments and their inter connectedness.

Course Outline

Level 1 Geography involves the detailed study of topics including:

- Extreme natural events, such as volcanoes, hurricanes, earthquakes and tsunamis.
- Tourism and Sustainability in the Maldives
- Conducting geographic fieldwork – understanding and studying weather
- Study of a topic at global scale e.g. Coffee Production or Tropical Rainforests
- Study of a New Zealand geographic issue. Child Poverty in NZ

The skills and knowledge Geography students acquire at this level will help them at Level 2 Geography.

Additional Course Costs & Special Requirements

Field trips are part of the Geography course. There are additional costs associated with these.

UE Approved

This subject leads towards a Level 3 UE course.

Standards marked N and L go towards meeting the Level 1 Numeracy and Literacy requirements.

ASSESSMENT

AS91007 (L)	Demonstrate a geographic understanding of environments that have been shaped by extreme natural events	External	4
AS91009 (L)	Demonstrate a geographic understanding of the sustainable use of an environment	Internal	3
AS91011 (L/N)	Conduct geographic research, with direction	Internal	4
AS91013 (L)	Describe aspects of a geographic topic at a global scale	Internal	3
AS91012	Describe aspects of a contemporary New Zealand geographic issue	Internal	3
Total Possible Credits			17

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 1

Entry Requirement

There are no entry requirements for NCEA Health Education at Level 1.

Introduction

The NCEA Health program afford learners an amazing opportunity to develop important knowledge and critical thinking skills in both New Zealand and international contexts, which are hugely relevant to the exponentially growing health and well-being sector.

Course Outline

The Level 1 NCEA Health program is both internally and externally assessed. The concepts are at an introductory level to provide a foundation for further study in Level 2 and 3 Health Education.

The course of study involves a detailed analysis of:

- Taking positive steps to enhance an aspect of personal well-being and evaluate the outcome of their actions.
- Exploring mental health in relation to change, loss, or grief and analysing the impacts change can have on well-being.
- Critical understanding of interpersonal skills and how they can be utilised to enhance relationships in a range of situations/scenarios.
- Exploring issues of identity for youth and how action can be taken to promote positive esteem and self-identity.
- Exploring the influences and effects of drug related situations on the individual's well-being, others, and society.

The Health Education Course is designed to:

- Provide students with knowledge on a diverse range of topics and issues
- Provide excellent critical thinking and solution focused thinking for greater health promotion
- Provide relevance to learners to guide them to career or tertiary relevant pathways

UE Approved

This subject leads towards a Level 3 UE course.

Standards marked L go towards meeting the Level 1 Literacy requirements.

ASSESSMENT

AS90971 (L)	Take action to enhance an aspect of personal well-being	Internal	3
AS91097	Demonstrate understanding of ways in which well-being can change and strategies to support well-being	Internal	4
AS90973 (L)	Demonstrate an understanding of interpersonal skills used to enhance relationships	Internal	5
AS90974 (L)	Demonstrate understanding of strategies for promoting positive sexuality	Internal	4
AS90975 (L)	Demonstrate understanding of issues to make health-enhancing decisions in drug related situations	External	4
Total Possible Credits			20

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 1

Entry Requirement

There are no entry requirements for History.

Introduction

History offers an understanding of human activities in the past in the context of change through time. Entering into other times and places challenges students to think about continuity and change, similarities and differences, cause and effect. History enables students to understand their heritage and that of their community, society and nation. It also gives greater insight into the future shape of the world we inhabit.

Course Outline

History involves the detailed study of three topics from the twentieth century:

- **Shattered Peace** – Versailles to Pearl Harbour & the descent into World War II
- **Black Lives Matter** – The OG fight for Black Civil Rights in the USA 1950 – 1970
- **Racism, Reputation & Rugby** – The 1981 Springbok Tour

ASSESSMENT				
AS91001 (L)	Carry out an investigation of an historical event, or place, of significance to New Zealanders	Internal	4	
AS91002 (L)	Demonstrate understanding of an historical event, or place, of significance to New Zealanders	Internal	4	
AS91003 (L)	Interpret sources of an historical event of significance to New Zealanders	External	4	
AS91005 (L)	Describe the causes and consequences of an historical event	External	4	
Total Possible Credits			16	

ACADEMIC PATHWAY

Year 11 – History	→	Year 12 – History	→	Year 13 – History	UE
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Besides learning about important events, people and places, students will be given the opportunity to develop a broad range of skills including: gathering and selecting information from a variety of sources, recognising specific points of view, bias and propaganda, comprehending and using historical relationships, presenting an argument and supporting it with well-chosen evidence and reasoned conclusions.

UE Approved

This subject leads towards a Level 3 UE course.

Standards marked L go towards meeting the Level 1 Literacy requirements.

QUALIFICATION: NCEA LEVEL 1

Entry Requirement

The Japanese Course is a continuation of Japanese in Years 9 and 10. Students must have a minimum of 2 years full-time study in the target language before entering the Level 1 Japanese course.

Introduction

Japanese is a significant language in the world and is a relevant and very popular foreign language to learn in New Zealand. This course reinforces and builds on the student’s ability to engage in everyday life in their community in conversation, encompassing elements around the student’s local environment, their daily activities and experiences, and also in transactional situations such as shopping, giving directions, supplying and receiving information.

Course Outline

As a continuation of the course in Years 9 and 10, the Year 11 course extends the understanding of vocabulary, grammar and script. There is a focus on listening, reading, writing and speaking Japanese throughout the course.

Cultural knowledge is integrated into the language course.

UE Approved

This subject leads towards a Level 3 UE course.

ASSESSMENT				
AS90893	Demonstrate understanding of a variety of spoken Japanese texts on areas of most immediate relevance	External	5	
AS90894	Give a spoken presentation in Japanese that communicates a personal response	Internal	4	
AS90896	Demonstrate understanding of a variety of Japanese texts in areas of most immediate of relevance	External	5	
AS90897	Write a variety of text types in Japanese on areas of most immediate relevance	Internal	5	
Total Possible Credits			19	

ACADEMIC PATHWAY

Year 11 – Japanese	→	Year 12 – Japanese	→	Year 13 – Japanese	UE
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Mathematics is a compulsory subject at Year 11. This course prepares students for a pathway towards Level 3 Mathematics with Calculus.

Mathematics is a compulsory subject at Year 11. This course prepares students for a pathway towards Level 3 Mathematics with Statistics.

Students who have had success in Algebra topics in Year 10 should consider continuing with this course in Year 11.

Students who have had success in Probability and Statistics in Year 10 should consider continuing with this course in Year 11.

QUALIFICATION: NCEA LEVEL 1

QUALIFICATION: NCEA LEVEL 1

Entry Requirement

With a large algebraic component students should have obtained at least merit level in the Year 10 Algebra and Graphs topics.

Introduction

Mathematics with Algebra involves solving problems using a variety of methods. Such methods may be related to patterns, algebraic skills and processes or statistical analysis.

Course Outline

Mathematics with Algebra involves the following:

- Algebraic methods to simplify expressions and solve problems
- Linear and quadratic graphs for interpretation of data
- Statistical analysis of data
- Right-angled triangle problems

UE Approved

This subject leads towards a Level 3 UE course.

Standards marked N and L go towards meeting the Level 1 Numeracy and Literacy requirements.

Entry Requirement

With a large statistics component, students should have obtained at least Curriculum Level 5 in Statistics in Year 10.

Introduction

Mathematics with Statistics is a full NCEA Level 1 course. It is designed for students with an interest in data analysis and probability.

Course Outline

Mathematics with Statistics involves the following:

- Statistical analysis of data
- Probability concepts
- Solving linear algebra problems.

UE Approved

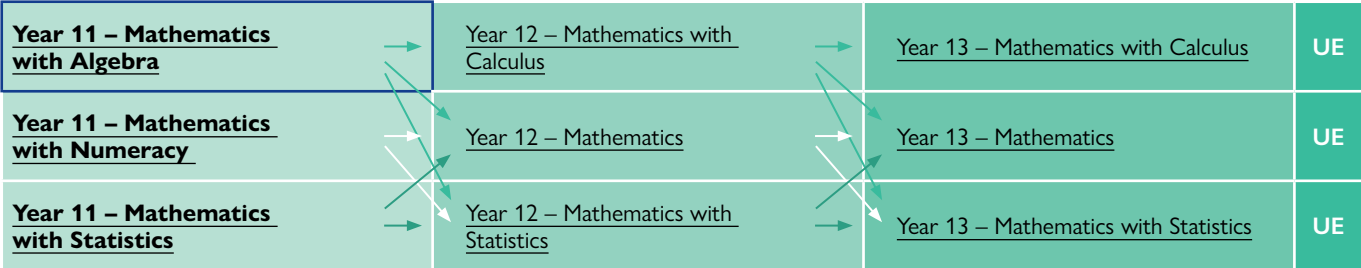
This subject leads towards a Level 3 UE course.

Standards marked N and L go towards meeting the Level 1 Numeracy and Literacy requirements.

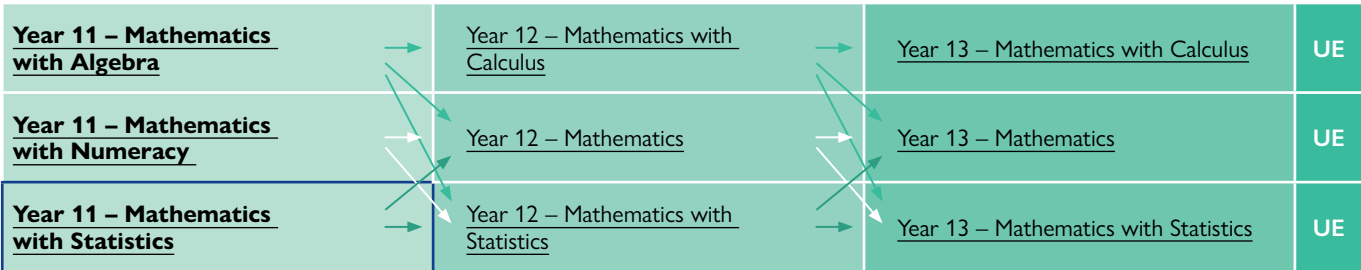
ASSESSMENT				
AS91027 (L)	Apply algebraic procedures in solving problems	External	4	
AS91028 (L)	Investigate relationships between tables, equations or graphs	External	4	
AS91029 (L)	Apply linear algebra in solving problems	Internal	3	
AS91035 (L/N)	Investigate a given multivariate data set using the statistical enquiry cycle	Internal	4	
AS91031 (L)	Apply geometric reasoning in solving problems	External	4	
Total Possible Credits			19	

ASSESSMENT				
AS91029 (N)	Apply linear algebra in solving problems	Internal	3	
AS91035 (L/N)	Investigate a given multivariate data set using the statistical enquiry cycle	Internal	4	
AS91036 (L/N)	Investigate bivariate numerical data using the statistical enquiry cycle	Internal	3	
AS91037 (N)	Demonstrate understanding of chance and data	External	4	
AS91038 (N)	Investigate a situation involving elements of chance	Internal	3	
Total Possible Credits			17	

ACADEMIC PATHWAY



ACADEMIC PATHWAY



Mathematics is a compulsory subject at Year 11. Mathematics Numeracy is fully internally assessed.

QUALIFICATION: NCEA LEVEL 1

Entry Requirement

Entry to Mathematics Numeracy is by invitation only from the Head of Mathematics.

Introduction

This course will be offered to students who have been identified in Years 9 and 10 as those needing to focus on core skills. The pace and content of the course may be modified to suit individual students.

Students who successfully complete Mathematics with Numeracy are can progress to 12MAT with permission of the Head of Faculty.

Course Outline

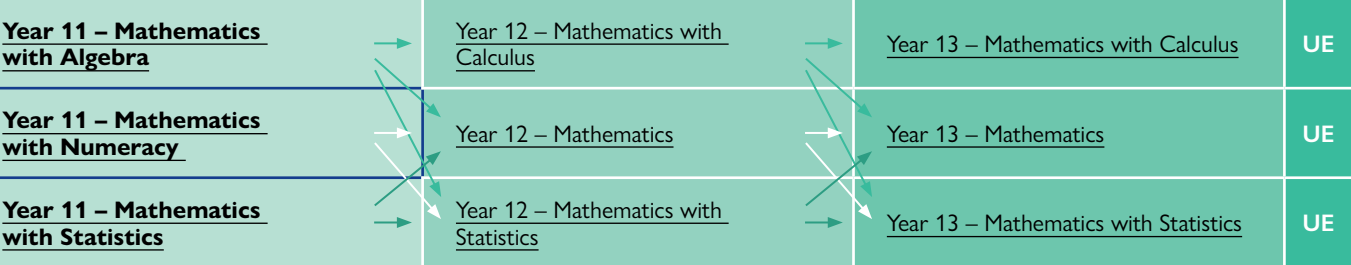
Mathematics Numeracy is assessed using all internal Achievement standards.

UE Approved

This subject can lead towards a Level 3 UE course.
Standards marked N and L go towards meeting the Level 1 Numeracy and Literacy requirements.

ASSESSMENT				
AS91026 (N)	Apply numeric reasoning in solving problems	Internal	4	
AS91030 (N)	Apply measurement in solving problems	Internal	3	
AS91035 (L/N)	Investigate bivariate numerical data using the statistical enquiry cycle	Internal	3	
AS91036 (L/N)	Investigate a multivariate data set using the statistical enquiry cycle	Internal	4	
AS91038 (N)	Investigate a situation involving elements of chance	Internal	3	
Total Possible Credits			17	

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 1

Entry Requirement

An interest in Media. Completion of Year 10 Media Studies is beneficial.

Introduction

The mass media plays an important role in our cultural experience, providing entertainment and helping to shape the way we see the world.

Media Studies helps students critically examine the role of the media while training students in producing media products.

Course Outline

Media Studies at Level 1 focuses on students finding their passion and interest in the media, be it producing a film treatment or short film, textual film technique analysis, or genre study on the characteristics of the superhero or space opera genres.

With a balance of both practical and theory, students will start to question what media messages they are consuming and how they are constructed.

A key focus is introducing students to industry level, equipment and editing software, Adobe Premiere Pro.

UE Approved

This subject leads towards a Level 3 UE course.

Standards marked L go towards meeting the Level 1 Literacy requirements.

ASSESSMENT				
AS90990 (L)	Demonstrate an understanding of selected elements of media text(s)	Internal	3	
AS90992 (L)	Demonstrate understanding of characteristics of a media genre	External	4	
AS90993	Produce a design and plan for a media product, using a specified range of conventions	Internal	3	
AS90994	Complete a media product using a specified range of conventions, from a design and plan	Internal	6	
Total Possible Credits			16	

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 1

Entry Requirement

Year 10 Music or evidence of achievement in practical or music theory from music lessons or success in music examinations. Students must already play a musical instrument.

Introduction

Music is the universal language that allows us to bond through practical creation, recreation and communication. It allows us to express our feelings, ideas and our place in the world. Students may study music in order to continue to tertiary training and careers in music, or purely for interest’s sake, providing balance to their overall course structure. Students are expected to paritcipate in College music groups.

Course Outline

Students in Level 1 Music are able to select an individual course with credits up to 26.

The course is divided into five main areas:

- Solo Performance
- Group Performance
- Composition
- Music theory / Score Reading
- Set Works

Students will develop skills in individual and group performance, composition, aural skills, musical knowledge and score reading.

UE Approved

This subject leads towards a Level 3 UE course.

Standards marked L go towards meeting the Level 1 Literacy requirements.

ASSESSMENT			
AS91090	Perform contrasting music as a featured soloist	Internal	6
AS91091	Perform music as a member of a group	Internal	4
AS91092	Compose pieces of music	Internal	6
AS91095 (L)	Demonstrate knowledge of music work	Internal	6
Total Possible Credits			22
Optional Achievement Standard (Subject to HoD approval)			
AS91094 (L)	Identify and describe fundamental materials of music (O)	External	4

ACADEMIC PATHWAY

<u>Year 11 – Music</u>	→	<u>Year 12 – Music</u>	→	<u>Year 13 – Music</u>	UE
<u>Year 11 – Music Projects</u>	→	<u>Year 12 – Music Projects</u>	→	<u>Year 13 – Music Projects</u>	UE

QUALIFICATION: NCEA LEVEL 1

Entry Requirement

Year 10 Music or evidence of involvement in an area of Music such as (but not limited to) performance, songwriting or music technology.

Introduction

This is a course focused on contemporary instrumental , vocal performance and songwriting. Students will be equipped with the knowledge and skills to operate on sound and music gear.

At the end of each term, students take part in creating, performing, and producing their own showcase. Students are expected to participate in College music groups and to contribute to full College music events.

Course Outline

Students in Music Projects 1 create a course which draws on some aspects of the NCEA Music course with the potential to add standards from the Performing Arts Technology Standards and Music Technology Standards.

This is a practical course requiring individual and group work with positive attitude, effort and an open-mind to create, recreate and connect with the music industry. VWe work closely with NZ Music Commission to provide mentoring and workshop opportunities for our students.

UE Approved

This subject leads towards a Level 3 UE course.

ASSESSMENT			
AS91090	Perform two pieces of music as a featured soloist	Internal	6
AS91091	Perform music as a member of a group	Internal	4
AS91092	Compose pieces of Music	Internal	6
US27656	Demonstrate and apply introductory knowledge of music technology equipment and techniques	Internal	4
Total Possible Credits			20
Optional Achievement Standard (Subject to HoD approval)			
US96687	Demonstrate and apply knowledge of sound technology for a performance context (O)	Internal	4

ACADEMIC PATHWAY

<u>Year 11 – Music</u>	→	<u>Year 12 – Music</u>	→	<u>Year 13 – Music</u>	UE
<u>Year 11 – Music Projects</u>	→	<u>Year 12 – Music Projects</u>	→	<u>Year 13 – Music Projects</u>	UE

QUALIFICATION: NCEA LEVEL 1

Entry Requirement

There are no entry requirements for NCEA Physical Education.

Introduction

NCEA Level 1 Physical Education is a classroom-based academic course of study and NOT a recreational PE course. Students can expect to spend an approximate 50/50 split of time covering theory and practical application. The course is designed to build upon students interest and passion for physical activity and movement, covering a wide range of topics from body structure and function to teamwork and leadership.

Course Outline

The course is entirely internally assessed. The concepts are at an introductory level to provide a foundation for further study in Level 2 and 3 Physical Education.

This course involves a detailed study and analysis of:

- The knowledge of the structure and function of the human body in relation to the performance of a physical activity
- Actions and strategies that improve performance
- Examination of the factors that influence physical activity
- How self-management strategies enhance participation in sport
- Improving physical competencies in selected sports where outside providers are utilised to enrich learning

- Demonstrating interpersonal skills and describe their effects on the functioning of a group or team, through the sport of Turbo Touch.

The Physical Education course is designed to:

- Cater for the needs of students in terms of physical growth and development, motor skill development and personal and social development
- Provide challenge, variety and the opportunity for all students to experience success
- Provide students with knowledge and understanding as well as fitness and skill acquisition
- Create enjoyment and develop positive attitudes towards physical activity
- Be innovative in its promotion of learning through movement

Additional Course Costs & Special Requirements

There will be practical components within this programme of study. The cost of this will be approximately \$100.

UE Approved

This subject leads towards a Level 3 UE course.

Standards marked L go towards meeting the Level 1 Literacy requirements.

ASSESSMENT

AS90962	Participate actively in a range of physical activities and explain factors that influence own participation	Internal	5
AS90963 (L)	Demonstrate knowledge of body structure and function related to performance of physical activity	Internal	5
AS90964	Demonstrate quality movement in the performance of a physical activity	Internal	3
AS90967 (L)	Examine strategies to improve the performance of a physical activity and describe the outcomes	Internal	3
AS90966 (L)	Demonstrate interpersonal skills in a group and explain how these skills impact on others	Internal	4
Total Possible Credits			20

ACADEMIC PATHWAY

Year 11 – NCEA Physical Education	→	Year 12 – NCEA Physical Education	→	Year 13 – NCEA Physical Education	UE
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QUALIFICATION: NCEA LEVEL 1

Entry Requirement

Students must also be studying Level 1 Mathematics with Algebra and Level 1 General Science.

Introduction

This course is NOT a prerequisite for Level 2 Physics.

Physics is a challenging subject and the Level 1 NCEA Physics course will lay a solid foundation in Physics for those students who are interested in studying Level 2 and 3 NCEA or IB Physics.

This course is designed to:

- stimulate student interest in and enjoyment of Physics by using a wide variety of strategies and contexts.
- develop student appreciation of the nature of Physics and its relevance to everyday life of people.
- develop student knowledge and understanding of concepts, principles and models in Physics.

Course Outline

In this course students will:

- Investigate trends and relationships in physical phenomena in the areas of mechanics, electricity, electromagnetism, heat, light and waves, and atomic and nuclear physics
- Demonstrate an understanding of physical phenomena and concepts by explaining and solving questions and problems that relate to straightforward situations
- Investigate how physics knowledge is used in a technological or biological application

Additional Course Costs & Special Requirements

Physics workbook and Course Notes.

UE Approved

This subject leads towards a Level 3 UE course.

Standards marked N and L go towards meeting the Level 1 Numeracy and Literacy requirements.

ASSESSMENT

AS90937 (N)	Demonstrate understanding of aspects of electricity and magnetism	External	4
AS90938 (N)	Demonstrate understanding of aspects of wave behaviour	External	4
AS90939 (N)	Demonstrate understanding of aspects of heat	External	4
AS90935 (L/N)	Carry out a practical physics investigation that leads to a linear mathematical relationship, with direction	Internal	4
Total Possible Credits			16

ACADEMIC PATHWAY

Year 11 Physics	→	Year 12 – α-Biology	→	Year 13 – α-Biology	UE
	→	Year 12 – Biology	→	Year 13 – Biology	UE
	→	Year 12 – Chemistry	→	Year 13 – Advanced Chemistry	UE
	→		→	Year 13 – Chemistry	UE
	→	Year 12 – Physics	→	Year 13 – Physics	UE
	→	Year 12 – Earth & Space Science	→	Year 13 – Earth & Space Science	UE

QUALIFICATION: NCEA LEVEL 1

Entry Requirement

A Year 10 course in Technology or Design and Visual Communication (DVC), however, Year 10 in this specialist area is preferable.

Course Outline

Level 1 Product Design has been developed to foster creative and critical practice in a project based environment.

Product Design's primary focus is on the design of authentic and contemporary products within a given authentic context. Students have the opportunity to develop their thinking, design and practical skills in this specialist area. Projects may develop skills such as; drawing and ideation specific to Product Design, 3D physical and digital modelling, safe handling and processing of a range of resistant materials (wood, metal, plastics, resin, concrete etc.), traditional carpentry alongside modern manufacturing techniques and the exhibiting and presentation of outcomes to the wider community.

Specialist areas that would be beneficial to study in support to Product Design at Level 1 would be Design and Visual Communication (DVC), Fashion and Textile Design and Visual Art.

Additional Course Costs & Special Requirements

Individual course projects may incur additional costs depending on the nature of their outcomes and resources required.

Future Pathways

Product Design is a specialist area of Technology from Year 10 – 13.

The Level 3 course is designed to scaffold and translate into different areas of University study.

UE Approved

This subject leads towards a Level 3 UE course.

Standards marked L go towards meeting the Level 1 Literacy requirements.

QUALIFICATION: NCEA LEVEL 1

Entry Requirement

This course is a continuation of Spanish in Years 9 and 10.

Students must have a minimum of 2 years full-time study in the target language before entering the Level 1 Spanish course.

Introduction

Spanish is a significant language in the world and is a relevant and very popular foreign language to learn in New Zealand. This course reinforces, and builds on, the student's ability to engage in everyday life in their community in conversation, encompassing elements around the student's local environment, their daily activities and experiences, and also in transactional situations such as shopping, giving directions, supplying and receiving information.

Course Outline

As a continuation of the course in Years 9 and 10, the Year 11 course extends the understanding of vocabulary, grammar and script. There is a focus on listening, reading, writing and speaking Spanish throughout the course.

Cultural knowledge is integrated into the language course.

UE Approved

This subject leads towards a Level 3 UE course.

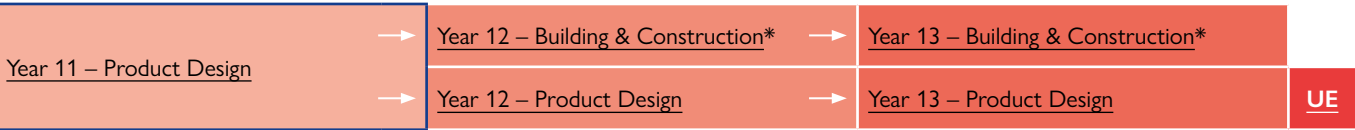
ASSESSMENT

AS90908	Demonstrate understanding of a variety of spoken Spanish texts on areas of most immediate relevance	External	5
AS90909	Give a spoken presentation in Spanish that communicates a personal response	Internal	4
AS90911	Demonstrate understanding of a variety of Spanish texts in areas of most immediate of relevance	External	5
AS90912	Write a variety of text types in Spanish on areas of most immediate relevance	Internal	5
Total Possible Credits			19

ACADEMIC PATHWAY



ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 1

Entry Requirement

The Te Reo Māori course is a continuation of Te Reo in Years 9 and 10. Students must have a minimum of two years’ full-time study in the target language before entering Level 1 Te Reo Māori.

Introduction

At Year 11, Levels 4, 5 and 6 from the Curriculum guidelines for teaching, learning Te Reo Māori are covered. The theme for this course is a continuation from Year 10 “Hapori whānui” (wider community) and we study four units over the year.

The units are:

- Tōku kainga (my home)
- Ngā mahi whakangāhau (leisure activities)
- Tōku kura (my school)
- Hākinakina (sport).

Course Outline

The focus for this course is to enable students to develop knowledge and understanding of the Māori language, Tikanga and Protocol of Māori. Students will learn to write in different formats, speak independently, participate in problem-solving and develop confidence through the use of different strategies.

UE Approved

This subject leads towards a Level 3 UE course.

Standards marked L go towards meeting the Level 1 Literacy requirements.

ASSESSMENT

AS91086 (L)	Kōrero kia whakamahi i te reo o tōna ao	Internal	6
AS91087 (L)	Pānui kia mōhiō ki te reo o tona ao	External	6
AS91089 (L)	Waihanga tuhinga i te reo o tōna ao	Internal	6

Total Possible Credits 18

Students will be required to submit two of each internal standard from their portfolio of work over the course. A written external will take place in Term 4. Students will maintain a speaking and writing portfolio throughout the year.

ACADEMIC PATHWAY





Year 12 Curriculum

NCEA Level 2 Curriculum

At Year 12, students have a choice of qualifications. They can choose to continue with NCEA or opt to follow the International Baccalaureate (IB) Diploma programme. By offering choice, students are able to select a pathway that is right for them as an individual. Whichever qualification they take, all Year 12 students choose six subjects.

This section covers the course work for NCEA Level 2.

[Click here for information about the IB Diploma Curriculum.](#)

In a full Year 12 NCEA course, all students study six (6) learning areas. English is compulsory and 5 subjects are chosen from the table below.

Entry Criteria – For most Level 2 subjects, this is based on Level 1 credits. This identifies the standard required to cope with Level 2 study in a particular subject. See the individual subject entries for more detail.

Most Year 12 NCEA students will study only Level 2 subjects, however, where appropriate, some may have a multi-level combination of Level 1, Level 2 and/or Level 3 subjects.

In selecting a course in Year 12, it is important to consider the subjects you plan to continue with in Year 13, as some subjects do not continue at Level 3 NCEA. Any student planning to take more than one non-continuing subject in Year 12 (Level 2) must obtain the approval of the Head of House to ensure they will have an appropriate course available the following year.

Please note a minimum number 10 students is required to create a standard alone class. Composite level classes may be offered but these are subject to resourcing.

NCEA LEVEL 2 LEARNING AREAS

Ngā Toi | Arts

- Dance
- Drama
- Music
- Music Projects
- Only 2 of the following Art subjects may be chosen:
 - Art – Design
 - Art – Painting
 - Art – Photography
 - Art – Printmaking
 - Art – Sculpture

Akoranga Karaitiana | Christian Education

Christian Education*

Tauhokohoko | Commerce

- Accounting
- Business
- Economics
- Financial Literacy*

Te Reo Pākehā | English

- English
- Media Studies

Tikanga-a-iwi | Humanities

- Classical Studies
- Geography
- History
- Travel & Tourism*

Ngā Reo | Languages

- Chinese
- French
- Japanese
- Spanish
- Te Reo Māori

Pāngarau | Mathematics

- Mathematics
- Mathematics with Calculus
- Mathematics with Statistics

Hauora me te Hākinakina | Physical Education & Health

- Health Education
- Outdoor Education
- Core Physical Education*
- NCEA Physical Education

Pūtaiao | Sciences

- a-Biology, or
- Biology
- Chemistry
- Earth & Space Science
- Physics

Hangarau | Technology

- Animation & Motion Graphics
- Building & Construction*
- Computer Science
- Fashion & Textiles Design
- Food Technology
- Product Design
- Design & Visual Communication (DVC)

Gateway*

QUALIFICATION: NCEA LEVEL 2

Entry Requirement

14 credits in Level 1 Accounting including AS90978 and AS90980.

Students who take Accounting may also elect **one but not both** from Business or Economics.

Recommended co-requisites are Level 2 Mathematics and English.

Course Outline

Year 12 Accounting offers students the opportunity to develop logical thinking skills as well as providing a conceptual understanding of the workings of small organisations. Students continue to build upon the five strands developed in Level 1 Accounting but the major emphasis is on the design, processing, conceptual understanding and detailed analysis of the job costing subsystem.

The development of skills in the use of spreadsheets, word processing and accounting software will be used to appreciate the place of ICT in Accounting.

Additional development also continues on the preparation and detailed interpretation of financial statements for sole proprietors.

UE Approved

This subject leads to a Level 3 approved UE course.

Standards marked (N) can be used towards meeting UE Numeracy requirements.

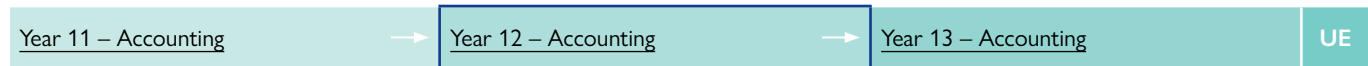
ASSESSMENT

AS91175 (N)	Demonstrate understanding of accounting processing using an accounting software package	Internal	4
AS91176 (N)	Prepare financial information for an entity that operates accounting subsystems	External	5
AS91177 (N)	Interpret accounting information for entities that operate accounting subsystems	External	4
AS91409 (N)	Demonstrate understanding of a job cost subsystem for an entity (Level 3)	Internal	4
Total Possible Credits			17

Optional Achievement Standard (Subject to HoD approval)

AS91174	Demonstrate understanding of accounting concepts for an entity that operates accounting subsystems	External	4
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ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 2

Entry Requirement

It is beneficial if students have taken either 14 credits in Level 1 Animation, Digital Technology or Level 1 Visual Art course.

Course Outline

Level 2 Animation and Motion Graphics is designed to foster creative and critical practice in a project based environment. The primary focus of this specialist area is on the design of authentic and contemporary outcomes. Level 2 is a broad course that aims to introduce students to the dynamic world of animation, motion graphics and visual effects. It has been developed with to ensure students are well prepared for future study and the industry. Projects may develop skills such as: the integration of graphic design into motion graphics; the development and animation of narrative; a range of 2D and 3D animation techniques and software, and digital modelling using industry standard software, and animation techniques and processes, plus skills to manage long term projects.

Specialist areas that would be beneficial to study in support to Animation and Motion Graphics at Level 2 would be Visual Art – Design, Visual Art – Painting and Printmaking, Visual Art – Sculpture, Computer Science, Product Design and Level 2 Media Studies.

ASSESSMENT

AS91355	Select and use planning tools to manage the development of an outcome	Internal	4
AS91897	Use advanced processes to develop a digital technologies outcome	Internal	6
AS91899	Present a summary of developing a digital outcome	External	3
AS91893	Use advanced techniques to develop a digital outcome	Internal	4
Total Possible Credits			17

The nature of project based learning is fluid and designed to suit individual learners. To this end course content and standards offered are subject to change if deemed to be beneficial. Students will have an Individual Education Programme (IEP) to ensure there are no common standards in the areas of Technology. All external work is submitted as an academic report and/or examination.

ACADEMIC PATHWAY



Art – Design

Contact: Mr R Stratton

QUALIFICATION: NCEA LEVEL 2

Entry Requirement

Preference will be given to students who have completed Level 1 Art. All other students will be subject to HoD approval and are encouraged to contact Mr Stratton if you have questions about the course. .

Course Outline

Level 2 Design is best understood as Art that has a set function to promote, advertise or communicate an event, product or message. Design is a practical course and students will produce visual outcomes such as logos, posters and other promotional material for set briefs of an imagined but realistic design context that they will decide. Outcomes may also include 3D packaging and Animation. Students will develop their ability to visually communicate their own personal, social and cultural experiences through Design. In Art – Design students will complete an internal achievement standards and a 2 x A1 panel folio board external. Students will work with combinations of hand made digital approaches dependant on their strengths and will develop a sound control of Adobe Illustrator, Photoshop and Indesign.

Additional Course Costs & Special Requirements

- A reliable laptop is essential. iMac computers are also available for use in lesson.
- Folio board printing costs >\$50

UE Approved & Future Pathways

This specialist area leads to a Level 3 approved UE course and multiple tertiary pathways. Previous Design students have gone on to study a diverse range of subjects including Architecture, Medicine and Engineering. More specifically students can pursue an Art related path that could include Fine Art, Art and Design, Communication Design, Digital Design or Industrial Design.

ASSESSMENT

AS91310	Use drawing methods to apply knowledge of conventions appropriate to design	Internal	4
AS91315	Develop ideas in a related series of drawings appropriate to established design practice	Internal	4
AS91320	Produce a systematic body of work that shows understanding of art making conventions and ideas within design	External	12

Total Possible Credits 20

The nature of project-based learning is fluid and designed to suit individual learners. To this end course content and standards offered are subject to change if deemed to be beneficial. All external work is submitted as two panel A1 folio board.

ACADEMIC PATHWAY

Year 11 – Art – Painting & Printmaking		Year 12 – Art – Design →	Year 13 – Art – Design	UE
		Year 12 – Art – Painting →	Year 13 – Art – Painting	UE
		Year 12 – Art – Photography →	Year 13 – Art – Photography	UE
Year 11 – Art – Photography & Design		Year 12 – Art – Printmaking →	Year 13 – Art – Printmaking	UE
		Year 12 – Art – Sculpture →	Year 13 – Art – Sculpture	UE

Art – Painting

Contact: Mr R Stratton

QUALIFICATION: NCEA LEVEL 2

Entry Requirement

Preference will be given to students who have completed Level 1 Art. All other students will be subject to HoD approval and are encouraged to contact Mr Stratton if you have questions about the course.

Course Outline

Level 2 Painting is a practical course that develops further from Level 1 Art with a continued focus on the specialist area of Painting. Through practical experimentation and research students will make links to artist models both contemporary and traditional. They will locate their own art making practice in the context of Art history and their ideas and intentions will be presented in visual form. In Painting students will complete a single internal achievement standard and a 2 x A1 panel folio board external that presents a systematic body of work. Approaches can include portraiture, landscape, abstraction etc. and both traditional painting and digital approaches are encouraged. Students will develop their ability to visually communicate their own personal, social and cultural experiences through Painting.

Additional Course Costs & Special Requirements

- A set of art materials from Gordon Harris will be supplied to the student at the beginning of the course at a discounted cost of \$80. This is an essential requirement of the course to complete work outside of class time.

UE Approved & Future Pathways

This specialist area leads to a Level 3 approved UE course and multiple tertiary pathways. Previous Painting students have gone on to study a diverse range of subjects including Architecture, Medicine and Engineering. More specifically students can pursue an Art related path that could include Fine Art, Art and Design, Communication Design, Digital Design or Industrial Design.

ASSESSMENT

AS91311	Use drawing methods to apply knowledge of conventions appropriate to painting	Internal	4
AS91316	Develop ideas in a related series of drawings appropriate to established painting practice	Internal	4
AS91321	Produce a systematic body of work that shows understanding of art making conventions and ideas within painting	External	12

Total Possible Credits 20

The nature of project-based learning is fluid and designed to suit individual learners. To this end course content and standards offered are subject to change if deemed to be beneficial. All external work is submitted as two panel A1 folio board.

ACADEMIC PATHWAY

Year 11 – Art – Painting & Printmaking		Year 12 – Art – Design →	Year 13 – Art – Design	UE
		Year 12 – Art – Painting →	Year 13 – Art – Painting	UE
		Year 12 – Art – Photography →	Year 13 – Art – Photography	UE
Year 11 – Art – Photography & Design		Year 12 – Art – Printmaking →	Year 13 – Art – Printmaking	UE
		Year 12 – Art – Sculpture →	Year 13 – Art – Sculpture	UE

QUALIFICATION: NCEA LEVEL 2

Entry Requirement

Preference will be given to students who have completed Level 1 Visual Art. All other students will be subject to HoD approval and are encouraged to contact mr Stratton if you have any questions.

Course Outline

Level 2 Visual Art – Photography is a practical course that develops from Level 1 to focus on the specialist area of Photography. Students will extend skills, in a range of materials, techniques, and technologies to generate, analyse, clarify, and extend ideas in Photography related to established practice and artist models.In Photography students can explore a range of approaches including still life, portraiture, landscape, abstraction and documentary etc. and can use a technical approach that includes analogue, digital and hand altered approaches. Students will develop their ability to visually communicate their own personal, social and cultural experiences through Photography.

In Visual Art-Photography students will complete internal achievement standards and a 2 x A1 panel external folio board that presents a systematic body of work. Some of the work produced in the internal standards will also be used as part of the external folio board submission.

Specialist areas that would be beneficial to study in support to Visual Art – Design would be Visual Art – Design, Photography, Printmaking or Sculpture.

Additional Course Costs & Special Requirements

- All Level 2 Photography students must have their own DSLR camera and an SD card.
- Folio board printing costs >\$50
- Digital SLR camera, external hard drive, SD card.
- Please see the Art Department staff for more guidance if needed.

UE Approved & Future Pathways

This specialist area leads to a Level 3 approved UE course and multiple tertiary pathways. Previous Painting students have gone on to study a diverse range of subjects including Architecture, Medicine and Engineering. More specifically students can pursue an Art related path that could include Fine Art, Art and Design, Communication Design, Digital Design or Industrial Design.

QUALIFICATION: NCEA LEVEL 2

Entry Requirement

This is an open entry Level 2 Art course. Please see Mr Stratton if you have questions about the course.

Course Outline

Level 2 Printing is a hands on, practical focussed art course designed for those students interested in the art of printmaking. The course will focus on an Aotearoa/New Zealand perspective including the important histories of Māori and Pasifika. Students will explore a range of printmaking techniques including woodcut carving, plexi-plate etching, silkscreen and stencils. This is a new course in 2023 and is also designed for those students who may not have taken Art since middle school. Students will locate their own art making practice in the context of Art history and their ideas and intentions will be presented in visual form. In Printmaking students will complete a single internal achievement

standard and a 2 x A1 panel folio board external that presents a systematic body of work. Approaches can include portraiture, landscape, patterns and symbolism, abstraction etc. and both traditional printing and digital approaches are encouraged.

Additional Course Costs & Special Requirements

No additional materials are required for this course in 2023.

UE Approved & Future Pathways

This specialist area leads to a Level 3 approved UE course and multiple tertiary pathways. Previous Art students have gone on to study a diverse range of subjects including Architecture, Medicine and Engineering. More specifically students can pursue an Art related path that could include Fine Art, Art and Design, Communication Design, Digital Design or Industrial Design.

ASSESSMENT			
AS91307	Demonstrate an understanding of methods and ideas from established practice appropriate to Photography	Internal	4
AS91312	Use drawing methods to apply knowledge of conventions appropriate to Photography	Internal	4
AS91322	Produce a systematic body of work that shows understanding of art making conventions and ideas within Photography	External	12
Total Possible Credits			20
The nature of project-based learning is fluid and designed to suit individual learners. To this end course content and standards offered are subject to change if deemed to be beneficial. All external work is submitted as two panel A1 folio board.			

ACADEMIC PATHWAY

Year 11 – Art – Painting & Printmaking	→	Year 12 – Art – Design	→	Year 13 – Art – Design	UE
	→	Year 12 – Art – Painting	→	Year 13 – Art – Painting	UE
	→	Year 12 – Art – Photography	→	Year 13 – Art – Photography	UE
Year 11 – Art – Photography & Design	→	Year 12 – Art – Printmaking	→	Year 13 – Art – Printmaking	UE
	→	Year 12 – Art – Sculpture	→	Year 13 – Art – Sculpture	UE

ACADEMIC PATHWAY

Year 11 – Art – Painting & Printmaking	→	Year 12 – Art – Design	→	Year 13 – Art – Design	UE
	→	Year 12 – Art – Painting	→	Year 13 – Art – Painting	UE
	→	Year 12 – Art – Photography	→	Year 13 – Art – Photography	UE
Year 11 – Art – Photography & Design	→	Year 12 – Art – Printmaking	→	Year 13 – Art – Printmaking	UE
	→	Year 12 – Art – Sculpture	→	Year 13 – Art – Sculpture	UE

QUALIFICATION: NCEA LEVEL 2

Entry Requirement

Preference will be given to students who have completed Level 1 Visual Art. All other students will be subject to HoD approval and are encouraged to contact Mr Stratton if you have any questions.

Course Outline

Level 2 Visual Art-Sculpture is a practical course that develops from Level 1 to focus on the specialist area of Sculpture.Sculpture is defined as three-dimensional art made by one of four basic processes: carving, modelling, casting, constructing and in a contemporary context can also include installation, found object or performance art. Students will extend skills, in a range of materials, techniques, and technologies to generate, analyse, clarify, and extend ideas in Sculpture related to establish practice and artist models. They will use a systematic approach to the development of ideas in the body of work. Students will develop their ability to visually communicate their own personal, social and cultural experiences through Sculpture.

In Visual Art-Sculpture students will complete internal achievement standards and a 2 x A1 panel external folio board that presents a systematic body of work.

Additional Course Costs & Special Requirements

Individual student project requirements will determine if there are additional material costs

- Folio board print costs > \$50

UE Approved & Future Pathways

This specialist area leads to a Level 3 approved UE course and multiple tertiary pathways. Previous Sculpture students have gone on to study a diverse range of subjects including Architecture, Medicine and Engineering. More specifically students can pursue an Art related path that could include Fine Art, Art and Design, Communication Design, Digital Design or Industrial Design.

QUALIFICATION: NCEA LEVEL 2

Entry Requirement

A minimum of 8 external credits and 4 internal credits in Level 1 Science including AS90948 (Merit or higher level) or 8 external credits and 3 internal credits in Level 1 Biology.

Introduction

Biology is about studying and appreciating the great diversity of life represented in the five kingdoms of life. It is about animals and plants and how they interact with each other and the environment.

This is a full academic course that prepares students for the content of Biology at NCEA Level 3.

Course Outline

α-Biology offers a course of 2 External Achievement Standards and 2 Internal Achievement Standards and would suit students seeking to undertake more work during the course of the year, with a reduced examination programme.

These standards provide an opportunity to gain understanding and knowledge of biological principles and facts through the study of:

- Ecological principles
- Animal diversity
- Practical investigations
- Gene expression
- Inheritance and genetic change at the molecular, individual and population levels.

UE Approved

This subject leads to a Level 3 approved UE course.

ASSESSMENT				
AS91309	Demonstrate an understanding of methods and ideas from established practice appropriate to sculpture	Internal	4	
AS91314	Use drawing methods to apply knowledge of conventions appropriate to Sculpture	Internal	4	
AS91324	Produce systematic body of work that shows understanding of art making conventions and ideas within sculpture	External	12	
Total Possible Credits			20	
The nature of project-based learning is fluid and designed to suit individual learners. To this end course content and standards offered are subject to change if deemed to be beneficial. All external work is submitted as two panel A1 folio board.				

ASSESSMENT				
AS91155	Demonstrate understanding of adaption of plants or animals to their way of life	Internal	3	
AS91157	Demonstrate understanding of genetic variation and change	External	4	
AS91158	Investigate a pattern in an ecological community	Internal	4	
AS91159	Demonstrate understanding of gene expression	External	4	
Total Possible Credits			15	

ACADEMIC PATHWAY

Year 11 – Art – Painting & Printmaking	→	Year 12 – Art – Design	→	Year 13 – Art – Design	UE
	→	Year 12 – Art – Painting	→	Year 13 – Art – Painting	UE
	→	Year 12 – Art – Photography	→	Year 13 – Art – Photography	UE
Year 11 – Art – Photography & Design	→	Year 12 – Art – Printmaking	→	Year 13 – Art – Printmaking	UE
	→	Year 12 – Art – Sculpture	→	Year 13 – Art – Sculpture	UE

ACADEMIC PATHWAY

Year 11 General science with Biology or Chemistry or Physics	→	Year 12 – α-Biology	→	Year 13 – α-Biology	UE
Year 11 Biology	→	Year 12 – Biology	→	Year 13 – Biology	UE
Year 11 Chemistry	→				
Year 11 Physics	→				

QUALIFICATION: NCEA LEVEL 2

Entry Requirement

A minimum of 8 external credits and 4 internal credits in Level 1 Science including AS90948 (Merit or higher level) or 8 external credits and 3 internal credits in Level 1 Biology.

Introduction

Biology is about studying and appreciating the great diversity of life as represented in the five kingdoms of life. It is about animals and plants and how they interact with each other and the environment, about how their different internal organ and cell systems work to ensure their ongoing survival. This course is for students who are wanting to undertake the full examination programme preparation for the demands of Biology at Level 3.

Course Outline

Level 2 Biology offers a course of 3 External Achievement Standards and 1 Internal Achievement Standard. Biology at Level 2 provides the opportunity for students to gain understanding and knowledge of Biological principles and facts through participating in the study of:

- Animal diversity
- The common underlying themes of cell structure and how cells work
- Gene expression
- Inheritance and genetic change at the molecular, individual and population levels

Students successfully completing the course should acquire:

- Knowledge and understanding of Biological concepts and facts
- Competence in the application of scientific skills appropriate to Biology

UE Approved

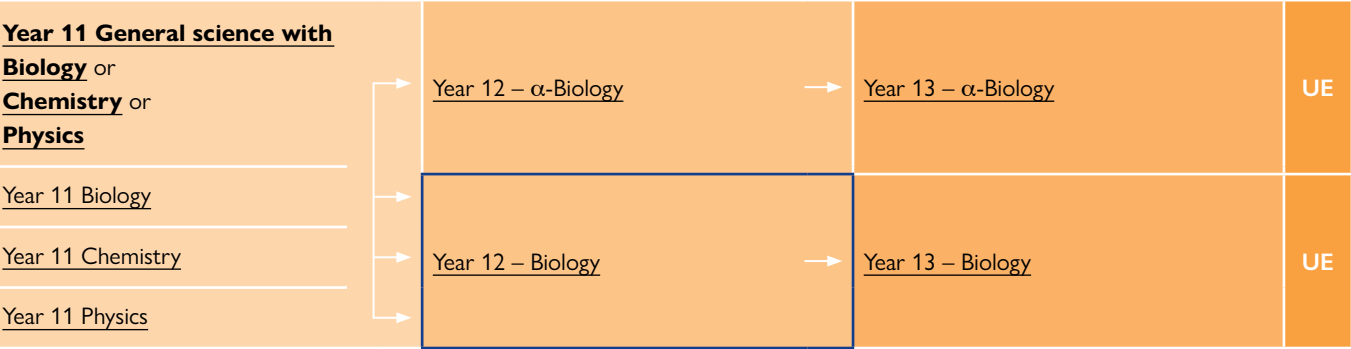
This subject leads to a Level 3 approved UE course.

Standards W can be counted as Writing credits for UE Literacy.

ASSESSMENT

AS91155	Demonstrate understanding of adaptation of plants or animals to their way of life	Internal	3
AS91156 (W)	Demonstrate understanding of life processes at the cellular level	External	4
AS91157 (W)	Demonstrate understanding of genetic variation and change	External	4
AS91159	Demonstrate understanding of gene expression	External	4
Total Possible Credits			15

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 2

Entry Requirement

To have completed Level 1 Product Design

Course Outline

Level 2 Building and Construction is a Unit Standard course and has been developed for those students who have an interest in the practical nature of making timber furniture and are interested in trade related skills. The primary focus is the construction of two advanced outdoor furniture practical pieces using hand and power tools whilst demonstrating correct health and safety practices. All practical work is supported by theory-based reflections and written assessments.

The assessments are Unit Standards and are provided by the Building and Construction Industry Training Organisation (BCITO) which provides apprenticeship and supervisor qualifications for the New Zealand building and construction industry. BCITO has been appointed by the Government to develop professional qualifications and set standards for the industry.

This is NOT a UE Approved Subject

While Building and Construction does continue to Level 3, it is not a university approved subject. A subject endorsement is not possible in Building and Construction.

Note: This course is available for students who have also selected Year 12 Product Design.

ASSESSMENT

US12927	Identify, select, maintain and use hand tools for BCATS projects.	Internal	6
US24350	Identify, select, maintain and use portable power tools for BCATS projects.	Internal	6
US24354	Demonstrate knowledge of and apply safe working practices in BCATS workplace	Internal	4
US12932	Construct timber garden furniture as BCATS projects	Internal	8
Total Possible Credits			24

The nature of project-based learning is fluid and designed to suit individual learners. To this end course content and standards offered are subject to change if deemed to be beneficial.

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 2

Entry Requirement

16 credits from Level 1 Business including AS90842 or subject to HoD approval.

For those students who have previously not studied Business but who wish to enter at Level 2, credits obtained in another Social Science subject will be used as the basis for entry.

Students who take Business may also elect **one but not both** from either Accounting or Economics.

Introduction

Business exposes students to New Zealand's enterprising culture and encourages them to develop their business knowledge and decision making skills in order to be active participants in New Zealand's economic future. Students are encouraged to work closely with New Zealand businesses with a regional or national significance to develop the following essential skills:

- Comparing different business models
- Researching and reviewing a local sustainable business practice
- Consults community groups to identify a range of community needs
- Building interpersonal skills and interviewing an entrepreneur/s and/or philanthropist
- Debating the importance of ethics and values in business practice.

- Collaborating and problem solving with peers to brainstorm ideas of a suitable product to take to market in a given community context
- Accepting and coordinating roles and responsibilities in a business activity
- Seeking and accepting critical feedback
- Reflecting on own practice.

Course Outline

All standards in this course are Achievement Standards and allow students to:

- demonstrate their understanding of the internal operations of a large business
- discuss a critical problem in a given large business and apply business knowledge to provide possible solutions and recommendations to address issues
- conduct market research
- plan, carry out, review and refine a business activity
- be a service to the community or part of the community
- sponsor, fundraise, or donate profit or products to a community group, activity or non-profit organisation.

UE Approved

Level 2 Business leads to a Level 3 approved UE course.

ASSESSMENT

AS90843	Demonstrate understanding of internal features of a large business	External	4
AS90845	Apply business knowledge to a critical problem(s) in a given large business context	External	4
AS90846	Conduct market research for a new or existing product	Internal	3
AS90848	Carry out, review and refine a business activity within a community context with guidance (Group Business Plan, Carry Out and Review)	Internal	9

Total Possible Credits 20

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 2

Recommendation for successful outcomes in NCEA Level 2 Chemistry:

Students selecting Year 12 Chemistry are recommended to have:

- achieved 12 Credits in NCEA Level 1 Science or Level 1 Chemistry.
- achieved with Merit, or higher, in NCEA AS90944 (Demonstrate understanding of aspects of acids and bases).

There is significant manipulation of formulae involved in this course therefore, it is recommended students have achieved in AS91027 Mathematics (apply algebraic procedures in solving problems).

UE Approved

This subject leads to a Level 3 approved UE course.

Introduction

This is a one-year course which leads into Level 3 NCEA Chemistry.

Students will gain an understanding of the following concepts and ideas by the end of the course.

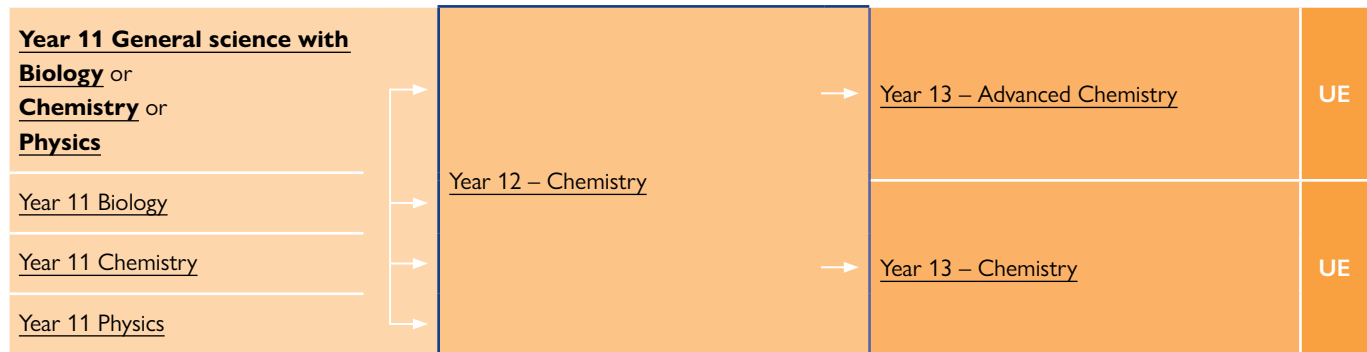
- Atomic and molecular structure and bonding
- The different forces of attraction in solids, liquids and gases
- Gaining expertise in the accurate use of chemicals and laboratory equipment
- Introduction to oxidation and reduction principles
- Physical properties of selected molecules and compounds
- Use of chemical vocabulary and conventions in scientific communication
- Investigating families of compounds for their physical and chemical similarities especially in organic chemistry.

ASSESSMENT

AS91167	Demonstrate understanding of Oxidation-Reduction	Internal	3
AS91164	Demonstrate understanding of bonding, structure and energy changes	External	5
AS91165	Demonstrate understanding of the properties of the selected organic compounds	External	4
AS91166	Demonstrate understanding of chemical reactivity	External	4

Total Possible Credits 16

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 2

Entry Requirement

14 credits in Level 1 Chinese (2 Internal and 1 External Reading or Listening).

Course Outline

Chinese is the most widely spoken language in the world. Because of the large, prosperous economy and the developing trading relationship with New Zealand, it is currently a relevant and very popular foreign language to learn. This Chinese course aims to give students an advantage in the increasingly competitive

business world by further enhancing receptive and productive language skills in the target language, with particular emphasis on extending the repertoire of vocabulary and language features.

It is anticipated that students who elect to study Chinese in Year 12 have the intention of continuing into Year 13 and completing the NZQA Level 3 qualification.

UE Approved

This subject leads to a Level 3 approved UE course.

ASSESSMENT

AS91108	Demonstrate understanding of a variety of spoken Chinese texts on familiar matters.	External	5
AS91110	Give a spoken presentation in Chinese that communicates information, ideas and opinions	Internal	4
AS91111	Demonstrate understanding of a variety of written and / or visual text(s) on familiar matters	External	5
AS91112	Write a variety of text types in Chinese to convey information, ideas and opinions in genuine contexts	Internal	5

Total Possible Credits 19

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 2

Introduction

Christian values are an intrinsic part of the special character of Saint Kentigern College and all Year 12 students take Christian Education. The Christian Education Department is constantly evolving its programmes to ensure that they are interesting, relevant and challenging for our students in their development as young men and women on their faith journeys – whatever they perceive that to be. In the Senior School, a wide range of relevant and contemporary resources are used in what is generally an informal, discussion-based, non-assessed theological and philosophical exploration of issues of Christian life and faith.

Course Outline

The Year 12 course aims to encourage students to continue exploring the foundational principles of the Christian life in deeper and increasingly more relevant ways. With the focus being on 'bringing joy to others', students will revisit the Jesus story, as well as key events in the history of the Christian church to consider not only what their own aspirations and achievements are, but also what they might achieve for others and inspire in others.

Assessment

There is no formal assessment for this course.

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 2

Introduction

Classical Studies is an interdisciplinary subject with a strong focus on the study of civilisations of ancient Greece and Rome. Within this subject, there is an emphasis on exploring the reasons behind the historical importance of the way in which the cultural traditions of the ancient Greco-Roman societies reflect upon us today. This multidisciplinary subject includes the study of history, ancient philosophy, mythology, ancient art and architecture, archaeology, and social customs.

Classical Studies prides itself on being inclusive of all learning styles and methods. The subject offers a greater understanding, not only of the ancient world, but of the systems and institutions that govern us in the present times.

The aim of this subject is for students to develop their knowledge and understanding within an enjoyable academic setting as it offers practical academic skills that can be applied to many other disciplines. Furthermore, it also gives the opportunity to follow what interests the individual wishes to developed, expands upon their own skillset, and allows for learning in a dynamic environment.

ASSESSMENT

AS91200 (R/W)	Examine the ideas and values of the classical world	External	4
AS91202 (R)	Examine a significant event in the classical world	Internal	4
AS91203 (R/W)	Demonstrate understanding of socio-political life in the classical world	External	6
AS91204 (R)	Demonstrate understanding of the influence of aspects of the classical world on other cultures	Internal	6

Total Possible Credits 20

ACADEMIC PATHWAY

Year 11 – Classical Studies



Year 12 – Classical Studies



Year 13 – Classical Studies

UE

Course Outline

- **Homer’s Epic poetry (Iliad)** – a literary exploration of epic poetry, Homeric society and the Homeric hero during the Trojan War.
- **Pompeii** – an archaeological, literary and artistic examination of the volcanic eruption of Vesuvius and the impact it has had on the world until today.
- **Roman Civil Wars (100BCE-31BCE)** – investigation of the Roman Civil Wars that led to the destruction of the Roman Republic and the birth of the Roman Empire.
- **Roman Social Life** – a cultural and historical investigation of ancient Romans, their way of life, societal beliefs and correlations with contemporary society.

UE Approved

This subject leads to a Level 3 approved UE course.

Standards marked R and W can be counted as Reading and Writing credits for UE Literacy.

QUALIFICATION: NCEA LEVEL 2

Entry Requirement

11 credits or more in Level 1 Digital Technology.

Course Outline

Level 2 Computer Science is designed to foster creative and critical practice in a project based environment. The primary focus of this specialist area is on the design of authentic and contemporary products within the context of digital outcomes. Level 2 is a specialised course that aims to extend the skills built in Level 1 Digital Technology into more advanced areas of programming and UX design. It has been developed with leading tertiary providers to ensure students are well prepared for future study and the industry. Projects may develop skills uch as; the integration of graphic design into digital interfaces, website development, responsive application design, digital modelling using industry standard software, research and development of emerging digital technologies.

Specialist areas that would be beneficial to study in support to Computer Science at Level 2 would be Visual Art – Design, Visual Art – Photography, Animation and Motion Graphics and Design and Visual Communication.

Additional Course Costs & Special Requirements

Students must have a laptop computer that meets the following requirements:

- The ability to run the Adobe Suite Blender and Unity software – 16GB RAM is recommended.

UE Approved & Future Pathways

This specialist area leads to a Level 3 approved UE course and multiple tertiary pathways including Web Design and Development, Databse Integration, Programming of UX Design.

Standards marked (N) can be used towards meeting UE Numeracy requirements.

ASSESSMENT

AS91893	Use advanced techniques to develop a digital media outcome	Internal	4
AS91896	Use advanced programming techniques to develop a computer programme	Internal	6
AS91897	Use advanced processes to develop a digital technologies outcome	Internal	6
AS91899 (N)	Present a summary of developing a digital outcome	External	3

Total Possible Credits 19

The nature of project based learning is fluid and designed to suit individual learners. To this end course content and standards offered are subject to change if deemed to be beneficial. Students will have an Individual Education Programme (IEP) to ensure there are no common standards in the areas of Technology. All external work is submitted as an academic report and/or examination.

ACADEMIC PATHWAY

Year 11 – Digital Technology



Year 12 – Computer Science



Year 13 – Computer Science

UE

QUALIFICATION: NCEA LEVEL 2

Entry Requirement

Level 1 Dance with a minimum of 14 internal and 4 external credits. Students who have not studied Level 1 Dance may be admitted with the approval of the Head of Dance.

Course Outline

This course is for students with a background and ability in dance who wish to develop these skills in a variety of styles and contexts. Students will engage in choreography for both individual and group performances. Students may choose an individual course up to a total of 24 credits. One externally assessed standard require students to analyse dance performances and to demonstrate knowledge of influences on dance genres and styles.

UE Approved

This subject leads to a Level 3 approved UE course.

ASSESSMENT

AS91205	Choreograph a group dance to communicate an Intention This Standard can be offered as an Extension standard at level 1. If a student has already done this standard at level 1 they will be offered level 3-AS91591	Internal	4
AS91208	Perform a theatre dance to communicate understanding Of the dance	Internal	4
AS91209	Perform a repertoire of dance	Internal	6
AS91211	Provide an interpretation of a dance performance with supporting evidence	External	4
Total Possible Credits			18

Optional Achievement Standard (Subject to HoD approval)

AS91206	Choreograph a solo dance to communicate an Intention	Internal	4
AS91210	Demonstrate understanding of a range of Choreographic processes	Internal	4
AS91212	Demonstrate understanding of a dance genre or style in context	External	4

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 2

Entry Requirement

16 credits in Level 1 Design and Visual Communication including AS91068.

Course Outline

Level 2 Design and Visual Communication (DVC) is designed to foster creative and critical practice in a project-based environment. Design and Visual Communication's primary focus is on the imagining in creative thinking of novel, new and beneficial ideas, resolving problems to improve the lives of people. This involves working with in the context of architecture, interior design, landscape design and industrial design, and considers the way in which these ideas and thinking are presented visually.

Students have the opportunity to develop their thinking, design and practical skills in this specialist area. Within the context of Year 12 Design and Visual Communication this includes skills like; exploring and refining design ideas in response to a brief, using creative strategies for divergent thinking, integrated visual literacy and design thinking, visual communication and presentation techniques.

Specialist areas that would be beneficial to study in support to Design and Visual Communication at Level 2 would be Product Design, Visual Art – Design, Sculpture, Visual Art – Photography, Visual Art – Painting & Printmaking, and Animation & Motion Graphics.

Optional Extra

A graphics equipment pack will be supplied as part of this course and charged to your college account (approx \$50).

UE Approved & Future Pathways

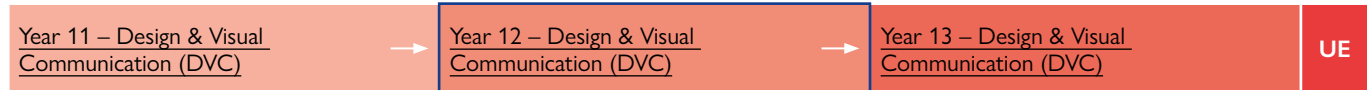
Design and Visual Communication is a specialist area that progresses from Year 10 – 13. The Level 2 course is designed to scaffold and translate into different areas of University study.

ASSESSMENT

AS91337	Use visual communication techniques to generate design ideas	External	3
AS91342	Develop a product design through graphics practice	Internal	6
AS91341	Develop a spatial design through graphics practice	Internal	6
AS91343	Use visual communication techniques to compose a presentation of a design	Internal	4
Total Possible Credits			19

The nature of project based learning is fluid and designed to suit individual learners. To this end course content and standards offered are subject to change if deemed to be beneficial. Students will have an Individual Education Programme (IEP) to ensure there are no common standards in the areas of Technology. All external work is submitted as an academic report and/or a portfolio.

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 2

Entry Requirement

Students are required to have gained 18 credits at Level 1 Drama or may be accepted into Drama at the discretion of the Head of Drama.

Introduction

Drama is about exploring and developing ideas in inventive and imaginative ways and communicating those ideas in performance. Drama aims to help students gain self-confidence, self-discipline, self- awareness, respect for others and the ability to work in a team. Students will learn to present, perform and work collaboratively in groups with increased confidence through Drama.

Performance Pathway

Students learn about the social/historical context of a given Theatre Form; such as Epic Theatre or Elizabethan Theatre. They are taught the performative conventions and key skills of this Theatre Form and develop, refine and present a group performance based on this Theatre Form. While it is a group performance they are assessed individually.

Students read and learn about the theatrical and dramatic context of a given published play. They are cast in that play and rehearse and present that play to an audience of parents and friends over two evenings. These plays are presented as our SKC Play Series near the end of Term Two.

Students plan, develop, rehearse and present a devised drama focus on a particular theme of issue. They refine their learning about drama conventions and present their final work to an audience of peers.

External Examination – All Students

All students sit for one externally assessed (written) Achievement Standard. Students view live theatre during the year and are required to analyse components of both the theatre they have viewed as an audience and performances they have been involved with during the year.

Course Outline

Students sit three internally assessed practical Achievement Standards or three internally assessed Theatre Production Unit Standards and one externally assessed written examination for a minimum of 16 credits.

Students may either choose a Performance Pathway or a Theatre Production pathway all students sit the External Examination.

UE Approved

This subject leads to a Level 3 approved UE course.

Standards marked R can be counted as Reading credits for UE Literacy.

Theatre Production Pathway

Students may alternatively choose a production technology course up to a total of 12 internal credits, while sitting the same external examination that performance students sit. These are industry focused standards, designed to provide students with the skills and knowledge required to work in a production role in the Theatre or Events industries.

External Examination – All Students

All students sit for one externally assessed (written) Achievement Standard. Students view live theatre during the year and are required to analyse components of both the theatre they have viewed as an audience and performances they have been involved with during the year.

ASSESSMENT

Performance Pathway

AS91219	Discuss drama elements, techniques, conventions and technologies within live performance	External	4
AS91216 (R)	Use complex performance skills associated with a drama or theatre form or period	Internal	4
AS91218 (R)	Perform a substantial acting role in a scripted production	Internal	5
AS91214	Devise and perform a drama to realise an intention	Internal	5
Total Possible Credits			18

Theatre Production Pathway

Student will complete a compulsory external Achievement Standard AS91219 and may chose three additional Unit Standards.

AS91219	Discuss drama elements, techniques, conventions and technologies within live performance	External	4
US27699	Demonstrate and apply knowledge of costume design for an entertainment and event context	Internal	4
US27700	Demonstrate and apply knowledge of lighting design for an entertainment and event context	Internal	4
US27701	Demonstrate and apply knowledge of make-up design for an entertainment and event context	Internal	4
US27702	Describe and carry out tasks and responsibilities in a production role in an entertainment and event context	Internal	4
US27703	Demonstrate and apply knowledge of sound design for an entertainment and event context	Internal	4
US27704	Demonstrate and apply knowledge of the design and construction of entertainment and event props and scenic elements	Internal	4
US32377	Demonstrate and apply knowledge of electronic media design for an entertainment and event context	Internal	4
Total Possible Credits			16

ACADEMIC PATHWAY



Earth & Space Science

Contact: Mr G Hodgson

QUALIFICATION: NCEA LEVEL 2

Entry Requirement

12 Credits from Level 1 Earth & Space Science OR HoD approval if student did not complete NCEA Level 1 Earth & Space Science.

Introduction

The Earth & Space Science course is a one year programme for students to study Earth, Space and Environmental Science.

Course Outline

Achievement Standards are drawn from Level 2 Sciences and cover Environmental Sustainability and Earth & Space Science.

All Achievement Standards are internally assessed therefore no course endorsement is possible. However, the final internal assessment can be swapped for an external standard if a student wishes to qualify for course endorsement.

UE Approved

This subject leads to a Level 3 approved UE course.

Standards marked (N) can be used towards meeting UE Numeracy requirements.

ASSESSMENT

Earth Science

AS91187 (N)	Carry out a practical Earth and Science investigation	Internal	4
AS91188	Examine an Earth & Space Science issue and the validity of the information communicated to the public	Internal	4
AS91190	Investigate how organisms survive in an extreme environment	Internal	4

Environmental Sustainability

AS91734	Develop a collaborative response that promotes a sustainable future, in relation to a current issue.	Internal	4
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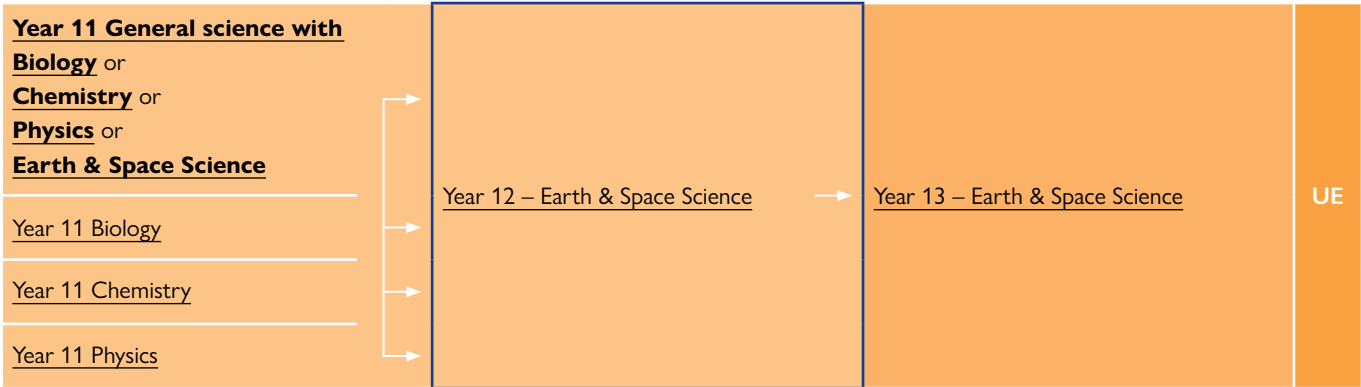
AND/OR

Earth & Space Science

AS91193	Demonstrate understanding of physical principles related to the Earth System	External	4
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Total Possible Credits 16

ACADEMIC PATHWAY



Economics

Contact: Ms S Percy

QUALIFICATION: NCEA LEVEL 2

Entry Requirement

16 credits from Level 1 Economics or subject to HoD Approval.

Students who take Economics may also elect **one but not both** from either Accounting or Business.

Recommended co-requisites are Level 2 Mathematics and English.

Course Outline

In Level 2 Economics, students examine the New Zealand economy from a macroeconomic perspective. Students will study key economic issues including unemployment, economic growth, and international trade and are required to analyse the causes and impacts of these issues. Students will then investigate government policy options which may be used to address these economic issues, such as fiscal, monetary, regulation and trade policies.

UE Approved

This subject leads to a Level 3 approved UE course.

Standards marked R and W can be counted as Reading and Writing credits for UE Literacy.

ASSESSMENT

AS91223 (W)	Analyse international trade using concepts and models	External	4
AS91224 (W)	Analyse economic growth using concepts and models	External	4
AS91225	Analyse unemployment using concepts and models	Internal	4
AS91227 (R)	Analyse how government policies and contemporary issues interact	Internal	6

Total Possible Credits 18

ACADEMIC PATHWAY



English is a compulsory subject at Year 12. All Year 12 students study English at varying levels according to their individual learning requirements.

QUALIFICATION: NCEA LEVEL 2

Entry Requirement

To enter the Level 2 Achievement Standards course we recommend 14 credits in Level 1 English be attained. Without these credits students may be considered for the Level 2 Restricted English programme where class sizes are smaller.

Course Outline

Level 2 English is an integrated course involving:

- The study of literature (novel, poetry, drama, short story, film)
- Crafting a response in a variety of registers for different purposes and audiences
- The study of current written, spoken and visual language
- The investigation of a theme through independent reading

The course is designed to increase their exposure to language, competence and awareness of text types and audience; as well as developing an appreciation of literature.

Note: Optional Standards can be completed subject to HoD approval if a student requires further credits OR if a student has a passion or skill to be developed in an area.

UE Approved

This subject leads to a Level 3 approved UE course.

Standards marked R and W can be counted as Reading and Writing credits for UE Literacy. Level 2 English will enable students to obtain sufficient literacy credits to fulfil University entrance requirements.

ASSESSMENT

AS91098 (R/W)	Analyse specified aspect(s) of studied written text(s) supported by evidence	External	4
AS91099 (W)	Analyse specified aspect(s) of studied visual or oral text(s) supported by evidence	External	4
AS91101 (W)	Produce a selection of crafted and controlled writing	Internal	6
AS91105 (R)	Use information literacy skills to form developed conclusions	Internal	4
Total Possible Credits			18
Optional Achievement Standard (Subject to HoD approval)			
S91100 (R/W)	Analyse significant aspects of unfamiliar written text(s) through close reading supported by evidence	External	4
AS91102	Construct and deliver a crafted and controlled oral text	Internal	3
AS91104	Analyse significant connections across texts, supported by evidence	Internal	4

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 2

Entry Requirement

12 credits or more in Level 1 Fashion and Textiles Design.

Course Outline

Level 2 Fashion and Textiles Design is designed to foster creative and critical practice in a project based environment. The primary focus of this specialist area is on the design of authentic and contemporary products within the context of fashion, textile and soft materials design. Level 2 is a specialised course that aims to extend the skills built in Level 1 Fashion and Textiles Design into more advanced areas of sustainability fashion illustration, pattern adaptation and construction. It has been developed with leading tertiary providers to ensure students are well prepared for future study and the industry.

Projects may develop skills such as; advanced pattern adaption to suit personal design ideas, professional fashion ideation and development, fashion styling and photography and work for local and national competitions.

Specialist areas that would be beneficial to study in support to Fashion and Textiles Design at Level 2 would be Visual Art – Photography, Visual Art – Design, Product Design and Visual Art – Painting and Printmaking.

ASSESSMENT

AS91337	Use visual communication techniques to generate design ideas	External	3
AS91345	Implement advanced procedures using textile materials to make a specified product with special features	Internal	6
AS91356	Develop a conceptual design for an outcome	Internal	6
Total Possible Credits			15

The nature of project based learning is fluid and designed to suit individual learners. To this end course content and standards offered are subject to change if deemed to be beneficial. Students will have an Individual Education Programme (IEP) to ensure there are no common standards in the areas of Technology. All external work is submitted as an academic report and/or a portfolio.

ACADEMIC PATHWAY



Financial Literacy

Contact: Mr B Peel

QUALIFICATION: NCEA LEVEL 2

Entry Requirement

This is an open entry course, subject to approval from the Head of Commerce.

Introduction

Financial Literacy offers students the opportunity to complete Level 2 Unit Standards in a variety of business and personal financial management related topics. The aim of this course is to introduce students to some of the practical skills and knowledge they will require when they enter the workforce and become financially independent.

Course Outline

The topics covered in Level 2 Financial Literacy include:

- Employment Law
- Banking
- Budgets
- Consumer Law
- Insurance
- Report Writing

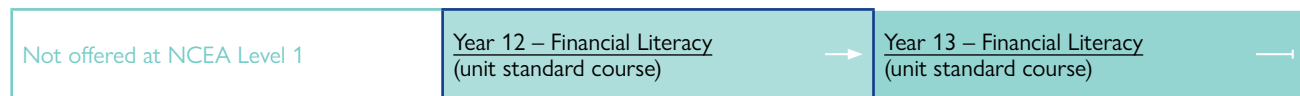
This is NOT a UE Approved Subject

While Financial Literacy does continue to Level 3, it is not a university approved subject. A subject endorsement is not possible in Financial Literacy.

ASSESSMENT

US1979	Describe the Employment Relationship and application of Employment Law	Internal	3
US3492	Write a short report	Internal	3
US8555	Describe the purposes and application of consumer law	Internal	3
US28094	Produce a balance budget and adjust the budget to reflect changing financial services	Internal	3
US20896	Evaluate and select insurance product types in relation to events for personal finances	Internal	3
US28097	Evaluate and select personal banking products and services in relation to personal financial needs	Internal	3
Total Possible Credits			18

ACADEMIC PATHWAY



Food Technology

Contact: Mrs M Slow

QUALIFICATION: NCEA LEVEL 2

Entry Requirement

12 credits or more in Level 1 Food Technology.

Course Outline

Level 2 Food Technology is designed to foster creative and critical practice in a project based environment. The primary focus of this specialist area is on the design of authentic and contemporary products within the context of culinary design. Level 2 is a diverse course that aims to extend the skills built in Level 1 Food Technology into more advanced areas of food science, nutrition and culinary design. Projects may develop skills such as: industry standard barista skills; the research and development of innovative products aimed at local or global markets; food styling and photography and advanced processing procedures. Specialist areas that would be beneficial to study in support to Food Technology at Level 2 would be Visual Art – Photography, Visual Art – Design and at least one Science.

This course may offer some optional industry-recognised Unit Standard assessment opportunities for students who have an interest in this area.

Additional Course Costs & Special Requirements

- Items below are purchased through the Technology department
- Service IQ Unit Standard Assessment – \$15
- Individual course projects may incur additional costs depending on the nature of their outcomes and resources required

UE Approved & Future Pathways

This specialist area leads to a Level 3 approved UE course and multiple tertiary pathways including Food Technology, Food Science and Nutrition.

ASSESSMENT

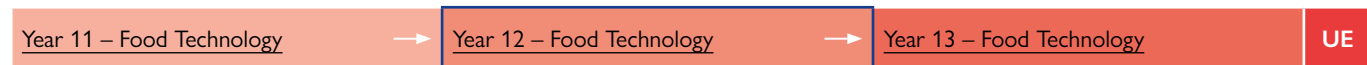
AS91351	Implement advanced procedures to process a specified product	Internal	4
AS91357	Undertake effective development to make and trial a prototype	Internal	6
AS91363	Demonstrate understanding of sustainability in design	External	4
Total Possible Credits			14

Optional Unit Standard Assessment (Do not count towards UE)

US167	Practice food safety methods in a food business under supervision	Internal	4
US17285	Demonstrate knowledge of commercial espresso coffee equipment and prepare espresso beverages under supervision	Internal	4

The nature of project based learning is fluid and designed to suit individual learners. To this end course content and standards offered are subject to change if deemed to be beneficial. Students will have an Individual Education Programme (IEP) to ensure there are no common standards in the areas of Technology. All external work is submitted as an academic report and/or a portfolio.

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 2

Entry Requirement

14 credits in Level 1 French (2 Internal and 1 External Reading or Listening).

Course Outline

The Level 2 French course aims to further enhance receptive and productive language skills in the target language, with particular emphasis on extending the repertoire of vocabulary and language features. Skills for reading French for comprehension and pleasure are further developed. It is anticipated that students who elect to study French in Year 12 have the intention of continuing into Year 13 and completing the NZQA Level 3 qualification.

UE Approved

This subject leads to a Level 3 approved UE course.

ASSESSMENT

AS91118	Demonstrate understanding of a variety of spoken French texts on familiar matters	External	5
AS91120	Give a spoken presentation in French that communicates information, ideas and opinions	Internal	4
AS91121	Demonstrate understanding of a variety of written and / or visual text(s) on familiar matters	External	5
AS91122	Write a variety of text types in French to convey information, ideas and opinions in genuine contexts	Internal	5

Total Possible Credits 19

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVELS 2 OR 3

Entry Requirements

Subject to evidence of consistent good attendance to school and an informal interview with the Student Futures Team.

Course Outline

Gateway provides students with the opportunity for workplace learning across a wide range of industries and businesses while continuing to study at school. This strengthens the pathways for students to progress from school to work or further Tertiary study.

By completing a structured workplace experience, students will have a real understanding of what is required in the workplace, they will have gained some skill and knowledge in helping them decide on future pathways. Placements can be of varied lengths and are not guaranteed. An opportunity exists for students to participate in short courses that also provide industry certification e.g. Health & Safety ‘Site Safe’ Certificate.

Examples of courses available to students are:

- Construction and Carpentry
- Electrical
- Plumbing
- Mechanic
- Hairdressing and Beauty
- Journalism
- Hospitality
- Retail

Additional Cost

To cover the cost of PPE, external assessors and health and safety training, there is an additional charge of \$300.

This is NOT a UE Approved Subject

This course is not UE approved and does not have a pathway to UE.

ASSESSMENT

Students will be able to achieve NCEA credits that align with career interest or vocational pathways. Gateway programs of Industry standards are provided by Workforce development councils, Industry Training organisations, The NZ Institute of Skills and Technology along with private training organisations. Some assessments may be completed in the workplace.

ACADEMIC PATHWAY

Gateways is a one-year programme. It can only be taken in Year 12 OR Year 13.



QUALIFICATION: NCEA LEVEL 2

Entry Requirement

14 Credits in Level 1 Geography including passing the External Examination.

Students who have not previously studied Geography and who wish to enter at Level 2 will need to apply to the Head of Geography for permission.

Course Outline

Geography at Level 2 involves the detailed study of topics including:

- Economic Development
- Auckland – upwards or outwards?
- The urban pattern of crime in Chicago
- The global pattern of Malaria
- Conducting geographic fieldwork

The skills and knowledge geography students acquire at this level will help them at Level 3 Geography.

Additional Course Costs & Special Requirements

Field trips are part of the Geography course. There are additional costs associated with these.

UE Approved

This subject leads to a Level 3 approved UE course.

Standards marked R can be counted as Reading credits for UE Literacy.

ASSESSMENT				
AS91242 (R)	Demonstrate geographic understanding of differences in development	External	4	
AS91241	Demonstrate geographic understanding of an urban pattern	Internal	3	
AS91244	Conduct geographic research with guidance	Internal	5	
AS91245	Describe aspects of a contemporary New Zealand Issue	Internal	3	
AS91246	Explain aspects of a geographic topic at a global scale	Internal	3	
Total Possible Credits			18	

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 2

Entry Requirement

Students must have attained 14 credits or more in Level 1 English and/or 14 credits in Level 1 Health Education.

Any student who has not met the entry requirements must seek approval from the Head of Health Education prior to being admitted to the course.

Introduction

The NCEA Health program afford learners an amazing opportunity to develop important knowledge and excellent critical thinking skills in both New Zealand and international contexts, which are hugely relevant to the exponentially growing health and well-being sector.

Course Outline

The Level 2 NCEA Health program is both internally and externally assessed. Learning is designed to promote critical, problem solving thinking for real-word Health issues. Learning here provides a strong platform for further study and success in Level 3 Health Education.

The course of study involves a detailed analysis of:

- Addressing adolescent health issues of public concern and understanding the factors that influence well-being at personal, interpersonal, and societal levels.
- Examining the effectiveness of strategies to cope with change and establish the meaning of resilience.
- How to effectively take action and develop a workable plan to improve an aspect of people's well-being within the school or wider community.
- Addressing issues related to sexuality and gender to promote inclusivity.

The Health Education Course is designed to:

- Provide students with knowledge on a diverse range of topics and issues and perspectives.
- Provide students with critical thinking and solution focused thinking to make important contributions to the well-being of the wider community.
- Provide relevance to learners to guide them to tertiary or career relevant pathways.

UE Approved

This subject leads to a Level 3 approved UE course.

ASSESSMENT				
AS91235	Analyse an adolescent health issue	External	5	
AS91236	Evaluate factors that influence people's ability to manage change	Internal	5	
AS91237	Take action to enhance an aspect of people's well-being within the school or wider community	Internal	5	
AS91239	Demonstrate understanding of issues related to sexuality and gender and to develop strategies for addressing the issues	Internal	5	
Total Possible Credits			20	

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 2

Entry Requirement

12 credits or more in Level 1 History (this must include AS91005). For those students who have not previously studied History but who wish to enter at Level 2, credits obtained in another Social Science subject will be used as the basis for entry.

Course Outline

History at Level 2 studies two topics across modern world history:

- **No Shots Fired!** – Communism, Capitalism & MAD Cold War Tensions
- **Crimes Against Humanity** – Nazi Germany & the Holocaust

Students are encouraged to:

- develop their formal writing and research and enquiry skills
- analyse and discuss historical arguments and debates
- defend an opinion or idea with relevant historical data
- understand and use historical concepts.

UE Approved

This subject leads to a Level 3 approved UE course.

Standards marked R and W can be counted as Reading and Writing credits for UE Literacy.

ASSESSMENT

AS91229 (R)	Carry out an inquiry of an historical event, or place, that is of significance to New Zealanders	Internal	4
AS91230 (R)	Examine an historical event, or place, that is of significance to New Zealanders	Internal	5
AS91231 (R/W)	Examine sources of an historical event that is of significance to New Zealanders	External	4
AS91233 (R/W)	Examine causes and consequences of a significant historical event	External	5

Total Possible Credits 18

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 2

Entry Requirement

14 credits in Level 1 Japanese (2 Internal and 1 External Reading or Listening).

Course Outline

The Level 2 Japanese course aims to further enhance receptive and productive language skills in the target language, with particular emphasis on extending the repertoire of vocabulary and language features. It is anticipated that students who elect to study Japanese in Year 12 have the intention of continuing into Year 13 and completing the NZQA Level 3 qualification.

UE Approved

This subject leads to a Level 3 approved UE course.

ASSESSMENT

AS91133	Demonstrate understanding of a variety of spoken Japanese texts on familiar matters	External	5
AS91135	Give a spoken presentation in Japanese that communicates information, ideas and opinions	Internal	4
AS91136	Demonstrate understanding of a variety of written and / or visual text(s) on familiar matters	External	5
AS91137	Write a variety of text types in Japanese to convey information, ideas and opinions in genuine contexts	Internal	5

Total Possible Credits 19

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 2

Entry Requirement

12 credits from Level 1 Mathematics.

Strongly recommended: also two standards from Level 1 Mathematics at Merit level or higher.

Course Outline

Mathematics is a full NCEA Level 2 Course. It is designed for students who seek a balance of both Mathematics and Statistics.

Students from this course may progress to Level 3 Mathematics but not to Level 3 Mathematics with Calculus or Mathematics with Statistics.

UE Approved

This subject leads to a Level 3 approved UE course.

Standards marked (N) can be used towards meeting UE Numeracy requirements.

ASSESSMENT				
AS91256 (N)	Apply coordinate geometry methods in solving problems	Internal	2	
AS91259 (N)	Apply Trigonometric relationships in solving problems	Internal	3	
AS91260 (N)	Apply network methods in solving problems	Internal	2	
AS91264 (N)	Use statistical methods to make an inference	Internal	4	
AS91267 (N)	Apply probability methods in solving problems	External	4	
AS91268 (N)	Investigate a situation involving elements of chance using a simulation	Internal	2	
Total Possible Credits			17	

ACADEMIC PATHWAY

<u>Year 11 – Mathematics with Algebra</u>	→	<u>Year 12 – Mathematics with Calculus</u>	→	<u>Year 13 – Mathematics with Calculus</u>	UE
<u>Year 11 – Mathematics with Numeracy</u>	→	<u>Year 12 – Mathematics</u>	→	<u>Year 13 – Mathematics</u>	UE
<u>Year 11 – Mathematics with Statistics</u>	→	<u>Year 12 – Mathematics with Statistics</u>	→	<u>Year 13 – Mathematics with Statistics</u>	UE

QUALIFICATION: NCEA LEVEL 2

Entry Requirement

12 credits or more in Level 1 Mathematics including both Achievement Standards AS91027 Algebra and AS91028 Tables, Equations and Graphs.

Strongly Recommended: Merit in both of the above standards.

Course Outline

There is a major emphasis on algebraic processing and a large jump in the mathematical understanding from Year 11 to Year 12 Mathematics.

The course covers:

- Algebraic processes
- Graphical methods
- Introduction to Calculus including both differentiation and integration
- Trigonometric relationships

Mathematics for Calculus is designed for students who wish to study Calculus in Year 13 but will also allow entry into Statistics.

Students will achieve competence in basic algebraic, graphical and computational skills, and develop a broad foundation for further studies in Mathematics and allied subjects.

UE Approved

This subject leads to a Level 3 approved UE course.

Standards marked (N) can be used towards meeting UE Numeracy requirements.

ASSESSMENT				
AS91257 (N)	Apply graphical methods in solving problems	Internal	4	
AS91259 (N)	Apply trigonometric relationships in solving problems	Internal	3	
AS91261 (N)	Apply algebraic methods in solving problems	External	4	
AS91262 (N)	Apply calculus methods in solving problems	External	5	
AS91269 (N)	Apply systems of equations in solving problems	Internal	2	
Total Possible Credits			18	

ACADEMIC PATHWAY

<u>Year 11 – Mathematics with Algebra</u>	→	<u>Year 12 – Mathematics with Calculus</u>	→	<u>Year 13 – Mathematics with Calculus</u>	UE
<u>Year 11 – Mathematics with Numeracy</u>	→	<u>Year 12 – Mathematics</u>	→	<u>Year 13 – Mathematics</u>	UE
<u>Year 11 – Mathematics with Statistics</u>	→	<u>Year 12 – Mathematics with Statistics</u>	→	<u>Year 13 – Mathematics with Statistics</u>	UE

QUALIFICATION: NCEA LEVEL 2

Entry Requirement

12 credits from NCEA Level 1 Mathematics including AS91035 Multivariate Data.

Strongly Recommended: Merit or higher in AS91037 Chance and Data and AS91035 Multivariate Data.

Course Outline

The emphasis of Mathematics with Statistics is to provide students with the analytical, statistical and probability skills and knowledge required for further studies in Statistics and allied subjects.

This course covers:

- Probability
- Writing and evaluating statistically based reports
- Questionnaire Design
- Sample-to-population Inference
- Investigating simulations.

Basic graphical and computation skills are required and will be developed throughout the course.

UE Approved

This subject leads to a Level 3 approved UE course.

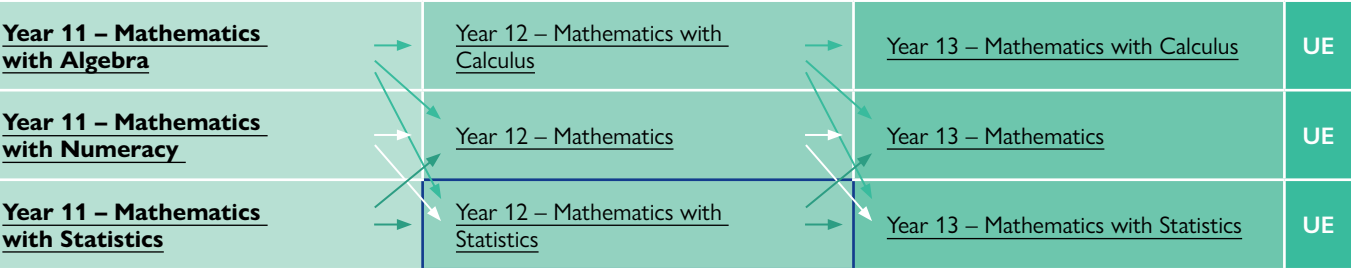
Standards marked (N) can be used towards meeting UE Numeracy requirements.

Standards marked R can be counted as Reading credits for UE Literacy.

ASSESSMENT

AS91263 (N)	Design a questionnaire	Internal	3
AS91264 (N)	Use statistical methods to make an inference	Internal	4
AS91266 (N/R)	Evaluate a statistically based report	Internal	2
AS91267 (N)	Apply probability methods in solving problems	External	4
AS91268 (N)	Investigate a situation using a simulation	Internal	2
Total Possible Credits			15

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 2

Entry Requirement

At least 12 credits in Level 1 Media Studies.

A strong interest in Media and Film.

Introduction

People today are plugged in ‘24/7’ and for the most part, we struggle to understand the media messages which bombard us. Media Studies helps students critically examine the role of the media in their lives as more than simply forms of entertainment but in the shaping of identity and how students see the world. Students then apply this knowledge into practical production.

Course Outline

Media Studies at Level 2 continues developing students and their ability to tell stories and create media for audiences. By examining narrative and genre in greater depth, students can grow as critical thinkers and make connections between audience engagement and expectations, commercial considerations and society developments. A cornerstone of that is studying horror films and understanding why they are big business. To ensure students are able to produce quality work, in groups students will allocate a script writer and the remaining team will develop the film treatment.

Students will develop their skills in using industry level equipment and editing software, Adobe Premiere Pro. The production standard will require students to create a truly terrifying horror sequence.

Additional Course Costs & Special Requirements

- Access to an external hard drive for video storage – (minimum 250gb)
- An 8GB SD card

UE Approved

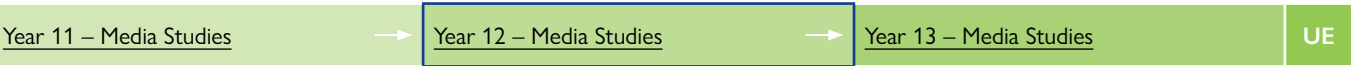
This subject leads to a Level 3 approved UE course.

Standards marked W can be counted as Writing credits for UE Literacy.

ASSESSMENT

AS91249	Demonstrate understanding of narrative in media texts	Internal	4
AS91251 (W)	Demonstrate understanding of an aspect of a media genre	External	4
AS91252	Produce a design and plan for a developed media product, using a range of conventions	Internal	4
AS91253	Complete a developed media product using a range of conventions, from a design and plan	Internal	6
AS91255 (W)	Write developed media text for a specific target audience	Internal	3
Total Possible Credits			21

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 2

Entry Requirement

Achievement in at least 20 credits at Level 1 Music.

Students who have not completed Level 1 Music can enter Level 2 Music at the discretion of the Head of Music. In these cases proof of evidence in practical and theoretical music is mandatory.

Course Outline

Level 2 Music encourages further awareness of a wide range of music and develops skills in solo and group performance, composition and listening. Historical studies and the analysis of two selected works will develop understanding of the range and development of musical styles. Students should be practising musicians and are expected to participate in College music groups.

Students choose an individual course from a total of 41 credits. This allows them to specialise in practical music, music studies, or a combination of both. The balance of the course is chosen from a wide range of practical music and music studies standards.

UE Approved

This subject leads to a Level 3 approved UE course.

Standards marked W can be counted as Writing credits for UE Literacy.

ASSESSMENT			
AS91270	Perform two substantial pieces of music as a featured soloist	Internal	6
AS91272	Demonstrate ensemble skills by performing a substantial piece of music as a member of a group	Internal	4
AS91273	Devise an instrumentation for an ensemble	Internal	4
AS91278	Investigate an aspect of New Zealand music	Internal	4
Total Possible Credits			18
Optional Achievement Standard (Subject to HoD approval)			
AS91277 (W)	Demonstrate understanding of two substantial contrasting music works	External	6

ACADEMIC PATHWAY

<u>Year 11 – Music</u>	→	<u>Year 12 – Music</u>	→	<u>Year 13 – Music</u>	UE
<u>Year 11 – Music Projects</u>	→	<u>Year 12 – Music Projects</u>	→	<u>Year 13 – Music Projects</u>	UE

QUALIFICATION: NCEA LEVEL 2

Entry Requirement

NCEA Level 1 Music or evidence of involvement in an area of Music such as (but not limited to) performance, songwriting or music technology.

Introduction

This is a course focused on contemporary instrumental and vocal performance and songwriting. Students will be equipped with the knowledge and skills to operate on sound and music equipment. At the end of each term, students take part in creating, performing, and producing their own showcase. Students are expected to participate in College music groups and to contribute to full College music events.

Course Outline

Students create a course which draws on some aspects of the NCEA Music course with the potential to add standards from the Performing Arts Technology Standards and Music Technology Standards.

This is a practical course requiring individual and group work with positive attitude, effort and an open-mind to create, recreate and connect with the music industry. We work closely with the NZ Music Commission to provide mentoring and workshop opportunities for our students.

Under most circumstances this course cannot be taken in conjunction with Level 2 NCEA Music. However, this can be discussed with the Head of Music.

Students who complete Level 2 Music Projects can progress to the NCEA Level 3 Music course.

UE Approved

This subject leads to a Level 3 approved UE course.

ASSESSMENT			
AS91217	Compose two substantial pieces of music	Internal	4
AS91270	Devise an instrumentation for an ensemble	Internal	6
AS91271	Perform a substantial piece of music as a featured soloist on a second instrument	Internal	6
US27703	Demonstrate ensemble skills by performing a substantial piece of music as a member of a group	Internal	4
Total Possible Credits			20
Optional Achievement Standard (Subject to HoD approval)			
US27658	Demonstrate and apply knowledge of electronic production and music notation applications	Internal	4

ACADEMIC PATHWAY

<u>Year 11 – Music</u>	→	<u>Year 12 – Music</u>	→	<u>Year 13 – Music</u>	UE
<u>Year 11 – Music Projects</u>	→	<u>Year 12 – Music Projects</u>	→	<u>Year 13 – Music Projects</u>	UE

QUALIFICATION: NCEA LEVEL 2

Entry Requirement

Students must have attained 16 credits in Level 1 English.

Prospective students must demonstrate a passion and genuine interest in education in the outdoors. Students can only take one Physical Education, Outdoor Education or Coaching and Leadership course.

Due to the restricted number of students accepted because of health and safety regulations, a letter of application will be required.

Introduction

As a key area of learning within the Health and Physical Education Curriculum, Outdoor Education provides students with opportunities through Achievement Standards to develop personal and social skills such as decision making skills, leadership, and confidence through challenge based activities and achievements. Students will become actively knowledgeable, safe, and skilled in the outdoors, with care for the environment a paramount focus.

Course Outline

- To provide opportunity for personal development through the adventure and challenge of outdoor pursuits
- To develop the initiative and leadership skills of accepting responsibility, coping with adversity and decision making

- To provide opportunities for social development, caring, cooperation and acceptance of individual differences through shared experiences and communal living
- To gain experience in a wide range of outdoor activities and to extend their competence in one or more
- To examine the concept of outdoor education as a worthwhile, lifelong interest and its potential for employment

Additional Course Costs & Special Requirements

Approximate additional cost of \$1,200.00. This covers the costs associated with professional providers and field trips. Optional trips are offered at additional costs.

Modules Include:

- Tramping and Canyoning
- Scuba Diving – Open Water Certificate (may include additional costs)
- Poor Knights – Dive (optional)
- Adventure Race Event
- White water kayaking
- WERO Whitewater Centre
- Day Skipper Course (may incur additional costs)
- Sailing (day trip)

UE Approved

This subject leads to a Level 3 approved UE course.

ASSESSMENT				
AS90813	Demonstrate understanding of how different personal values have implication for a sustainable future	Internal	3	
AS91330	Perform an activity in an applied setting	Internal	4	
AS91331	Examine the significance for self, others and society of a sporting event, a physical activity, or a festival	Internal	4	
AS91332	Evaluate leadership strategies that contribute to the effective functioning of a group	Internal	4	
AS91333	Analyse the application of risk management strategies to a challenging outdoor activity	Internal	3	
AS91334	Consistently demonstrate social responsibility through applying a social responsibility model in physical activity	Internal	3	
Total Possible Credits			23	
Optional Standards & Qualifications (Subject to HoD approval)				
US26542	Coast Guard – Day Skipper Course PADI Open Water Dive Certificate	Internal	6	

ACADEMIC PATHWAYS

Not offered at NCEA Level 1	Year 12 – Outdoor Education	→	Year 13 – Outdoor Education	UE
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QUALIFICATION: NCEA LEVEL 2

Entry Requirement

Students can **only study one** Physical Education, Outdoor Education or Coaching Course. Students must have attained 16 credits of more in Level 1 NCEA Physical Education or 16 credits or more in both Level 1 Science and English, or at least 8 Merit credits in Science and English. Any student who has not met the entry requirements must seek approval from the Head of Physical Education prior to being admitted to the course.

Introduction

The NCEA Physical Education program afford learners an amazing opportunity to develop important knowledge and excellent critical thinking skills in both New Zealand and international contexts, which are hugely relevant to the exponentially growing sport, physical activity, and well-being sector. This is an in depth study of sport science, sport and physical activity issues in a contextually rich syllabus. The course is designed to provide relevance to learners to guide them to tertiary or career relevant pathways.

Course Outline

The Level 2 NCEA Health program is completely internally and externally assessed. Learning is designed to promote critical thinking. Learning here provides a strong platform for further study and success in Level 3 Physical Education.

The course of study involves a detailed analysis of:

- Understanding how functional anatomy and biomechanical principals affect the performance of sporting skills.
- Applying principles and methods of training to sporting performance.
- Implement motor skill learning principles in a performance improvement program.
- Develop physical skills to a national standard (contexts include Volleyball, Basketball, and a sport of the students choosing).
- Examine the significance of a sporting event for themselves, others, and society.

UE Approved

This subject leads to a Level 3 approved UE course.

ASSESSMENT				
AS91327	Examine the role and significance of physical activity in the lives of young people in New Zealand	Internal	3	
AS91328	Demonstrate understanding of how and why biophysical principles relate to the learning of physical skills	Internal	5	
AS91329	Demonstrate understanding of the application of biophysical principles to training for physical activity	Internal	4	
AS91330	Perform a physical activity in an applied setting	Internal	4	
AS91331	Examine the significance for self, others and society of a sporting event, a physical activity, or a festival	Internal	4	
AS91334	Consistently demonstrate social responsibility through applying a social responsibility model in physical activity	Internal	3	
Total Possible Credits			23	

ACADEMIC PATHWAY

Year 11 – NCEA Physical Education	→	Year 12 – NCEA Physical Education	→	Year 13 – NCEA Physical Education	UE
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QUALIFICATION: NCEA LEVEL 2

Entry Requirement

12 Credits in NCEA Level 1 Science including Merit or higher in AS90940 (Mechanics) and AS91027 (Algebra).

Introduction

This course is designed for students with a real interest in the physical world around them and who are considering further study at a Tertiary Institution in courses where Physics is a recommended or required subject e.g. Medicine, Architecture, Engineering etc. The successful completion of this course will allow entry into the Level 3 NCEA Physics course.

Course Outline

- Investigate physical phenomena in the areas of mechanics, electricity, electromagnetism, heat, light and waves, atomic and nuclear physics and produce qualitative and quantitative explanations for a variety of unfamiliar situations
- Analyse data to deduce complex trends and relationships in physical phenomena
- Use physics ideas to explain a technological or biological application of physics

Additional Course Costs & Special Requirements

Physics workbook and Course Notes.

UE Approved

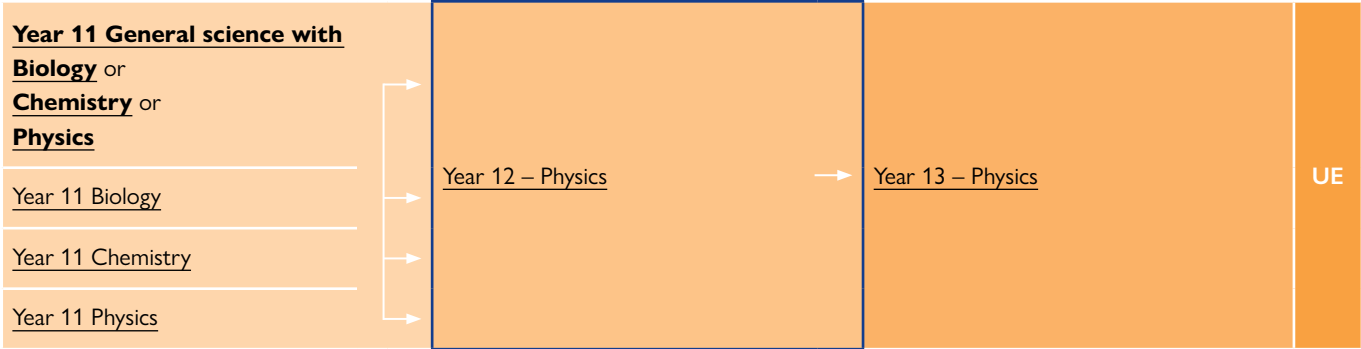
This subject leads to a Level 3 approved UE course.

Standards marked (N) can be used towards meeting UE Numeracy requirements.

ASSESSMENT

AS91169	Demonstrate understanding of physics relevant to a selected context	Internal	3
AS91171 (N)	Demonstrate understanding of mechanics	External	6
AS91172	Demonstrate understanding of atomic and nuclear physics	Internal	3
AS91173 (N)	Demonstrate understanding of electricity and electromagnetism	External	6
Total Possible Credits			18

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 2

Entry Requirement

12 credits or more in Level 1 Product Design

Course Outline

Level 2 Product Design has been developed to foster creative and critical practice in a project based environment. The primary focus of this specialist area is on the design of authentic and contemporary products within a given context. Level 2 is a diverse course that aims to extend the skills built in Level 1 Product Design into more advanced problems and projects. Projects may develop skills such as; the research and development of innovative products ideation and development skills specific to students' chosen design and incorporation of advanced practical processes.

Additional Course Costs & Special Requirements

Individual student project requirements will determine if there are additional material costs.

Achievement Standard and Unit Standard Pathways

This Achievement Standards course can be studied along side the Level 2 Building and Construction Unit Standard Trade course also offered within Technology.

Specialist areas that would also be beneficial to study in support to Product Design at Level 2 would be Visual Art – Design, Design and Visual Communication (DVC), Visual Art – Sculpture, Physics and Fashion and Textiles Design.

UE Approved & Future Pathways

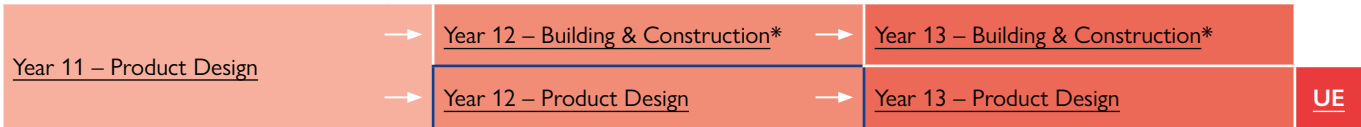
This Achievement Standards pathway leads to a Level 3 approved UE course and multiple tertiary pathways such as Product Design, Engineering and Industrial Design.

ASSESSMENT

AS91356	Develop a conceptual design for an outcome	Internal	6
AS91344	Implement advanced procedures using resistant materials to make a specified product with special features	Internal	6
AS91358	Demonstrate understanding of how technological modelling supports risk management	External	4
Total Possible Credits			16

The nature of project based learning is fluid and designed to suit individual learners. To this end course content and standards offered are subject to change if deemed to be beneficial. Students will have an Individual Education Programme (IEP) to ensure there are no common standards in the areas of Technology. All external work is submitted as an academic report and/or a portfolio.

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 2

Entry Requirement

14 credits in Level 1 Spanish (2 Internal and 1 External Reading or Listening).

Course Outline

The Level 2 Spanish course aims to further enhance receptive andproductive language skills in the target language, with particular emphasis on extending the repertoire of vocabulary and language

features. Skills for reading Spanish for comprehension and pleasure are further developed, in addition to the writing of Spanish for both practical use and composition. It is anticipated that students who elect to study Spanish in Year 12 have the intention of continuing into Year 13 and completing the NZQA Level 3 qualification.

UE Approved

This subject leads to a Level 3 approved UE course.

ASSESSMENT				
AS91148	Demonstrate understanding of a variety of spoken Spanish texts on familiar matters	External	5	
AS91150	Give a spoken presentation in Spanish that communicates information, ideas and opinions	Internal	4	
AS91151	Demonstrate understanding of a variety of written and / or visual text(s) on familiar matters	External	5	
AS91152	Write a variety of text types in Spanish to convey information, ideas and opinions in genuine contexts	Internal	5	
Total Possible Credits			19	

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 2

This is a two year course taken at Years 12 and Year 13.

Entry Requirement

80 credits at Level 1 or students with a special interest in Travel and Tourism. Subject to the approval of the Teacher in Charge.

A functioning computer notebook with internet access is compulsory for this course.

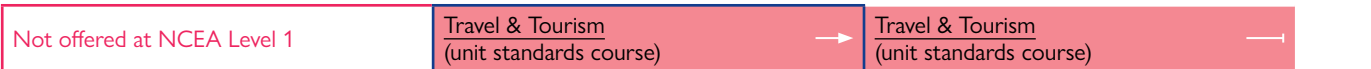
Course Outline

Travel and Tourism comprises an introduction to the travel and hospitality industries in New Zealand and Australia.

Travel and Tourism has been designed for secondary school students and provides students with an introduction to the tourism industry. This course prepares students for entry to the National Certificate in Tourism.

ASSESSMENT				
US24728	Demonstrate knowledge of work roles in tourism	Internal	3	
US24729	Demonstrate knowledge of world tourist destinations	Internal	4	
US24730	Demonstrate knowledge of the business of tourism	Internal	4	
US24731	Demonstrate knowledge of destination New Zealand	Internal	4	
US24732	Demonstrate knowledge of tourist characteristics and needs	Internal	3	
Total Possible Credits			18	

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 2

Entry Requirement

12 credits in Level 1 Te Reo Māori (1 Internal and 1 External Achievements Standard)

Introduction

At year 12, Levels 5, 6, and 7 from the Curriculum guidelines for teaching and learning Te Reo Māori are covered. The theme for this course is a continuation from Year 11 “Ko te Ao Taiohi” (The world of a young person) and we study three units over the year:

- Caring for others and our planet
- Future plans
- Social issues

Course Outline

The focus for this course is to develop knowledge and understanding of language, Tikanga and Protocol of Māori heritage from the past, today and the future. Students will also learn about our place in a multi-cultural society, how we contribute to our community and respect of Māori issues.

It is anticipated that students who elect to study Te Reo Māori in Year 12 have the intention of continuing into Year 13 and completing the NZQA Level 3 qualification.

UE Approved

This subject leads to a Level 3 approved UE course.

ASSESSMENT

AS91285	Kōrero kia whakamahi i te reo o te ao torotoro	Internal	6
AS91286	Pānui kia mōhio ki te reo o te ao torotoro	Internal	6
AS91287	Tuhi i te reo o te ao torotoro	External	6

Total Possible Credits 18

Students will be required to submit two of each internal standard from their portfolio of work over the course. A written external will take place in Term 4. Students will maintain a speaking and writing portfolio throughout the year.

ACADEMIC PATHWAY

[Year 11 – Te Reo Māori](#)



[Year 12 – Te Reo Māori](#)



[Year 13 – Te Reo Māori](#)

UE



Year 13 Curriculum

NCEA Level 3 Curriculum

At Year 13, the qualification for NCEA students is NCEA Level 3. Top achieving students may also choose to enter for NZQA Scholarship exams. All students at Level 3, study Christian Education.

The majority of Year 13 NCEA students choose five learning areas. For most students these will be all Level 3 NCEA subjects, however, where appropriate, some students may have a multi-level combination of Level 1, 2 and/or 3 subjects.

Most Level 3 subjects will have a combination of both internally and externally assessed Achievement Standards. Each of these Achievement Standards has a credit value of between 14 and 20 credits. For a student to be awarded NCEA Level 3, they must attain a minimum of 80 credits, 60 of which must be from Level 3 standards.

Different NCEA requirements exist for University Entrance and for a variety of restricted entry courses. A section at the back of

this Handbook has information about prerequisites for entrance to University. This is intended as a guide only as changes may occur. Accurate details can be obtained from the University websites or Student Services.

The additional NZQA Scholarship qualification is offered in Level 3 subjects to a restricted number of capable students. Students may enter one or more Scholarship examinations in addition to their NCEA Level 3 assessments. These students are identified early and mentored throughout the year in preparation for this extra qualification.

Please note a minimum number 10 students is required to create a standard alone class. Composite level classes may be offered but these are subject to resourcing.

NCEA LEVEL 3 LEARNING AREAS

Ngā Toi | Arts

- Art – Design
- Art – Painting
- Art – Photography
- Art – Printmaking
- Art – Sculpture
- Dance
- Drama
- Music
- Music Projects

Akoranga Karaitiana Christian Education

Christian Education*

Tauhokohoko | Commerce

- Accounting
- Business
- Economics
- Financial Literacy*

Te Reo Pākehā | English

- English, or
- English – Visual Language
- Media Studies

Tikanga-a-iwi | Humanities

- Classical Studies
- Geography, or
- Core Geography
- History
- Travel & Tourism*

Ngā Reo | Languages

- Chinese
- French
- Japanese
- Spanish
- Te Reo Māori

Pāngarau | Mathematics

- Mathematics
- Mathematics with Calculus
- Mathematics with Statistics

Hauora me te Hākinakina Physical Education & Health

- Health Education
- NCEA Physical Education
- Outdoor Education

Pūtaiao | Sciences

- a-Biology, or
- Biology
- Advanced Chemistry, or
- Chemistry
- Earth & Space Science
- Physics

Hangarau | Technology

- Animation & Motion Graphics
- Building & Construction*
- Computer Science
- Design & Visual Communication (DVC)
- Fashion & Textiles Design
- Food Technology
- Product Design

Gateway*

QUALIFICATION: NCEA LEVEL 3

Entry Requirement

13 credits in Level 2 Accounting including AS91176 and AS91177.

Recommended co-requisites are Level 3 English and Level 3 Mathematics with Calculus or Mathematics with Statistics.

Course Outline

The defined course of study for Level 3 Accounting is focused on Partnerships, Companies and Management Decision Making. These three topics are developed under the following learning strands:

- The conceptual basis which places emphasis on the statement of concepts and the financial reporting standards together with their applications
- The processing of information through the entire system for each topic
- Accounting reports and the associated legal obligations for each business entity
- Decision making which includes the analysis and the preparation of specific management accounting reports.

The skills mastered include problem solving, development of written communication skills, presentation of Financial Reports, and analytical skills for effective management and success in the competitive structure of business entities.

UE Approved

This subject is an approved UE course of study.

Standards marked R and W can be counted as Reading and Writing credits for UE Literacy. Standards marked (N) can be used towards meeting UE Numeracy requirements.

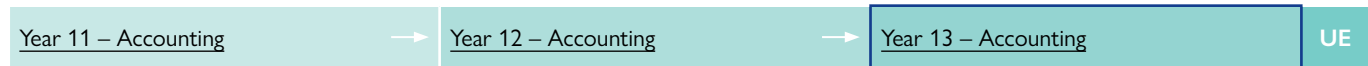
ASSESSMENT

AS91405 (N)	Demonstrate understanding of accounting for partnerships	Internal	4
AS91406 (N)	Demonstrate understanding of company financial statement preparation	External	5
AS91407 (R/W/N)	Prepare a report for an external user that interprets the annual report of a New Zealand reporting entity	Internal	5
AS91408	Demonstrate an understanding of management accounting to inform decision-making	External	4
Total Possible Credits			18

Optional Achievement Standard (Subject to HoD approval)

AS91404 (R/W)	Demonstrate an understanding of accounting concepts for a New Zealand reporting entity	External	4
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ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 3

Entry Requirement

14 credits in Level 2 Animation and Motion Graphics.

Course Outline

Level 3 Animation and Motion Graphics is designed to foster creative and critical practice in a project based environment. The primary focus of this specialist area is on the design of authentic and contemporary outcomes. Level 3 is a more specialised course that aims to introduce students to the diverse world of animation and is underpinned by the ability to develop convincing narratives. It has been developed to ensure students are well prepared for future study and the industry. Projects may develop skills such as: the ideation and development of narrative; ideation and modelling; how to cut and produce a compelling show reel; how to manage long term projects; the presentation of ideas in an authentic exhibition environment alongside the advancement of complex digital processes and software to animate outcomes.

Specialist areas that would be beneficial to study in support to Animation and Motion Graphics at Level 3 would be Visual Art – Design, Visual Art – Painting and Printmaking, Visual Art – Sculpture and Computer Science.

Additional Course Costs & Special Requirements

- Individual student project requirement will determine if there are additional material costs
- Laptop computer able to run the Adobe Suite and Maya animation software – 16GB of RAM is recommended.
- Wacom Tablet is recommended, especially if not using a digitizer enabled laptop.

UE Approved & Future Pathways

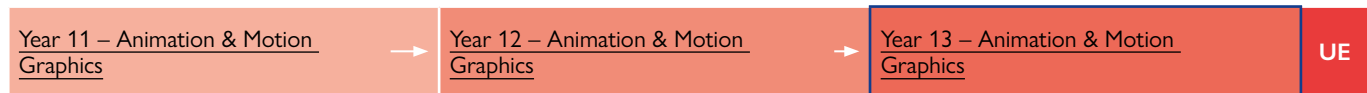
This specialist area is a Level 3 approved UE course and leads to multiple tertiary pathways including Digital Design, Game Design and Development, Communication Design and Industrial Design.

ASSESSMENT

AS91907	Use complex processes to develop a digital tech outcome	Internal	6
AS91908	Present a reflective analysis of developing a digital outcome	External	3
AS91903	Use complex techniques to develop a digital media outcome	Internal	4
AS91609	Undertake project management to support technological practice	Internal	4
Total Possible Credits			17

The nature of project based learning is fluid and designed to suit individual learners. To this end course content and standards offered are subject to change if deemed to be beneficial. Students will have an Individual Education Programme (IEP) to ensure there are no common standards in the areas of Technology. All external work is submitted as an academic report and/or examination.

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 3

Entry Requirement

Preference will be given to students who have completed Level 2 Visual Art. All other students will be subject to HoD approval. Please contact Mr Stratton if you have questions about the course.

Course Outline

Level 3 Art – Design is best understood as Art that has a set function to promote, advertise or communicate an event, product or message. Design is a practical course and students will produce visual outcomes such as logos, posters and other promotional material for set briefs of an imagined but realistic design context that they will decide. Outcomes can also include 3D packaging and Animation.

In Art – Design students will complete internal achievement standards and a 3 x A1 panel folio board external that presents

a systematic body of work.

Students will work with combinations of hand made and digital approaches depending on their strengths and will develop a sound control industry standard software

including Adobe Illustrator, Photoshop and Indesign. An 8-page scholarship submission is also encouraged for the most committed students.

Specialist areas that would be beneficial to study in support to Visual Art – Design would be Visual Art – Visual Art – Photography, Painting, Printmaking or Sculpture.

Additional Course Costs & Special Requirements

- A reliable laptop that can run Adobe Creative software such as Illustrator and Photoshop. In school iMacs are available for use.
- Printing and folio board printing costs > \$50

UE Approved & Future Pathways

This is a UE approved course and leads towards multiple tertiary pathways. Previous Design students have gone on to study a diverse range of subjects including Architecture, Medicine and Engineering. More specifically students can pursue an Art related path that could include Communication Design, Fine Arts, Digital Design or Industrial Design.

ASSESSMENT

AS91445	Use drawing to demonstrate understanding of conventions appropriate to design	Internal	4
AS91455	Produce a systematic body of work that integrate conventions and regenerates ideas within design practice	External	14

Total Possible Credits 18

The nature of project-based learning is fluid and designed to suit individual learners. To this end course content and standards offered are subject to change if deemed to be beneficial. All external work is submitted as two panel A1 folio board.

ACADEMIC PATHWAY

Year 11 – Art – Painting & Printmaking	→	Year 12 – Art – Design	→	Year 13 – Art – Design	UE
	→	Year 12 – Art – Painting	→	Year 13 – Art – Painting	UE
Year 11 – Art – Photography & Design	→	Year 12 – Art – Photography	→	Year 13 – Art – Photography	UE
	→	Year 12 – Art – Printmaking	→	Year 13 – Art – Printmaking	UE
	→	Year 12 – Art – Sculpture	→	Year 13 – Art – Sculpture	UE

QUALIFICATION: NCEA LEVEL 3

Entry Requirement

Preference will be given to students who have completed Level 2 Art in any specialism. All other students will be subject to HoD approval. Please contact Mr Stratton if you have questions about the course.

Course Outline

Level 3 Visual Art – Painting is a practical course that develops further from Level 2 with a continued focus on the specialist area of Painting. Students will select their own theme for their work at Level 3. Through practical experimentation and research students will make links to artist models both contemporary and traditional. They will locate their own art making practice in the context of Art history and their ideas and intentions will be presented in visual form. In Art – Painting students will complete a single internal achievement standard and a 3 x A1 panel folio board external that presents a systematic body of work. Approaches can include portraiture, landscape, abstraction etc. and both traditional painting and digital approaches are encouraged.

An 8-page scholarship submission is also encouraged for the most committed students.

Specialist areas that would be beneficial to study in support to Visual Art – Design would be Visual Art – Design, Photography, Printmaking or Sculpture.

ASSESSMENT

AS91446	Use drawing to demonstrate understanding of conventions appropriate to painting	Internal	4
AS91456	Produce a systematic body of work that integrates conventions and regenerates ideas with painting practice	External	14

Total Possible Credits 18

The nature of project-based learning is fluid and designed to suit individual learners. To this end course content and standards offered are subject to change if deemed to be beneficial. All external work is submitted as three panel A1 folio board.

ACADEMIC PATHWAY

Year 11 – Art – Painting & Printmaking	→	Year 12 – Art – Design	→	Year 13 – Art – Design	UE
	→	Year 12 – Art – Painting	→	Year 13 – Art – Painting	UE
Year 11 – Art – Photography & Design	→	Year 12 – Art – Photography	→	Year 13 – Art – Photography	UE
	→	Year 12 – Art – Printmaking	→	Year 13 – Art – Printmaking	UE
	→	Year 12 – Art – Sculpture	→	Year 13 – Art – Sculpture	UE

QUALIFICATION: NCEA LEVEL 3

Entry Requirement

Preference will be given to students who have completed Level 2 Visual Art in any specialism. All other students will be subject to HoD approval. Please contact Mr Stratton if you have questions about the course.

Course Outline

Level 3 Visual Art – Photography is a practical course that develops further from Level 2 with a continued focus on the specialist area of Photography. Students will select their own theme for their work at Level 3. Through practical experimentation and research students will make links to artist models both contemporary and traditional. They will locate their own art making practice in the context of Art history and their ideas and intentions will be presented in visual form. In Photography students can explore a range of approaches including still life, portraiture, landscape, abstraction and documentary etc. and can use a technical approach that includes analogue, digital and hand altered approaches.

An 8-page scholarship submission is also encouraged for the most committed students.

Specialist areas that would be beneficial to study in support to Visual Art – Design would be Visual Art – Design, Painting, Printmaking or Sculpture.

Additional Course Costs & Special Requirements

- All Level 3 Photography students must have their own DSLR camera an SD card and a reliable laptop.
- Printing and folio board printing costs >\$50
- Please see the Art Department staff for more guidance if needed.

UE Approved & Future Pathways

This is a UE approved course and leads towards multiple tertiary pathways. Previous Photography students have gone on to study a diverse range of subjects including Architecture, Medicine and Engineering. More specifically students can pursue an Art related path that could include Fine Art, Art and Design, Communication Design, Digital Design or Industrial Design.

ASSESSMENT			
AS91447	Use drawing to demonstrate understanding of conventions appropriate to Photography	Internal	4
AS91457	Produce a systematic body of work that integrates conventions and regenerates ideas within photography practice	External	14
Total Possible Credits			18
The nature of project-based learning is fluid and designed to suit individual learners. To this end course content and standards offered are subject to change if deemed to be beneficial. All external work is submitted as three panel A1 folio board			

ACADEMIC PATHWAY

Year 11 – Art – Painting & Printmaking	→	Year 12 – Art – Design	→	Year 13 – Art – Design	UE
	→	Year 12 – Art – Painting	→	Year 13 – Art – Painting	UE
	→	Year 12 – Art – Photography	→	Year 13 – Art – Photography	UE
Year 11 – Art – Photography & Design	→	Year 12 – Art – Printmaking	→	Year 13 – Art – Printmaking	UE
	→	Year 12 – Art – Sculpture	→	Year 13 – Art – Sculpture	UE

QUALIFICATION: NCEA LEVEL 3

Entry Requirement

This is an open entry Level 3 Art course. Please see Mr Stratton if you have questions about the course.

Course Outline

Level 3 Printing is a hands on, practical focussed art course designed for those students interested in the art of printmaking. The course will focus on an Aotearoa/New Zealand perspective including the important histories of Māori and Pasifika. Students will explore a range of printmaking techniques including woodcut carving, plexi-plate etching, silkscreen and stencils. This is a new course in 2023 and is also designed for those students who may not have taken Art since middle school. Students will locate their own art making practice in the context of Art history and their ideas and intentions will be presented in visual form. In Printmaking students will complete a single internal achievement

standard and a 3 x A1 panel folio board external that presents a systematic body of work. Approaches can include portraiture, landscape, patterns and symbolism, abstraction etc. and both traditional printing and digital approaches are encouraged.

Additional Course Costs & Special Requirements

No additional materials are required for this course in 2023.

UE Approved & Future Pathways

This specialist area leads to a Level 3 approved UE course and multiple tertiary pathways. Previous Art students have gone on to study a diverse range of subjects including Architecture, Medicine and Engineering. More specifically students can pursue an Art related path that could include Fine Art, Art and Design, Communication Design, Digital Design or Industrial Design.

ASSESSMENT			
91458	Produce a systematic body of work that integrates conventions and regenerates ideas within design printmaking practice.	External	14
91448	Use drawing to demonstrate understanding of conventions appropriate to printmaking	Internal	4
Total Possible Credits			18

ACADEMIC PATHWAY

Year 11 – Art – Painting & Printmaking	→	Year 12 – Art – Design	→	Year 13 – Art – Design	UE
	→	Year 12 – Art – Painting	→	Year 13 – Art – Painting	UE
	→	Year 12 – Art – Photography	→	Year 13 – Art – Photography	UE
Year 11 – Art – Photography & Design	→	Year 12 – Art – Printmaking	→	Year 13 – Art – Printmaking	UE
	→	Year 12 – Art – Sculpture	→	Year 13 – Art – Sculpture	UE

QUALIFICATION: NCEA LEVEL 3

Entry Requirement

Preference will be given to students who have completed Level 2 Visual Art in any specialism. All other students will be subject to HoD approval. Please contact Mr Stratton if you have questions about the course.

Course Outline

Level 3 Visual Art – Sculpture is a practical course that develops further from Level 2 with a continued focus on the specialist area of Sculpture. This is the one to select if you area problem solver and have a love for making stuff! Students will develop a body of work throughout the year that explores the conventions of Sculpture within a self selected theme. Through practical experimentation and research students will make links to artist models both contemporary and traditional. They will locate their own art making practice in the context of Art history and their ideas and intentions will be presented in visual form. In Sculpture students will complete a single internal achievement standard and a 3 x A1 panel folio board external that presents a systematic body of work. Approaches can include carving, assembling, modelling and casting and more contemporary approaches of found object and installation.

In Visual Art – Sculpture students will complete a single internal achievement standards and a 3 x A1 panel external folio board that presents a systematic body of work.

An 8-page scholarship submission is also encouraged for the most committed students.

Specialist areas that would be beneficial to study in support to Visual Art – Design would be Visual Art – Design, Photography, Printmaking or Sculpture.

Additional Course Costs & Special Requirements

- Sculpture is the most individualised of all the Art subjects. Students will need to source some specific materials dependant on their ideas. Much of this can be sourced cheaply from secondhand stores or \$2 shops. All standard Sculpture materials will be provided by the school.
- A reliable laptop and an SD card for Photographing all work.
- Folio board print costs > \$50

UE Approved & Future Pathways

This is a UE approved course and leads towards multiple tertiary pathways. Previous Painting students have gone on to study a diverse range of subjects including Architecture, Medicine and Engineering. More specifically students can pursue an Art related path that could include Fine Art, Art and Design, Communication Design, Digital Design or Industrial Design.

ASSESSMENT

AS91454	Systematically clarify ideas using drawing informed by established sculpture practice.	External	4
AS91459	Produce a systematic body of work that integrates conventions and regenerates ideas within sculpture practice.	Internal	14

Total Possible Credits 18

The nature of project-based learning is fluid and designed to suit individual learners. To this end course content and standards offered are subject to change if deemed to be beneficial. All external work is submitted as three panel A1 folio board.

ACADEMIC PATHWAY

Year 11 – Art – Painting & Printmaking	→	Year 12 – Art – Design	→	Year 13 – Art – Design	UE
	→	Year 12 – Art – Painting	→	Year 13 – Art – Painting	UE
	→	Year 12 – Art – Photography	→	Year 13 – Art – Photography	UE
Year 11 – Art – Photography & Design	→	Year 12 – Art – Printmaking	→	Year 13 – Art – Printmaking	UE
	→	Year 12 – Art – Sculpture	→	Year 13 – Art – Sculpture	UE

QUALIFICATION: NCEA LEVEL 3

Entry Requirement

A minimum of 11 credits in Level 2 Biology or Alpha Biology.

Introduction

Alpha Biology is a subject which has a wide range of topics. This course will cover key principles with an assessment schedule that would suit students seeking to undertake more work during the course of the year, with a reduced examination programme.

Course Outline

- Alpha Biology has 3 internal and 2 external assessment opportunities and covers key principles such as:
- Animal Behaviour and Plant Responses
- Human Evolution
- Homeostasis and diabetes
- Socio-scientific Issue

UE Approved

This subject is an approved UE course of study.

Students must gain 14 credits or more in order to use Biology as a University Entrance Subject.

Standards marked R and W can be counted as Reading and Writing credits for UE Literacy.

ASSESSMENT

AS91607	Demonstrate understanding of human manipulations of genetic transfer and its biological implications.	Internal	3
AS91602 (R/W)	Integrate biological knowledge to develop an informed response to a socio-scientific issue	Internal	3
AS91603 (R/W)	Demonstrate understanding of the responses of plants and animals to their external environment	External	5
AS91604 (R)	Demonstrate understanding of how an animal maintains a stable internal environment	Internal	3
AS91606 (R/W)	Demonstrate understanding of trends in human evolution	External	4

Total Possible Credits 18

ACADEMIC PATHWAY

Year 11 General science with Biology or Chemistry or Physics	→	Year 12 – α-Biology	→	Year 13 – α-Biology	UE
Year 11 Biology	→	Year 12 – Biology	→	Year 13 – Biology	UE
Year 11 Chemistry	→				
Year 11 Physics	→				

QUALIFICATION: NCEA LEVEL 3

Entry Requirement

A minimum of 15 credits in Level 2 Biology.

It is recommended there be a literacy level equivalent to 14 credits at Level 2 English.

This course is required for those students wanting to take Scholarship Biology.

Course Outline

The course content comprises:

- Behaviour of animals and responses of plants to the environment
- Evolution, speciation and human evolution
- Homeostasis and diabetes

Students successfully completing the course should acquire:

- Knowledge and understanding of biological principles and facts through independent and cooperative investigations and study
- An appreciation of the relevance of Biology for informed decision making on current issues.

UE Approved

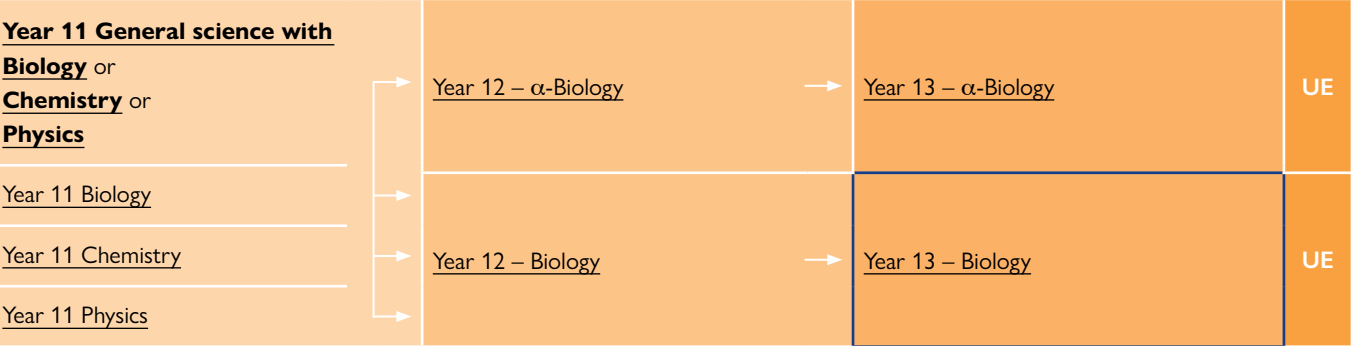
This subject is an approved UE course of study.

Students must gain 14 credits or more in order to use Biology as a University Entrance subject.

Standards marked R and W can be counted as Reading and Writing credits for UE Literacy.

ASSESSMENT				
AS91602 (R/W)	Integrate biological knowledge to develop an informed response to a socio-scientific issue	Internal	3	
AS91603 (R/W)	Demonstrate understanding of the responses of plants and animals to their external environment	External	5	
AS91604 (R)	Demonstrate understanding of how an animal maintains a stable internal environment	Internal	3	
AS91605 (R/W)	Demonstrate understanding of evolutionary processes leading to speciation	External	4	
AS91606 (R/W)	Demonstrate understanding of trends in human evolution	External	4	
Total Possible Credits			19	

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 3

Entry Requirement

To have completed Level 2 Building and Construction (Previously known as- Product Design Unit Standard Course)

Course Outline

Level 3 Building and Construction is a Unit Standard course and has been developed for those students who have an interest in the practical nature of making timber-based projects and are interested in trade related skills. The primary focus is making projects that are donated as part of service. Projects may include outdoor playhouse, children’s playground items, outdoor furniture etc. Projects are made in groups and are gifted to the community. All practical work is supported by theory-based reflections and written assessments.

All assessments are Unit Standards and are provided by the Building and Construction Industry Training Organisation (BCITO) which provides apprenticeship and supervisor qualifications for the New Zealand building and construction industry. BCITO has been appointed by the Government to develop professional qualifications and set standards for the industry.

This is NOT a UE Approved Subject

Level 3 Building and Construction is not a university approved subject. A subject endorsement is not possible in this course.

Note: This course is available for students who have also selected Year 13 Product Design and meet the prerequisites for this subject.

ASSESSMENT			
US29677	Follow safe workplace practices, and contribute to a health and safety culture, in a BCATS environment	2	
US29678	Demonstrate knowledge of, select, and use materials for a Stage 3 BCATS project	4	
US29679	Develop and use BCATS project documentation for a Stage 3 BCATS project	8	
US29682	Select, use, and maintain tools, equipment and machinery for a Stage 3 BCATS project	4	
Total Possible Credits			18
The nature of project-based learning is fluid and designed to suit individual learners. To this end course content and standards offered are subject to change if deemed to be beneficial.			

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 3

Entry Requirement

16 credits from Level 2 Business including 90848 and one external Level 2 Business Achievement Standard or subject to HoD approval.

Students who take Business may also elect one, **but not both**, from either Accounting or Economics.

For those students who have not previously studied Business but who would like to enter at Level 3, credits obtained in another Social Science will be used as the basis for entry.

Introduction

The Level 3 Business Course allows students to analyse how and why New Zealand businesses, which operate in global markets, make operational and strategic decisions in response to interacting internal and external factors. The learning objective at this level is in the context of a New Zealand registered business connected to students’ lives operating in global markets (exporters, importers, New Zealand owned multinationals). The business can be small, medium or large but should operate in the global market.

Students will need to demonstrate the essential skills of:

- Analysing real New Zealand business case studies and using these examples to support their reasoning throughout all written assessment tasks.
- Critical thinking and problem solving both collaboratively and independently.
- Building interpersonal skills with other students in the course and external global business stakeholders.

Course Outline

The standards offered allow students to:

- Learn business knowledge, concepts and content related to quality management, innovation and change management.
- Develop, carry out and evaluate an innovative, sustainable business activity.
- Develop a marketing plan which will require – market research, a marketing strategy, marketing budget, contingency plan and implementation of the plan.
- Learn and use Māori concepts and values used in business.

UE Approved

Business is an approved UE course of study.

Standards marked R and W can be counted as Reading and Writing credits for UE Literacy.

ASSESSMENT				
AS91379 (R/W)	Demonstrate understanding of how internal factors interact within a business that operates in a global context.	External	4	
AS91382 (R)	Develop a marketing plan for a new or existing product	Internal	6	
AS91384 (R)	Carry out, with consultation, an innovative and sustainable business activity.	Internal	9	
Total Possible Credits			19	

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 3

Year 13 Advanced Chemistry is designed for students who excel at Chemistry and are wishing to pursue study in Health Sciences, Engineering, Medicine, Dentistry or Chemistry at University.

Recommendation for successful outcomes in NCEA Level 3 Advanced Chemistry:

Students selecting Year 13 Advanced Chemistry are recommended to have:

- achieved Merit or Excellence in all three NCEA Level 2 Chemistry External Standards

There is significant manipulation of formulae involved in the course therefore, it is recommended students have achieved with Merit or higher, AS91261 Mathematics (Apply algebraic methods in solving problems).

This course will run subject to sufficient numbers. Any student accepted into this course will automatically be transferred to 13 Chemistry if 13 Advanced Chemistry is unable to run.

Course Outline

An understanding of the behaviour of chemical particles on both microscopic and macroscopic levels. Included is sufficient laboratory work for the student to be competent in a variety of procedures and use of specialist chemical equipment.

Chemistry at Level 3 extends the work covered in the Level 2 course.

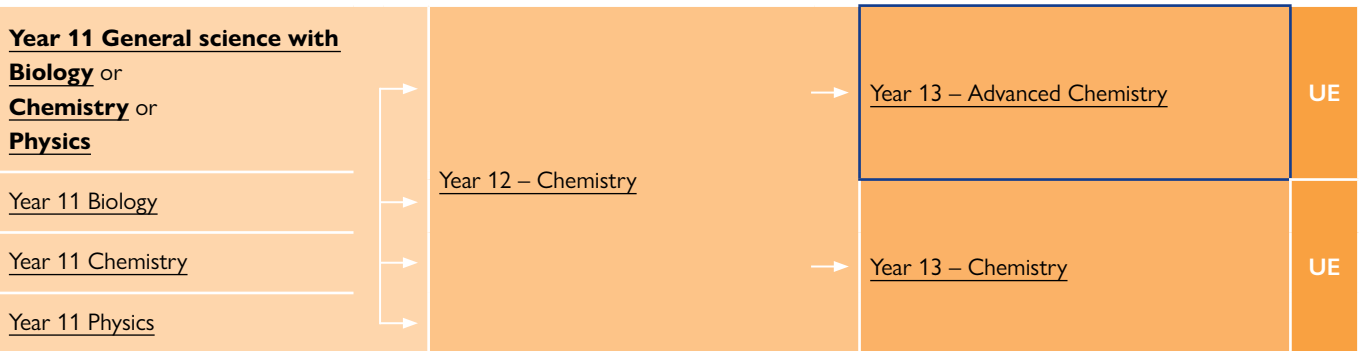
- Equilibrium in aqueous systems
- Comparing how different substances act in water in terms of their solubility and acid/base activity
- Thermochemical principles, bonding and structure.
- Organic compounds – The chemistry of carbon compounds bonded to H, O, Cl and N
- Redox – The electron transfer processes in chemical reactions and the implications of these. The use of redox equations in electrochemical and electrolytic cells.

UE Approved

This subject is an approved UE course of study.

ASSESSMENT				
AS91391	Demonstrate understanding of the properties of organic compounds	External	5	
AS91392	Demonstrate understanding of equilibrium principles aqueous systems	Internal	3	
AS91390	Demonstrate understanding of thermochemical principles and the properties of particles and substances	External	5	
AS91388	Demonstrate understanding of spectroscopic data in chemistry	External	5	
AS91393	Demonstrate understanding of oxidation-reduction processes	Internal	3	
Total Possible Credits			21	

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 3

Recommendation for successful outcomes in NCEA Level 3 Chemistry:

Students selecting Year 13 Chemistry are recommended to have achieved at least 12 Credits in NCEA Level 2 Chemistry.

Course Outline

An understanding of the behaviour of molecules on both microscopic and macroscopic levels. Included is sufficient laboratory work for the student to be competent in a variety of procedures and use of specialist chemical equipment. Chemistry at Level 3 extends the work covered in the Level 2 course.

- Thermochemical principles, bonding and structure – The internal organisation of atoms and molecules and the patterns that occur. Using the patterns to predict chemical and physical behaviour of substances and the energy changes in a chemical reaction
- Organic compounds – The chemistry of carbon compounds bonded to H, O, Cl and N
- Redox – The electron transfer processes in chemical reactions and the implications of these. The use of redox equations in electrochemical and electrolytic cells

UE Approved

This subject is an approved UE course of study.

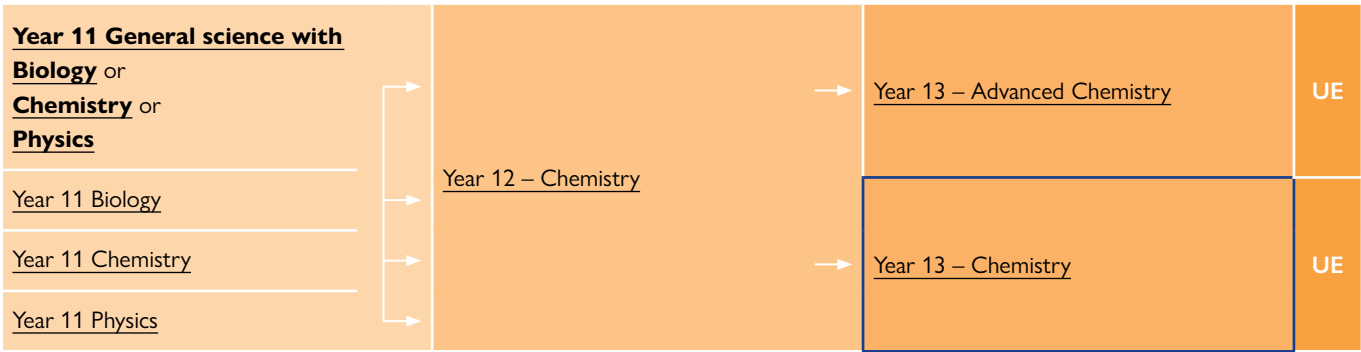
ASSESSMENT

AS91390	Demonstrate understanding of thermochemical principles and the properties of particles and substances	External	5
AS91391	Demonstrate understanding of the properties of organic compounds	External	5
AS91393	Demonstrate understanding of oxidation-reduction processes	Internal	3
AS91388	Demonstrate understanding of spectroscopic data in chemistry	Internal	3
Total Possible Credits			16

Optional Achievement Standard (Subject to HoD approval)

AS91389	Demonstrate understanding of chemical processes in the world around us	Internal	3
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ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 3

Entry Requirement

14 credits in Level 2 Chinese (2 Internal and 1 External Reading or Listening).

Course Outline

Chinese is the most widely spoken language in the world. Because of the large, prosperous economy and the developing trading relationship with New Zealand, it is currently a relevant and very popular foreign language to learn. This Chinese course aims to give students an advantage in the increasingly competitive business world by further enhancing receptive and productive language skills in the target language, with particular emphasis on extending the repertoire of vocabulary and language features.

There is an emphasis on extending the range of language to enable students to explore ideas and perspectives, and justify ideas and connections between cultures.

UE Approved

This subject is an approved UE course of study. This emphasis enables students to explore ideas and perspectives, and justify ideas and connections between cultures.

ASSESSMENT

AS91533	Demonstrate understanding in Chinese on a variety of extended spoken texts	External	5
AS91534	Give a clear spoken presentation in Chinese that communicates a critical response to stimulus material	Internal	3
AS91536	Demonstrate understanding of a variety of extended written and / or visual Chinese texts.	External	5
AS91537	Write a variety of text types in Chinese to explore and justify varied ideas and perspectives	Internal	5
Total Possible Credits			18

ACADEMIC PATHWAY



Christian Education (Compulsory)

Contact: Dr J Sievers

Introduction

Christian values are an intrinsic part of the special character of Saint Kentigern College and all Year 13 students take Christian Education. The Christian Education Department is constantly evolving its programmes to ensure that they are interesting, relevant and challenging for our students in their development as young men and women on their faith journeys – whatever they perceive that to be. In the Senior School, a wide range of relevant and contemporary resources are used in what is generally an informal, discussion-based, non-assessed theological and philosophical exploration of issues of Christian life and faith.

Course Outline

The aim of the Year 13 course is to further build upon and enhance students' awareness and understanding of the Judeo/Christian view of life and living, to equip them to interface with the world outside the constraints and special nature of the Saint Kentigern College community. With the Ten Commandments as the scriptural basis, the special character of Saint Kentigern College as the context, and supported by a wide range of contemporary resources, students will be encouraged to participate in an in-depth exploration of morality, conscience and, more specifically, issues of morality that will impact upon students' lives at some point.

Assessment

There is no formal assessment for this course.

ACADEMIC PATHWAY

Year 11 – Christian Education →

Year 12 – Christian Education →

Year 13 – Christian Education →

Classical Studies

Contact: Dr A Rene

QUALIFICATION: NCEA LEVEL 3

Entry Requirement

Classical Studies is an interdisciplinary subject with a strong focus on the study of civilisations of ancient Greece and Rome. The subject acts as a natural gateway for all highly academic literary (and even non-literary) subjects in Tertiary education as it is structured in a similar way. Within this subject, there is an emphasis on exploring the reasons behind the historical importance of the way in which the cultural traditions of the ancient Greco-Roman societies reflect upon us even today. This multidisciplinary subject includes the study of history, ancient philosophy, mythology, ancient art and architecture, archaeology, and social customs.

Classical Studies prides itself on being inclusive of all learning styles and methods. The subject offers a greater understanding, not only of the ancient world, but of the systems and institutions that govern us in the present times.

The aim of this subject is for students to develop their knowledge and understanding within an enjoyable academic setting as it offers practical academic skills that can be applied to many other disciplines. Furthermore, it also gives the opportunity to follow what interests the individual wishes to develop, expands upon their own skillset, and allows for learning in a dynamic environment.

Course Outline

- **Roman Art and Architecture**
- **Alexander the Great** – examination of the success, failures and ideologies of the Greek leader, Alexander the Great.
- **Heroes** – examination of heroes and heroines over time.

UE Approved

This subject is an approved UE course of study.

Standards marked R and W can be counted as Reading and Writing credits for UE Literacy.

ASSESSMENT

AS91395 (R)	Analyse the significance of a work(s) of art in the classical world	External	4
AS91396 (R/W)	Analyse the impact of a significant historical figure in the classical world	External	6
AS91397 (R)	Demonstrate understanding of significant ideology(ies) in the classical world	Internal	6
AS91398 (R)	Demonstrate understanding of the lasting influences of the classical world and other cultures	Internal	6
Total Possible Credits			22

ACADEMIC PATHWAY

Year 11 – Classical Studies →

Year 12 – Classical Studies →

Year 13 – Classical Studies

UE

QUALIFICATION: NCEA LEVEL 3

Entry Requirement

13 credits in Level 2 Computer Science.

Course Outline

Level 3 Computer Science is designed to foster creative and critical practice in a project based environment. The primary focus of this specialist area is on the design of authentic and contemporary products within the context of digital outcomes. Level 3 is a demanding and independent course that allows students to pursue on authentic needs and opportunities in the fields of complex programming and UX development. It has been developed with leading tertiary providers to ensure students are well prepared for future study and the industry. Projects could include skills such as; agile project management to drive the research and development of self-selected projects, critique practices to develop fluent presentation and idea defense during development, and the application of creative and logical reasoning to develop relevant and innovative digital products suitable for contemporary industry.

Specialist areas that would be beneficial to study in support to Computer Science at Level 3 would be Visual Art – Design, Visual Art – Photography, Animation and Motion Graphics and Design and Visual Communication.

Additional Course Costs & Special Requirements

Students must have a laptop computer that meets the following requirements:

- The ability to run the Adobe Suite and Unity software – 16GB RAM is recommended.

UE Approved & Future Pathways

This specialist area is a Level 3 approved UE course and leads to multiple tertiary pathways including Digital Design, Game Design and Development, Communication Design and Industrial Design.

Standards marked (N) can be used towards meeting UE Numeracy requirements.

ASSESSMENT

AS91903	Use complex techniques to develop a digital media outcome	Internal	4
AS91906	Use complex programming techniques to develop a computer programme	Internal	6
AS91907	Use complex processes to develop a digital technologies outcome	Internal	6
AS91909 (N)	Present a reflective analysis of developing a digital outcome	External	3

Total Possible Credits 19

The nature of project based learning is fluid and designed to suit individual learners. To this end course content and standards offered are subject to change if deemed to be beneficial. Students will have an Individual Education Programme (IEP) to ensure there are no common standards in the areas of Technology. All external work is submitted as an academic report and/or an examination.

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 3

Entry Requirement

Level 2 Dance including a minimum of 4 internal and 4 external credits.

Students who have not studied Level 2 Dance may be admitted with the approval of the Head of Dance.

Course Outline

Dance at Level 3 is a continuation of the skills developed in Level 2. This includes being able to:

- Produce a dance for performance
- Perform a solo or duet dance work to an audience
- Perform a choreographed dance work to an audience
- Critically analyse dance performances

UE Approved

This subject is an approved UE course of study.

Standards marked R and W can be counted as Reading and Writing credits for UE Literacy.

ASSESSMENT

Students must select either AS91588 or AS91589

AS91588	Produce a dance to realise a concept This standard is optional and is choreographed for the dance showcase. However if the dance is not complete or at a Merit level or above it will not be in the Dance Showcase. If a students opts out of this standard they will be expected to do AS91589	Internal	8
AS91589	Choreograph a dance to develop and resolve ideas This standard is optional and is choreographed for the dance showcase. However if the dance is not complete or at a Merit level or above it will not be in the Dance Showcase. If a student opts out of this standard they will be expected to do AS91589	Internal	4
AS91590	Perform a solo or duet dance	Internal	4
AS91591	Perform a group dance For this assessments students will perform in the Dance Showcase. This is also offered as an Extension standard at Year 12. For Students that have already done this at year 12. They will be offered the opportunity to do dance scholarship	Internal	4
AS91592	Perform a repertoire of contrasting dances	Internal	6
AS91594 (W)	Analyse a dance performance	External	4

Total Possible Credits 30

Optional Achievement Standard (Subject to HoD approval)

AS91595 (R/W)	Demonstrate an understanding of the development of dance in Aotearoa New Zealand	External	4
AS91593	Demonstrate understanding of dance performance practices	Internal	6

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 3

Entry Requirement

12 credits in Level 2 Design and Visual Communication including AS91341 (DVC 2.34) or AS91342 (DVC 2.35)

Course Outline

Level 3 Design and Visual Communication (DVC) is designed to foster creative and critical practice in a project-based environment. Design and Visual Communications primary focus is on the imagining in creative thinking of novel, new and beneficial ideas, resolving problems to improve the lives of people. This involves working within the context of architecture, interior design, landscape design and industrial design, and considers the way in which these ideas and thinking are presented visually.

Students have the opportunity to develop their thinking, design and practical skills in the specialist area. Within the context of Year 13 Design and Visual Communication this includes skills like; exploring, refining and resolving design ideas in response to a brief, using ideation for divergent thinking, integrated visual literacy and design thinking, visual communication and presentation for expressing a design narrative, personal design perspective.

Specialist areas that would be beneficial to study in support to Design and Visual Communication at Level 3 would be Product Design, Visual Art – Design, Sculpture, Visual Art – Photography, Visual Art – Painting & Printmaking, Animation & Motion Graphics.

Additional Course Costs & Special Requirements

- Individual student project requirement will determine if there are additional material costs

UE Approved & Future Pathways

Design and Visual Communication is a Level 3 approved UE course that progresses from Years 10 – 13. The Level 3 course is designed to scaffold and translate into different areas of University study.

ASSESSMENT

AS91627	Initiate design ideas through exploration	External	4
AS91628	Develop a visual presentation that exhibits a design outcome to an audience	Internal	6
AS91629	Resolve a spatial (or product) design through graphics practice	Internal	6

Total Possible Credits 16

The nature of project based learning is fluid and designed to suit individual learners. To this end course content and standards offered are subject to change if deemed to be beneficial. Students will have an Individual Education Programme (IEP) to ensure there are no common standards in the areas of Technology. All external work is submitted as a portfolio.

ACADEMIC PATHWAY

Year 11 – Design & Visual Communication (DVC)



Year 12 – Design & Visual Communication (DVC)



Year 13 – Design & Visual Communication (DVC)

UE

QUALIFICATION: NCEA LEVEL 3

Entry Requirement

Students are required to have gained 18 credits at Level 2 Drama or may be accepted into Drama at the discretion of the Head of Drama.

Introduction

Drama is about exploring and developing ideas in inventive and imaginative ways and communicating those ideas in performance. Drama aims to help students gain self-confidence, self-discipline, self-awareness, respect for others and the ability to work in a team. Students will learn to present, perform and work collaboratively in groups with increased confidence through Drama.

Performance Pathway

Students learn about the social/historical context of a given Theatre Form; such as Epic Theatre or Elizabethan Theatre. They are taught the performative conventions and key skills of this Theatre Form and develop, refine and present a group performance based on this Theatre Form. While it is a group performance they are assessed individually.

Students read and learn about the theatrical and dramatic context of a given published play. They are cast in that play and rehearse and present that play to an audience of parents and friends over two evenings. These plays are presented as our SKC Play Series near the end of Term Two.

Students plan, develop, rehearse and present a devised drama focus on a particular theme of issue. They refine their learning about drama conventions and present their final work to an audience of peers.

External Examination – All Students

All students sit for one externally assessed (written) Achievement Standard. Students view live theatre during the year and are required to analyse components of both the theatre they have viewed as an audience and performances they have been involved with during the year.

Course Outline

Students sit three internally assessed practical Achievement Standards (or three internally assessed Theatre Production Unit Standards) and one externally assessed written examination, for a minimum of 18 credits.

Students may either choose a Performance Pathway or a Theatre Production pathway all students sit the External Examination.

UE Approved

This is a Level 3 approved UE course.

Standards marked R and W can be counted as Reading and Writing credits towards UE Literacy.

Theatre Production Pathway

Students may alternatively choose a production technology course up to a total of 20 internal credits, while sitting the same external examination that performance students sit. These are industry focused standards, designed to provide students with the skills and knowledge required to work in a production role in the Theatre or Events industries. Students may choose from the following Unit Standards.

External Examination – All Students

All students sit for one externally assessed (written) Achievement Standard. Students view live theatre during the year and are required to analyse components of both the theatre they have viewed as an audience and performances they have been involved with during the year.

ASSESSMENT

Performance Pathway

AS91518 (W)	Demonstrate understanding of live drama performance	External	4
AS91515 (R)	Select and use complex performance skills associated with a drama form or period	Internal	4
AS91517 (R)	Perform a substantial acting role in a significant production	Internal	5
AS91513	Devise and perform a drama to realise a concept	Internal	5

Total Possible Credits 18

Theatre Production Pathway

Students will complete the compulsory external Achievement Standard AS 91518 and may select 3 additional Unit Standards.

AS91518 (W)	Demonstrate understanding of live drama performance	External	4
US28005	Stage manage a production in an entertainment or event context	Internal	6
US32366	Develop a costume design for a given work in an entertainment and event context	Internal	5
US32367	Realise the costume design for a given work in an entertainment and event context	Internal	4
US32369	Realise the lighting design for a given work in an entertainment and event context	Internal	4
US32370	Develop a make-up design for a given work in an entertainment and event context	Internal	5
US32371	Realise the make-up design for a given work in an entertainment and event context	Internal	4
US32372	Develop a scenic design for a given work in an entertainment and event context	Internal	5
US32373	Construct props and scenic elements to realise the scenic design for a given work in an entertainment and event context	Internal	4
US32374	Develop a sound design for a given work in an entertainment and event context	Internal	4
US32375	Realise the sound design for a given work in an entertainment and event context	Internal	4
US32378	Develop an electronic media system design for a given work in an entertainment and event context	Internal	5
US32379	Realise the electronic media system design for a given work in an entertainment and event context	Internal	4

Total Possible Credits 16–20

ACADEMIC PATHWAY



Earth & Space Science

Contact: Mr G Hodgson

QUALIFICATION: NCEA LEVEL 3

Entry Requirement

A minimum of 12 credits from NCEA Level 2 Earth & Space Science OR HoD approval if student did not complete Level 2 Earth & Space Science.

Introduction

The Earth & Space Science course is a one year programme for students to study Earth, Space and Environmental Science.

Course Outline

Achievement Standards are drawn from Level 3 Earth & Space Science and build on the material of Level 2 Earth & Space Science.

UE Approved

This subject is an approved UE course of study.

All Achievement Standards are internally assessed therefore no course endorsement is possible. However, the final internal Achievement Standard can be swapped for an external paper if the student would like to qualify for course endorsement.

Standards marked R and W can be counted as Reading and Writing credits for UE Literacy.

ASSESSMENT

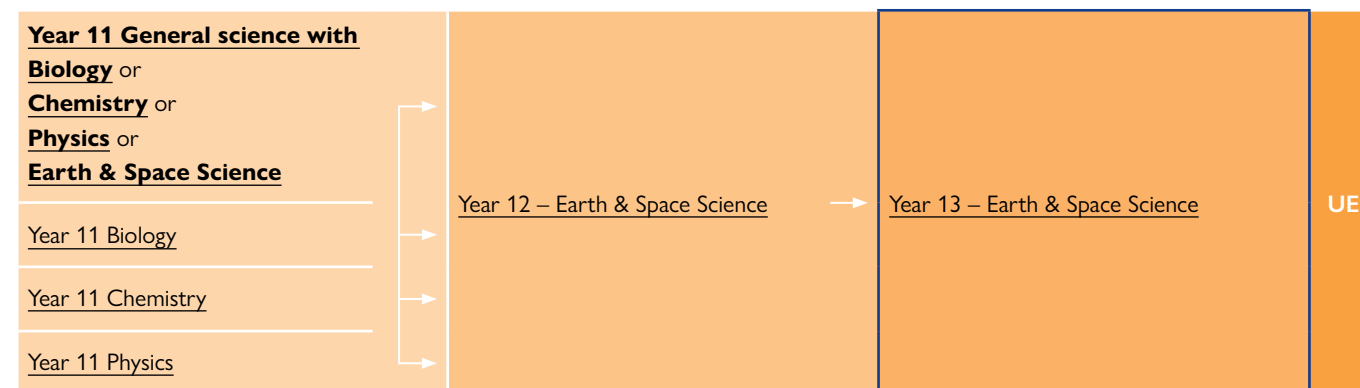
AS91410 (R/W)	Carry out an independent practical Earth & Space Science investigation	Internal	4
AS91411 (R/W)	Investigate a socio-scientific issue in an Earth & Space Science context	Internal	4
AS91412	Investigate the evidence related to dating geological event(s)	Internal	4
AS91415 (R)	Investigate an aspect of astronomy	Internal	4

AND/OR

AS91414 (R/W)	Demonstrate understanding in the atmosphere system	External	4
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Total Possible Credits 16

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 3

Entry Requirement

14 credits from Level 2 Economics.

Recommended co-requisites are Level 3 English and Level 3 Mathematics with Calculus or Mathematics with Statistics.

Course Outline

In Level 3 Economics, students will build on their micro-economic content developed in Level 1. Key concepts such as demand and supply will be revisited, but with a more rigorous and technical approach required for university level. Students will develop their understanding of market equilibrium from an efficiency perspective and investigate government policy options to correct market failures. Strong students of Level 3 Economics will be encouraged to participate in scholarship Economics.

UE Approved

This subject is an approved UE course of study.

Standards marked R and W can be counted as Reading and Writing credits for UE Literacy.

ASSESSMENT

AS91399 (R/W)	Demonstrate understanding of the efficiency of market equilibrium	External	4
AS91400 (R/W)	Demonstrate understanding of the efficiency of different market structures using marginal analysis	External	4
AS91401 (R)	Demonstrate understanding of micro-economic concepts	Internal	5
AS91402 (R)	Demonstrate understanding of government interventions to correct market failure	Internal	5
Total Possible Credits			18

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 3

Entry Requirement

14 credits in Level 2 English.

The credits may be accumulated from the English Achievement Standards, Internal or External. Students should have the Literacy standards needed for entry to any New Zealand University before entering Level 3 English.

Introduction

This traditional English course is developed for students who are considering further study in Arts or Humanities subjects at University with one Achievement Standard focusing on research skills and working with secondary sources.

Course Outline

The Level 3 English course comprises a study of language and literature, including:

- Comprehension and criticism of prose and verse passages.
- Study of several works of literature in the genres of prose, drama, poetry, film or non-fiction.
- A writing portfolio built around an idea/issue.

Note: Optional Standards can be completed subject to HoD approval if a student requires further credits OR if a student has a passion or skill to be developed in an area.

UE Approved

This subject is an approved UE course of study.

Standards marked R and W can be counted as Reading and Writing credits for UE Literacy. Level 3 English will enable students to obtain sufficient literacy credits to fulfil University entry requirements.

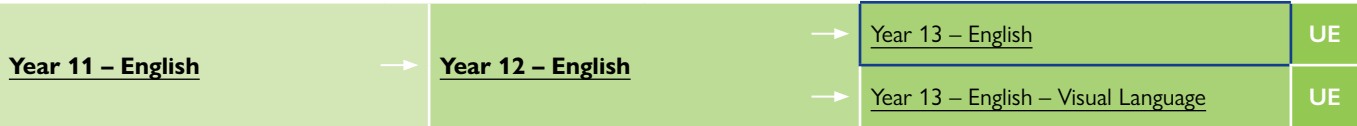
ASSESSMENT

AS91472 (R/W)	Respond critically to specified aspect(s) of studied written texts, supported by evidence	External	4
AS91473 (W)	Respond critically to specified aspect(s) of studied visual texts, supported by evidence	External	4
AS91475 (W)	Produce a selection of fluent and coherent writing which develops, sustains and structures ideas	Internal	6
AS91479 (R)	Develop an informed understanding of literature and /or language using critical texts	Internal	4
Total Possible Credits			18

Optional Achievement Standards (Subject to HoD approval)

AS91474 (R/W)	Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence	External	4
AS91476	Create and deliver a fluent and coherent oral text which develops, sustains and structures ideas	Internal	3
AS91477	Create a fluent and coherent visual text which develops, sustains, and structures ideas using verbal and visual language	Internal	3
AS91487	Respond critically to significant connections across texts, supported by evidence	Internal	4

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 3

Entry Requirement

14 credits in Level 2 English.

The credits may be accumulated from the English Achievement Standards, internal or external. Students should have the Literacy standards needed for entry to any New Zealand University before entering Level 3 English.

Introduction

The English Visual Language course has been developed for students who wish to develop the skills of making and creating meaning from visual and written texts they study.

Course Outline

The Level 3 English Visual Language course comprises a study of language and literature, including:

- Comprehension and criticism of prose and visual texts
- Developing a visual text as a means of showing understanding of a text
- Study of visual genres, their conventions and development

Note: Optional Standards can be completed subject to HoD approval if a student requires further credits OR if a student has a passion or skill to be developed in an area.

UE Approved

This subject is an approved UE course of study.

Standards marked R and W can be counted as Reading and Writing credits for UE Literacy. The Level 3 English Visual Language course will enable students to obtain sufficient literacy credits to fulfil University entry requirements.

ASSESSMENT

AS91473 (W)	Respond critically to specified aspect(s) of studied visual texts, supported by evidence	External	4
AS91478	Respond critically to significant connections across texts, supported by evidence	Internal	4
AS91479 (R)	Develop an informed understanding of literature or language using critical texts	Internal	4
AS91480	Respond critically to significant aspects of visual and/or oral texts through close reading, supported by evidence	Internal	3
Total Possible Credits			15

Optional Achievement Standards (Subject to HoD approval)

AS91472 (R/W)	Respond critically to specified aspect (s) of studies written texts, supported by evidence	Internal	4
AS91476	Create and deliver a fluent and coherent oral text which develops, sustains and structures ideas	Internal	3
AS91477	Create a fluent and coherent visual text which develops, sustains, and structures ideas using verbal and visual language	Internal	3

ACADEMIC PATHWAY

Year 11 – English	→	Year 12 – English	→	Year 13 – English	UE
			→	Year 13 – English – Visual Language	UE

QUALIFICATION: NCEA LEVEL 3

Entry Requirement

12 credits or more in Level 2 Fashion and Textiles Design.

Course Outline

Level 3 Fashion and Textiles Design is designed to foster creative and critical practice in a project based environment. The primary focus of this specialist area is on the design of authentic and contemporary products within the context of fashion, textile and soft materials design. Level 3 is a specialised course that aims to enable students to be able to design in the real world. It has been developed with leading tertiary providers to ensure students are well prepared for future study and the industry. Projects may develop skills such as; the ability to defend design decisions through critique and exhibition, the sustainability application of personal design voice to a multi-stage brief, complex idea generating and communicating, complex technical techniques across a range of materials and contexts, professional fashion photography presentation of outcomes to an audience.

Specialist areas that would be beneficial to study in support to Fashion and Textiles Design at Level 3 would be Visual Art – Photography, Visual Art – Design, Product Design and Visual Art – Sculpture.

Additional Course Costs & Special Requirements

- Students are required to supply their own fabric and patterns
- Individual student project requirements will determine if there are additional material costs
- The ability to run Adobe Creative software such as Illustrator and Photoshop

UE Approved & Future Pathways

This specialist area is a Level 3 approved UE course and leads to multiple tertiary pathways including Product Design, Industrial Design, Fine Arts and Fashion and Textile Design.

ASSESSMENT

AS91621	Implement complex procedures using textile materials to make a specified product	Internal	6
AS91610	Develop a conceptual design considering fitness for purpose in the broadest sense	Internal	6
AS91627	Initiate design ideas through exploration	External	4

Total Possible Credits 16

The nature of project based learning is fluid and designed to suit individual learners. To this end course content and standards offered are subject to change if deemed to be beneficial. Students will have an Individual Education Programme (IEP) to ensure there are no common standards in the areas of Technology. All external work is submitted as an academic report and/or a portfolio.

ACADEMIC PATHWAY

Year 11 – Fashion & Textiles Design	→	Year 12 – Fashion & Textiles Design	→	Year 13 – Fashion & Textiles Design	UE
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Financial Literacy

Contact: Mr B Peel

QUALIFICATION: NCEA LEVEL 3

Entry Requirement

This is an open entry course, subject to approval from the Head of Commerce.

Introduction

Financial Literacy offers students the opportunity to complete Level 3 Unit Standards in a variety of topics related to personal financial literacy.

The aim of this course is to increase student awareness of financial literacy in order to promote sound financial decision making.

Course Outline

The topics covered in this course include:

- Personal income and taxation responsibilities
- Different forms of credit
- Risk, return and diversification in personal financial management
- Basic employers and employees rights and responsibilities in the workplace
- Income and its impact on government benefit entitlements.

This is NOT a UE Approved Subject

Financial Literacy is not a University approved subject. A subject endorsement is not available in Financial Literacy.

ASSESSMENT

US3491	Write a report	Internal	4
US28098	Evaluate options to increase personal income	Internal	3
US28099	Analyse and compare credit options and recommend strategies to manage personal finances	Internal	3
US28102	Risk, return and portfolio investment	Internal	4
US28103	Analyse and select personal house financing and purchasing options	Internal	3
Total Possible Credits			17

ACADEMIC PATHWAY

Not offered at NCEA Level 1

Year 12 – Financial Literacy
(unit standard course)



Year 13 – Financial Literacy
(unit standard course)



Food Technology

Contact: Mrs M Slow

QUALIFICATION: NCEA LEVEL 3

Entry Requirement

14 credits or more in Level 2 Food Technology

Course Outline

Level 3 Food Technology is designed to foster creative and critical practice in a project based environment. The primary focus of this specialist area is on the design of authentic and contemporary products within the context of culinary design. Level 3 is a demanding course that aims to extend the skills built in Level 2 Food Technology into more advanced and independent outcome development. Students will be encouraged to synthesise all of the skills from previous years to engage with a real need or opportunity and solve the problems these design briefs will uncover. Projects at this year may develop skills such as; industry standard food handling practices, authentic product development for a specified market, project management protocols to guide practice, undertake complex technical procedures to test and refine ideas and the ability to participate in group critique to strengthen design ideas and decisions. This course offers some further optional industry-recognised Unit Standard assessment opportunities for students who have an interest in this area.

Additional Course Costs & Special Requirements

Items below are purchased through the Technology department

- Service IQ Unit Standard Assessment – \$15
- Individual course projects may incur additional costs depending on the nature of their outcomes and resources required

UE Approved & Future Pathways

This specialist area is a Level 3 approved UE course and leads to multiple tertiary pathways including Food Technology, Food Science, and Nutrition.

Standards marked R can be counted as Reading credits for UE Literacy.

ASSESSMENT

AS91611	Develop a prototype considering fitness for purpose in the broadest sense	Internal	6
AS91613 (R)	Demonstrate understanding of material development	External	4
AS91643	Implement complex procedures to make a specified product	Internal	6
Total Possible Credits			16

Optional Unit Standards (Do not count towards UE)

US168	Demonstrate knowledge of food contamination hazards and control methods used in a food establishment	Internal	4
US13343	Demonstrate knowledge of basic knowledge of nutrition in commercial catering	Internal	5
US18497	Demonstrate knowledge of culinary products and terms	Internal	8

The nature of project based learning is fluid and designed to suit individual learners. To this end course content and standards offered are subject to change if deemed to be beneficial. Students will have an Individual Education Programme (IEP) to ensure there are no common standards in the areas of Technology. All external work is submitted as an academic report and/or a portfolio.

ACADEMIC PATHWAY

Year 11 – Food Technology



Year 12 – Food Technology



Year 13 – Food Technology

UE

QUALIFICATION: NCEA LEVEL 3

Entry Requirement

14 credits in Level 2 French (2 Internal and 1 External Reading or Listening).

Course Outline

The Level 3 French course further develops and consolidates receptive and productive language skills in the target language. There is an emphasis on extending the range of language to enable students to explore ideas and perspectives, and justify ideas and connections between cultures.

UE Approved

This subject is an approved UE course of study.

ASSESSMENT

AS91543	Demonstrate understanding in French on a variety of extended spoken texts	External	5
AS91544	Give a clear spoken presentation in French that communicates a critical response to stimulus material	Internal	3
AS91546	Demonstrate understanding of a variety of extended written and / or visual French texts	External	5
AS91547	Write a variety of text types in French to explore and justify varied ideas and perspectives	Internal	5

Total Possible Credits 18

ACADEMIC PATHWAY

Year 11 – French



Year 12 – French



Year 13 – French

UE

QUALIFICATION: NCEA LEVELS 2 OR 3

Entry Requirements

Subject to evidence of consistent good attendance to school and an informal interview with the Student Futures Team.

Some courses are not available at NCEA Level 3, which will also determine suitability for this programme.

Course Outline

Gateway provides students with the opportunity for workplace learning across a wide range of industries and businesses while continuing to study at school. This strengthens the pathways for students to progress from school to work or further Tertiary study.

By completing a structured workplace experience, students will have a real understanding of what is required in the workplace, they will have gained some skill and knowledge in helping them decide on future pathways. Placements can be of varied lengths and are not guaranteed. An opportunity exists for students to participate in short courses that also provide industry certification e.g. Health & Safety ‘Site Safe’ Certificate.

Additional Cost

To cover the cost of PPE, external assessors and health and safety training, there is an additional charge of \$300.

This is NOT a UE Approved Subject

This course is not UE approved and does not have a pathway to UE.

ASSESSMENT

Students will be able to achieve NCEA credits that align with career interest or vocational pathways. Gateway programs of Industry standards are provided by Workforce development councils, Industry Training organisations, The NZ Institute of Skills and Technology along with private training organisations. Some assessments may be completed in the workplace.

ACADEMIC PATHWAY

Gateways is a one-year programme. It can only be taken in Year 12 OR Year 13.

Not offered at NCEA Level 1

Year 12 – Gateway



Year 13 – Gateway

QUALIFICATION: NCEA LEVEL 3

Entry Requirement

14 credits in Level 2 Geography including an Achieved or higher in the external AS91242.

Students who have not previously studied Geography but who wish to enter at Level 3 are recommended to enrol in Level 3 Core Geography. Academically able students may be able to enrol in this course following an application for consideration to the Head of Geography.

Introduction

Geography gives students a multidisciplinary or holistic view of the world, combining knowledge, skills and understandings of the physical and social sciences. It fosters a curiosity about place and space and provokes questions about natural and cultural environments and their interconnectedness.

Course Outline

The Level 3 Geography course involves the detailed study of topics including:

- The cultural process of Tourism development
- A study of global patterns such as diamonds, piracy, or mass tourism.
- Geographic issues – their problems and solutions/ Human Trafficking
- Conducting geographic fieldwork
- Geographic mapping and skills

Additional Course Costs & Special Requirements

Field trips are part of the Geography course. There are additional costs associated with these.

UE Approved

This subject is an approved UE course of study.

Standards marked R and W can be counted as Reading and Writing credits for UE Literacy.

ASSESSMENT				
AS91427 (R/W)	Demonstrate understanding of how a cultural process shapes geographic environment(s)	External	4	
AS91429 (R/W)	Demonstrate understanding of a given environment through selection and application of geographic concepts and skills	External	4	
AS91430	Conduct geographic research with consultation	Internal	5	
AS91431 (R)	Analyse aspects of a contemporary geographic issue	Internal	3	
AS91432 (R)	Analyse aspects of a geographic topic at a global scale	Internal	3	
Total Possible Credits			19	

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 3

Entry Requirement

14 credits in Level 2 Geography. Students who have not studied Geography before are allowed to enter this course if they apply to the Head of Geography for consideration. Previous academic results will be considered for entry to Core Geography.

Introduction

Core Geography provides a valuable introduction to a wide range of geographic topics on both local and global scales. This course is designed for those new to geography and/or those who would prefer to undertake more internal assessment during the course of the year with a reduced external examination programme.

Course Outline

The Level 3 Core Geography course includes the detailed study of topics including:

- A study of global patterns, such as diamonds, piracy or mass tourism.
- A study of geographic issues, their problems and solutions
- A study of major events and festivals from a geographic perspective
- Conducting geographic field work

Additional Course Costs & Special Requirements

Field trips are part of the Geography course. There are additional costs associated with these.

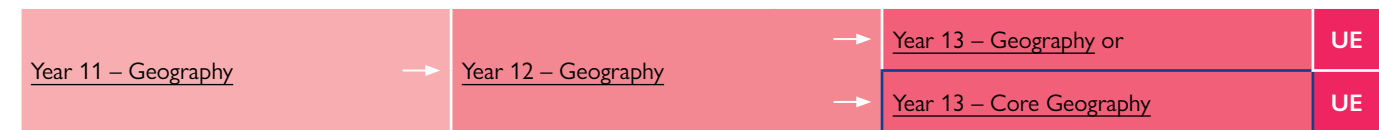
UE Approved

If all standards are achieved, this course will count towards University entrance.

Standards marked R can be counted as Reading credits for UE Literacy.

ASSESSMENT				
AS91428 (R)	Analyse a significant contemporary event from a geographic perspective	Internal	3	
AS91430	Conduct geographic research with consultation	Internal	5	
AS91431 (R)	Analyse aspects of contemporary geographic issue	Internal	3	
AS91432 (R)	Analyse aspects of a geographic topic at a global scale	Internal	3	
Total Possible Credits			14	
Optional Achievement Standard				
AS91429	Demonstrate understanding of a given environment through selection and application of geographic concepts and skills	External	4	

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 3

Entry Requirement

Students must have attained 14 credits or more in Level 2 English and/or 14 credits in Level 2 Health Education.

Any student who has not met the entry requirements must seek approval from the Head of Health Education prior to being admitted to the course.

Introduction

The NCEA Health program afford learners an amazing opportunity to develop important knowledge and excellent critical thinking skills in both New Zealand and international contexts, which are hugely relevant to the exponentially growing health and well-being sector.

Course Outline

The Level 3 NCEA Health program is both internally and externally assessed.

The course of study involves a detailed analysis of:

- Analysing a current health issue in New Zealand and its implications for well-being, the major determinants of health influencing the issue, and strategies to achieve more equitable outcomes
- Evaluating a range of health practices currently used in New Zealand to treat a chosen health condition, explaining the advantages and disadvantages in relation to well-being

- Examining contemporary ethical issues, by exploring the differing and opposing perspectives and the implications for the well-being of people and the whole of society
- Analysing an international health issue (affecting a population of people outside of New Zealand), including the major determinants of health influencing the issue, the implications for well-being, and strategies to achieve more equitable outcomes

The Health Education Course is designed to:

- Provide students with knowledge on a diverse range of topics and issues
- Provide students with excellent critical thinking and solution focused thinking to make important contributions to the well-being of the wider community
- Provide relevance to learners to guide them to tertiary or career relevant pathways

UE Approved

This subject leads to a Level 3 approved UE course.

ASSESSMENT				
AS91461	Analyse a New Zealand health issue	Internal	5	
AS91463	Evaluate health practices currently used in New Zealand	Internal	5	
AS91464	Analyse a contemporary ethical issue in relation to well-being	Internal	4	
AS91462	Analyse an international health issue	External	5	
Total Possible Credits			19	

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 3

Entry Requirement

13 credits or more in Level 2 History (this must include AS91233). Students who have not previously studied History should seek advice and permission from the Head of History.

Course Outline

History at Level 3 continues to build on the historical skills developed at Levels 1 and 2. The course involves detailed study of:

- Struggle and Discontent – NZ
- American Civil War

UE Approved

This subject is an approved UE course of study.

Standards marked R and W can be counted as Reading and Writing credits for UE Literacy.

ASSESSMENT				
AS91434 (R)	Research an historical event or place of significance to New Zealanders, using primary and secondary sources	Internal	5	
AS91435 (R)	Analyse an historical event, or place, of significance to New Zealanders	Internal	5	
AS91436 (R/W)	Analyse evidence relating to an historical event of significance to New Zealanders	External	4	
AS91438 (R/W)	Analyse the causes and consequences of a significant historical event	External	6	
Total Possible Credits			20	

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 3

Entry Requirement

14 credits in Level 2 Japanese (2 Internal and 1 External Reading or Listening).

Course Outline

The Level 3 Japanese course further develops and consolidates receptive and productive language skills in the target language.

There is an emphasis on extending the range of language to enable students to explore ideas and perspectives, and justify ideas and connections between cultures.

UE Approved

This subject is an approved UE course of study.

ASSESSMENT				
AS91553	Demonstrate understanding in Japanese on a variety of extended spoken texts	External	5	
AS91554	Give a clear spoken presentation in Japanese that communicates a critical response to stimulus material	Internal	3	
AS91556	Demonstrate understanding of a variety of extended written and / or visual Japanese texts	External	5	
AS91557	Write a variety of text types in Japanese to explore and justify varied ideas and perspectives	Internal	5	
Total Possible Credits			18	

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 3

Entry Requirement

12 or more credits at Level 2 Mathematics.

Strongly recommended: two standards from Level 2 Mathematics at Merit level or higher.

Course Outline

Mathematics at Level 3 draws Achievement Standards from both Statistics and Calculus, and includes the following topics:

- Evaluating statistical reports
- Linear programming
- Solving systems of equations with three unknowns
- Statistical investigations involving Time Series data

Students are unable to take this Mathematics course in combination with another Level 3 Mathematics course.

UE Approved

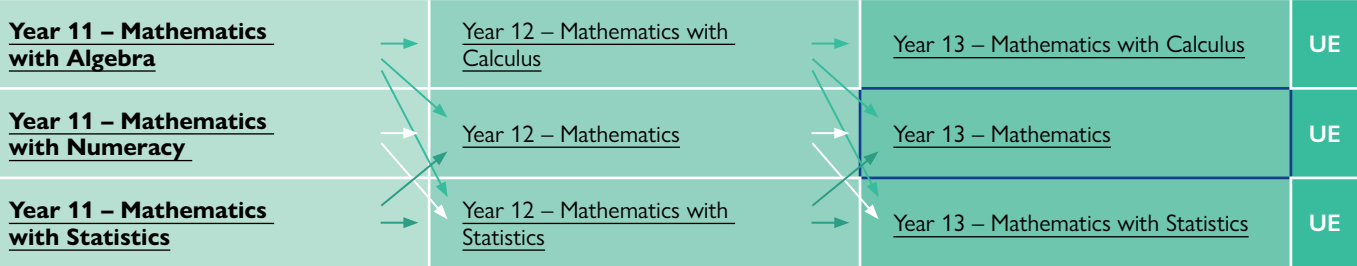
This subject is an approved UE course of study.

Standards marked (N) can be used towards meeting UE Numeracy requirements.

Standards marked R and W can be counted as Reading and Writing credits for UE Literacy.

ASSESSMENT				
AS91574 (N)	Apply linear programming methods in solving problems	Internal	3	
AS91576 (N)	Use Critical Path Analysis in solving problems	Internal	2	
AS91580 (N)	Investigate Time Series	Internal	4	
AS91584 (N/R/W)	Evaluate statistically based reports	External	4	
AS91587 (N)	Apply systems of simultaneous equations in solving problems	Internal	3	
Total Possible Credits			16	
Optional Achievement Standard				
AS91581 (N)	Investigate bivariate measurement data	Internal	4	

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 3

Entry Requirement

12 credits or more in Level 2 Mathematics for Calculus including both Achievement Standards AS91261 Algebra and AS91262 Calculus.

Strongly recommended: both of the above standards at Merit level or higher.

Course Outline

Mathematics with Calculus has a major emphasis on algebraic and calculus concepts. The course covers:

- Advanced algebraic processes including complex numbers
- Calculus including both differentiation and integration
- Trigonometry including multiple angle formulae
- Problem solving and practical applications
- Solving systems of linear equations with three unknowns

Students are expected to develop Calculus skills over a wide variety of functions. The nature of mathematical reasoning and presentation of a logical argument, together with competence in basic algebraic, graphical and computational skills will be extended in this course.

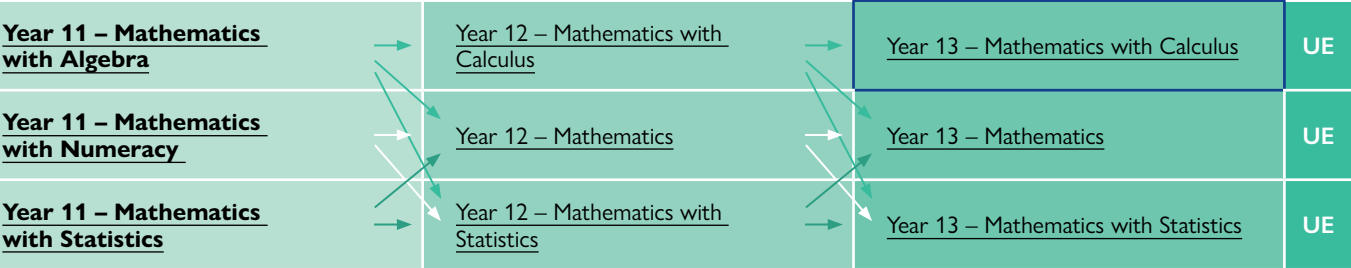
UE Approved

This subject is an approved UE course of study.

Standards marked (N) can be used towards meeting UE Numeracy requirements.

ASSESSMENT				
AS91575 (N)	Apply trigonometric methods in solving problems	Internal	4	
AS91577 (N)	Apply the algebra of complex numbers in solving problems	External	5	
AS91578 (N)	Apply differentiation methods in solving problems	External	6	
AS91579 (N)	Apply integration methods in solving problems	External	6	
Total Possible Credits			19	

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 3

Entry Requirement

At least 12 credits including AS91264 Statistics Inference, and AS91267 Probability. Or, for students who studied Mathematics with Calculus, the entry requirement is 12 credits including one External.

Strongly Recommended: Merit or higher in both of the following Achievement Standards – AS91264 Statistics Inference, and AS91267 Probability.

Course Outline

The emphasis of Mathematics with Statistics is to provide students with the analytical, statistical and probability skills and knowledge required for further studies in Statistics and allied subjects.

This course covers:

- Statistical investigations involving Time Series data and Sample-to-Population Inference
- Evaluating Statistical Reports
- Probability theory including the Normal, Binomial and Poisson distributions

UE Approved

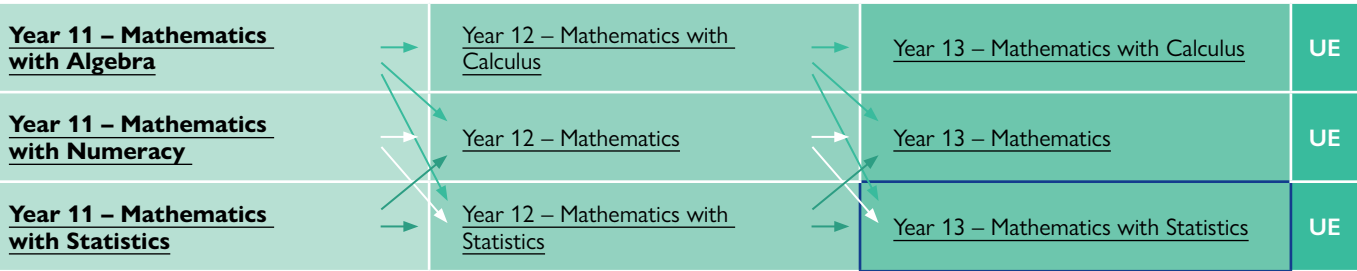
This subject is an approved UE course of study.

Standards marked (N) can be used towards meeting UE Numeracy requirements.

Standards marked R and W can be counted as Reading and Writing credits for UE Literacy.

ASSESSMENT				
AS91580 (N)	Investigate time series data	Internal	4	
AS91582 (N)	Use statistical methods to make a formal inference	Internal	4	
AS91584 (N/R/W)	Evaluate statistically based reports	External	4	
AS91586 (N)	Apply probability distributions in solving problems	External	4	
Total Possible Credits			16	

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 3

Entry Requirement

16 credits in Level 2 Media Studies.

Any student who does not meet this criteria may be admitted upon agreement by the Head of Media Studies.

Course Outline

This course has a natural follow on from Level 2 Media Studies. In particular, there is a greater focus on the broader impact of the media on society as we move to a more globalised, media-saturated world. With sociology as more of a focus, topics such as gender representation, politics, ideology and the relationship between genre and society are explored.

Students will master their skills in using industry level camera equipment and editing software, Adobe Premiere Pro.

Students will apply ‘lenses’ in reading texts and examine the connections between post 9/11 western society and the Zombie genre.

The practical assessment is the creation of a short film which may be selected to showcase at the College ‘Kents Film Festival’ later in the year. To ensure quality preproduction work, one member will opt to complete the script standard, while the remaining two will complete the film treatment.

Additional Course Costs & Special Requirements

SD card (camera memory card) minimum 8GB.

UE Approved

This subject is an approved UE course of study.

Standards marked R and W can be counted as Reading and Writing credits for UE Literacy.

ASSESSMENT				
AS91491	Demonstrate understanding of the meaning of a media text through different readings	Internal	3	
AS91493 (R/W)	Demonstrate understanding of a relationship between a media genre and society	External	4	
AS91494	Produce a design for a media product that meets the requirements of a brief	Internal	4	
AS91495	Produce a media product to meet the requirements of a brief	Internal	6	
AS91497 (W)	Write a media text to meet the requirements of a brief	Internal	3	
Total Possible Credits			20	

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 3

Entry Requirement

18 credits or more in Level 2 Music.

Students who have not completed Level 2 Music can enter Level 3 Music at the discretion of the Head of Music. In these cases proof of experience in practical and theoretical music study is mandatory.

Course Outline

Students can select from over 50 credits to specialize in performance, composition/songwriting or research. Opportunities for students to undertake NZQA Scholarship Music is possible. Students will be able to explore, develop and establish their areas of interest while being closely mentored by staff with opportunities for tertiary and industry visits.

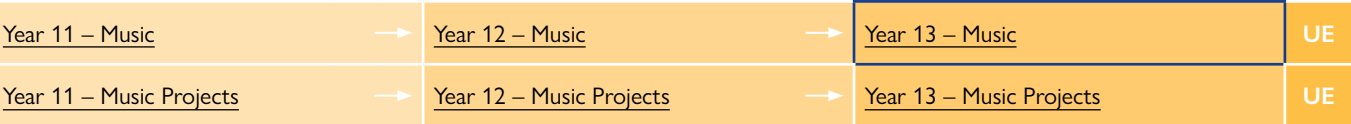
UE Approved

This subject is an approved UE course of study.

Standards marked R and W can be counted as Reading and Writing credits for UE Literacy.

ASSESSMENT				
AS91416	Perform two programmes of music as a featured soloist	Internal	8	
AS91418	Demonstrate ensemble skills by performing two substantial pieces as a member of a group	Internal	4	
AS91422	Analyse a substantial music work	Internal	4	
AS91423 (R/W)	Examine the influence of context on a substantial music work	External	4	
Total Possible Credits			20	
Optional Achievement Standard				
AS91419	Communicate musical intention by composing three original pieces of music	Internal	8	

ACADEMIC PATHWAY



Music Projects

Contact: Ms M Lin

QUALIFICATION: NCEA LEVEL 3

Entry Requirement

18 credits or more in Level 2 Music.

Students who have not completed Level 2 Music can enter Level 3 Music at the discretion of the Head of Music. In these cases proof of experience in practical and theoretical music study is mandatory.

Course Outline

Students can select from over 50 credits to specialize in performance, composition/songwriting or research. Opportunities for students to undertake NZQA Scholarship Music is possible. Students will be able to explore, develop and establish their areas of interest while being closely mentored by staff with opportunities for tertiary and industry visits.

UE Approved

This subject is an approved UE course of study.

Standards marked R and W can be counted as Reading and Writing credits for UE Literacy.

ASSESSMENT

AS91416	Perform two programmes of music as a featured soloist	Internal	8
AS91418	Demonstrate ensemble skills by performing two substantial pieces as a member of a group	Internal	4
AS91419	Communicate musical intention by composing three original pieces of music	Internal	8
AS91423 (R/W)	Examine the influence of context on a substantial music work	External	4
Total Possible Credits			24

ACADEMIC PATHWAY

<u>Year 11 – Music</u>	→	<u>Year 12 – Music</u>	→	<u>Year 13 – Music</u>	UE
<u>Year 11 – Music Projects</u>	→	<u>Year 12 – Music Projects</u>	→	<u>Year 13 – Music Projects</u>	UE

Outdoor Education

Contact: Mr R Lange

QUALIFICATION: NCEA LEVEL 3

Entry Requirement

16 credits in Level 2 Outdoor Education including Merit or higher in AS91334.

Students will not be permitted to take Level 3 Physical Education as well as Level 3 Outdoor Education.

Introduction

The Level 3 course extends the knowledge and skill base developed in Level 2 Outdoor Education. As a key area of learning within the Health and Physical Education Curriculum, Outdoor Education provides students with opportunities through Achievement Standards to develop personal and social skills such as decision making, leadership and confidence through challenge based activities and achievements. Students will become actively knowledgeable, safe and skilled in the outdoors, with care for the environment a paramount focus.

Course Outline

- To provide opportunity for personal development through the adventure and challenge of outdoor pursuits
- To develop the initiative and leadership skills of accepting responsibility, coping with adversity and decision making
- To provide opportunities for social development, caring cooperation and acceptance of individual differences through shared experiences and communal living
- To develop the skills for living and moving safely in a variety of settings and the ability to cope with an emergency

- To gain experience in a wide range of outdoor activities and to extend their competence in one or more
- To examine the concept of outdoor education as a worthwhile, lifelong interest and its potential for employment.

Additional Course Costs & Special Requirements

Approximate additional cost of \$1,200.00. This covers the costs associated with professional providers and field trips. Optional trips are offered at additional costs.

Modules Include:

- Working with special needs unit
- Mountain Biking
- Overnight Tramping
- Whitewater Rafting
- Mountaineering
- Sea Kayaking
- Expedition Planning
- Place Responsive Outdoor Education
- Outdoor rock climbing and abseiling

UE Approved

This subject is an approved UE course of study.

Standards marked (N) can be used towards meeting UE Numeracy requirements.

ASSESSMENT

AS91498 (N)	Evaluate physical activity experiences and devise strategies for lifelong well being (optional achievement standard)	Internal	4
AS91501	Demonstrate quality performance of a physical activity in an applied setting	Internal	4
AS91505	Examine contemporary leadership principles applied in physical activity contexts	Internal	4
AS91504	Analyse issues in safety management for outdoor activity to devise safety management strategies	Internal	3
AS91789	Devise strategies for a physical activity outcome	Internal	4
Total Possible Credits			19

ACADEMIC PATHWAY

Not offered at NCEA Level 1	<u>Year 12 – Outdoor Education</u>	→	<u>Year 13 – Outdoor Education</u>	UE
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QUALIFICATION: NCEA LEVEL 3

Entry Requirement

16 credits in Level 2 Physical Education.

Students are unable to study both Level 3 Physical Education and Level 3 Outdoor Education.

Course Outline

The Level 3 course extends the knowledge and skill base developed in Level 2 Physical Education.

At Level 3, the course has an emphasis on the students’ own planning and application of knowledge, critical thinking and analysis, and the appraisal and performance of physical skills.

Modules Include:

- **Biomechanics** – Identifying key anatomical movements and how to improve their personal skill levels.
- **Exercise Prescription** – Students implement knowledge and understanding to achieve a fitness based outcome.

- **Training principles** – using badminton as the medium, students identify how to improve their skill level using a range of principles of training
- **Sociology** – examination of a current physical activity event, trend or issue and its impact on New Zealand society
- **Physical Activity** – Examine experiences and their influence on well-being.
- Practical experiences include fitness, badminton and other modified games.

Additional Course Costs & Special Requirements

Approximate cost of \$100.00

UE Approved

This subject is an approved UE course of study.

Standards marked R can be counted as Reading credits for UE Literacy. Standards marked (N) can be used towards meeting UE Numeracy requirements.

ASSESSMENT

AS91498 (N)	Evaluate physical activity experiences to devise strategies for lifelong well-being	Internal	4
AS91500 (N/R)	Evaluate the effectiveness of a performance improvement programme	Internal	4
AS91501 (N)	Demonstrate quality performance of a physical activity in an applied setting	Internal	4
AS91502 (R)	Examine a current physical activity event, trend or issue impacting on New Zealand society	Internal	4
AS91789	Devise strategies for a physical activity outcome	Internal	4
Total Possible Credits			20

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 3

Entry Requirement

12 Credits in Level 2 NCEA Physics.

Introduction

This course is designed for students with a real interest in the physical world around them and who are considering further study at a Tertiary Institution in courses where Physics is a recommended or required subject e.g. Medicine, Architecture, Engineering etc. The successful completion of this course will fulfil the entry requirements in Physics for most courses at a Tertiary Institution including Engineering at the University of Auckland.

Course Outline

Students will:

- Investigate physical phenomena in the areas of mechanics, electricity, electromagnetism, heat, light and waves, atomic and nuclear physics and produce qualitative and quantitative explanations for a variety of complex situations
- Analyse and evaluate data to deduce complex trends and relationships in physical phenomena
- Use physics ideas to explain a technological, biological or astronomical application of physics and discuss related issues

Additional Course Costs & Special Requirements

Physics workbook and Course Notes.

UE Approved

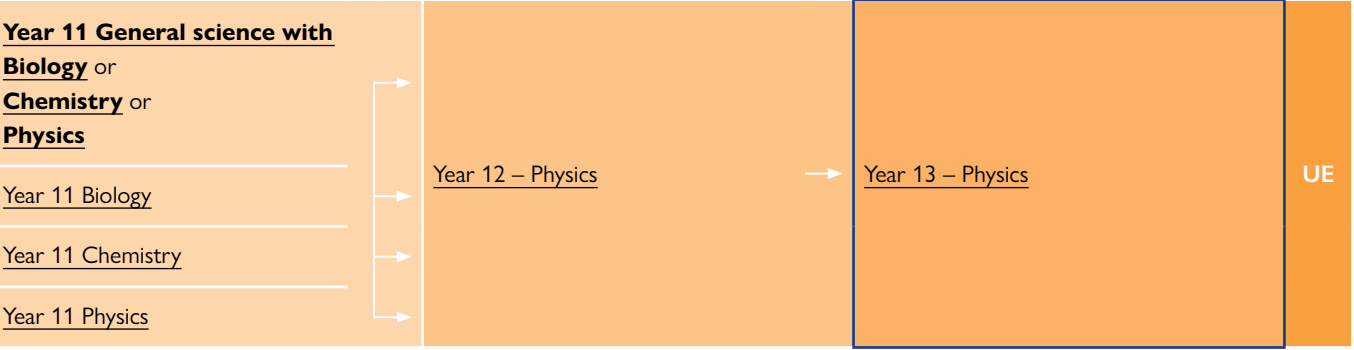
This subject is an approved UE course of study.

Standards marked (N) can be used towards meeting UE Numeracy requirements.

ASSESSMENT

AS91522 (N)	Demonstrate understanding of the application of physics to a selected context	Internal	3
AS91523 (N)	Demonstrate understanding of wave systems	External	4
AS91524 (N)	Demonstrate understanding of mechanical systems	External	6
AS91525 (N)	Demonstrate understanding of Modern Physics	Internal	3
Total Possible Credits			22
Optional Achievement Standard			
AS91526	Demonstrate understanding of electrical systems	External	6

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 3

Entry Requirement

14 credits in Level 2 Product Design.

Course Outline

Level 3 Product Design has been developed to foster creative and critical practice in a project based environment. The primary focus of this specialist area is on the design of authentic and contemporary products within a chosen context.

Level 3 is a demanding and independent course that allows students to pursue authentic needs and opportunities in the fields of product design. It has been developed with leading tertiary providers to ensure students are well prepared for future study and the industry. Projects could include skills such as; agile project management to drive the research and development of self-selected projects, idea defence during development, and the application of creative and logical reasoning to develop relevant and innovative products suitable for contemporary industry.

This course can be studied alongside the Level 3 Building and Construction Unit Standards Trade course provided by Technology.

Specialist areas that would also be beneficial to study in support of Product Design at Level 3 would be Visual Art – Design, Design and Visual Communication (DVC), Fashion and Textiles Design and Visual Art – Sculpture.

Additional Course Costs & Special Requirements

Individual course projects may incur additional costs depending on the nature of their outcomes and resources required.

UE Approved & Future Pathways

This subject is an approved UE course of study and leads to multiple tertiary pathways including Product Design, Industrial Design, Engineering and some aspects of Architecture.

Standards marked W can be counted as Writing credits for UE Literacy.

ASSESSMENT

AS91610	Develop a conceptual design considering fitness for purpose in the broadest sense.	Internal	6
AS91612 (W)	Demonstrate understanding of how technological modelling supports technological development and implementation	External	4
AS91620	Implement complex procedures to integrate parts using resistant materials to make a specified product	Internal	6
AS91623	Implement complex procedures to create an applied design for a specified product	Internal	4

Total Possible Credits 20

The nature of project based learning is fluid and designed to suit individual learners. To this end course content and standards offered are subject to change if deemed to be beneficial. Students will have an Individual Education Programme (IEP) to ensure there are no common standards in the areas of Technology. All external work is submitted as an academic report and/or a portfolio.

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 3

Entry Requirement

14 credits in Level 2 Spanish (2 Internal and 1 External Reading or Listening).

Course Outline

The Level 3 Spanish course further develops and consolidates receptive and productive language skills in the target language. There is an emphasis on extending the range of language to enable students to explore ideas and perspectives, and justify ideas and connections between cultures.

UE Approved

This subject is an approved UE course of study.

ASSESSMENT

AS91568	Demonstrate understanding in Spanish on a variety of extended spoken texts	External	5
AS91569	Give a clear spoken presentation in Spanish that communicates a critical response to stimulus material	Internal	3
AS91571	Demonstrate understanding of a variety of extended written and / or visual Spanish texts	External	5
AS91572	Write a variety of text types in Spanish to explore and justify varied ideas and perspectives	Internal	5

Total Possible Credits 18

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 3

Entry Requirement

12 credits in Level 2 Te Reo Māori (1 Internal and 1 External Achievement Standard).

Introduction

Levels 7 and 8 from the Curriculum guidelines for teaching and learning Te Reo Māori are covered in Level 3. The theme for this course is a continuation from Year 12 “Ko te Ao Māori” (The Māori world). We will study three units during the year.

- Keeping the Language alive
- Current Events
- Famous Māori People

Course Outline

The focus of this course is to sustain effective communication on a range of topics Te Reo Māori through writing in conversations and presentations. Te Reo Māori will be used as a tool to entertain persuade and inform others.

UE Approved

This subject is an approved UE course of study.

Standards marked W can be counted as Writing credits for UE Literacy.

ASSESSMENT				
AS91652	Pānui kia mōhio ki te reo Māori o te ao Whānui	External	6	
AS91654 (W)	Waihanga tuhinga whai take i te reo Māori o te ao whānui	Internal	6	
AS91651	Korero kia whakamahi i te reo Māori o te ao whānui	Internal	6	
Total Possible Credits			18	

ACADEMIC PATHWAY



QUALIFICATION: NCEA LEVEL 3

Entry Requirement

Priority is given to students who have successfully completed Year 12 Travel and Tourism. Other students with an interest in the Travel industry may apply through a discussion with the Head of Geography.

Introduction

Travel and Tourism comprises an introduction to the travel, tourism and hospitality industries in New Zealand and Australia and the Pacific Islands.

Course Outline

Travel and Tourism will enable students to demonstrate general knowledge of the Travel and Tourism industry in New Zealand, Australia and the Pacific Islands.

Additional Course Costs & Special Requirements

The fees for the Unit Standards are for the student manuals and will be approximately \$140.

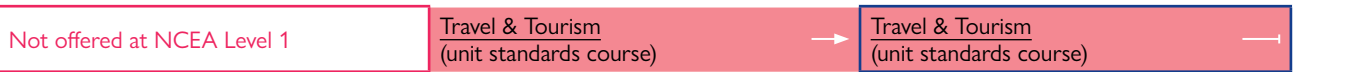
This figure is based on 2022 figures and is subject to change.

This is NOT a UE Approved Subject

Travel and Tourism is NOT an approved UE course of study but is highly recommended to those who wish to further support their other UE subjects with practical skills and experience.

ASSESSMENT				
US18211	Destination Australia	Internal	5	
US18212	Destination New Zealand	Internal	8	
US28126	World Geography	Internal	5	
US3727	Destination Pacific Islands	Internal	5	
Total Possible Credits			23	
The Unit Standards being undertaken in 2021 are as follows and are those approved by ITC. These are recognised standards that are generally transferable to other Polytechnic qualifications. All Unit Standards are internally assessed.				

ACADEMIC PATHWAY





Year 12 & 13 IB Curriculum

IB Diploma Curriculum

At Year 12, students have a choice of qualifications. They can choose to continue with NCEA or opt to follow the International Baccalaureate (IB) Diploma programme. By offering choice, students are able to select a pathway that is right for them as an individual. Whichever qualification they take, all Year 12 students choose six subjects.

This section covers the course work for the IB Diploma.

[Click here](#) for information about the [Year 12](#) or [Year 13](#) NCEA Curriculum.

Diploma students take **six** subjects. Students choose **one** subject from each of groups 1 to 6, thus ensuring breadth of experience in languages, social sciences, the experimental sciences, mathematics and the arts.

The IBO does give the students the option of not choosing a subject from Group 6. In such cases, the student may choose a second subject from another group.

Please note at Saint Kentigern College, students cannot choose 3 Diploma Sciences.

Three subjects are studied in depth at Higher Level (HL) and three at Standard Level (SL). Students will decide which subjects they will study at Higher Level at the end of the second term in Year 12.

In addition, the programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding. This requires the students to complete a course in the Theory of Knowledge (TOK), write a Formal Extended Essay (EE) and participate in Creativity, Activity and Service (CAS).

Please note a minimum number 8 students is required to create a standard alone class. Composite level classes may be offered but these are subject to resourcing.

IB DIPLOMA SUBJECTS

Core Requirements

- Theory of Knowledge
- The Extended Essay
- Creativity, Activity, Service (CAS)
- Christian Education

GROUP 1 – Studies in Language & Literature

- English A: Literature
- English A: Language & Literature
- Chinese A: Language & Literature

GROUP 2 – Language Acquisition

- Chinese B
- French B
- Japanese B
- Spanish B
- Spanish B (ab-initio)

GROUP 3 – Individuals & Societies

- Business Management
- Economics
- Geography
- History
- Psychology

GROUP 4 – Experimental Sciences

- Biology
- Chemistry
- Physics
- Sports, Exercise & Health Science

GROUP 5 – Mathematics

- Mathematics: Analysis & Approaches
- Mathematics: Applications & Interpretations

GROUP 6 – The Arts

- Film Studies
- Music
- Theatre Arts
- Visual Art

CORE REQUIREMENTS (COMPULSORY)

At the heart of the IB Diploma are three compulsory requirements which all students must complete, Theory of Knowledge, Extended Essay, and Creativity, Activity and Service (CAS).

Christian Education (Compulsory)

Contact: Dr J Sievers

Introduction

Christian values are an intrinsic part of the special character of Saint Kentigern College. All Year 12 and 13 students take Christian Education.

The Christian Education Department is constantly evolving its programmes to ensure that they are interesting, relevant and challenging for our students in their development as young men and women on their faith journeys, whatever they perceive that to be. In the Senior School, a wide range of relevant and contemporary resources are used in what is generally an informal, discussion-based, non-assessed theological and philosophical exploration of issues of Christian life and faith.

Course Outline

The Year 12 course aims to encourage students to continue exploring the foundational principles of the Christian life in deeper and increasingly more relevant ways. With the focus being on ‘bringing joy to others’, students will revisit the Jesus story, as well as key events in the history of the Christian church to consider not only what their own aspirations and achievements are, but also what they might achieve for others and inspire in others.

At Year 13 the aim of the course is to further build upon and enhance students’ awareness and understanding of the Judeo/ Christian view of life and living, and thus to equip them to interface with the world outside the constraints and special nature of the Saint Kentigern College community.

With the Ten Commandments as the scriptural basis, the special character of Saint Kentigern College as the context, and supported by a wide range of contemporary resources, students will be encouraged to participate in an in-depth exploration of morality, conscience and, more specifically, issues of morality that will impact upon students’ lives at some point.

Assessment

There is no formal assessment for this course.

Creativity, Activity, Service (CAS) (Compulsory)

Contact: Ms S Tornquist

The aim of Creativity, Activity, Service (CAS) is to foster responsible, compassionate citizens by encouraging their participation in artistic activities, sports, expeditions and service projects.

The three strands of CAS are characterised as follows:

- CREATIVITY

Arts, and other experiences that involve creative thinking.
- ACTIVITY

Physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma.
- SERVICE

An unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma.

For student development to occur, CAS should involve:

- Real, purposeful activities with significant outcomes
- Personal challenge – tasks must extend the student and be achievable in scope
- Thoughtful consideration such as planning, reviewing progress and reporting
- Reflection on outcomes and personal learning

All proposed CAS activities need to meet these four criteria. It is also essential that they do not replicate other parts of the student’s IB Diploma work.

Successful completion of CAS is a requirement for the award of the IB Diploma. CAS is not formally assessed but students need to document their activities and provide evidence that they have achieved seven key learning outcomes.

The Extended Essay (Compulsory)

Contact: Ms C Pienaar

The Extended Essay is an in-depth study of a focused topic chosen from the list of approved Diploma subjects – usually one of the student’s six chosen subjects for the IB Diploma. This part of the programme focuses on analysis, evaluation and reasoning. It provides students with an opportunity to engage in personal independent research on a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the IB subject chosen. In the Diploma, the Extended Essay is the prime example of a piece of work where the student has the opportunity to show knowledge, understanding and enthusiasm about a topic of his or her choice.

ASSESSMENT

The Extended Essay is assessed externally against common generic criteria, interpreted in ways appropriate to each subject.

In combination with the grade for Theory of Knowledge, it contributes up to three points to the total score for the IB Diploma.

The Extended Essay is presented as a formal piece of structured writing containing no more than 4,000 words; the result of approximately 40 hours of work by the student. Three mandatory reflective statements are written over the writing period of the Essay.

Theory of Knowledge (Compulsory)

Contact: Dr H Kemp

The Theory of Knowledge course is a fundamental part of the Diploma. It is a course of interdisciplinary study that challenges students to think critically about knowledge itself. It poses questions such as:

How do we know? What counts as knowledge? What is the value of knowledge? How does it grow? What are its limits? Who owns knowledge? What are the implications of having, or not having knowledge?

The course encourages students to:

- Reflect critically on diverse ways of knowing and on areas of knowledge
- Consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world

The course is organised in four broad categories with linking questions:

- Knowledge issues
- Knowers and knowing
- Ways of knowing
- Areas of knowledge

A successful TOK course will build on the student's own experience and involve them to explore the values of curiosity, thoughtful inquiry and critical thought.

THEORY OF KNOWLEDGE ASSESSMENT

There is no examination in TOK. However, students are required to complete a TOK essay from a list of prescribed titles. The TOK essay is externally assessed. Students must also complete a TOK exhibition which is internally assessed but externally moderated.

	Theory of Knowledge					
Extended Essay	Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not Submitted
Excellent A	3	3	2	2	N	N
Good B	3	2	2	1	N	N
Satisfactory C	2	2	1	0	N	N
Mediocre D	2	1	0	0	N	N
Elementary E	N	N	N	N	N	N
Not Submitted	N	N	N	N	N	N

GROUP 1 (STUDIES IN LANGUAGE & LITERATURE)

Subject choices in Group 1 are Studies in English A: Literature, English A: Language and Literature and Chinese A: Language and Literature

Chinese A: Language & Literature

Contact: Ms T Yan

Entry Requirement

To take this course, students need to meet the following criteria:

1. Native speaker of Chinese
2. Experienced in using Chinese in an academic context, having had at least 6 years of 语文/國文 (Chinese Language and Literature) education.

The final decision is made upon interviews by the Chinese A teacher.

Introduction

The Chinese A: Language and Literature course aims to develop students' skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally determined reading practices.

The course comprises four parts – two relate to the study of language and two to the study of literature. The skills of analysis are practised to enable students to show their appreciation of previously unseen texts as well as their knowledge and understanding of texts studied in classes.

Course Outline

Both HL and SL courses consist of four parts:

- Language in cultural context
- Language and mass communication
- Literature – texts and contexts
- Literature – critical study

ASSESSMENT

Students will be assessed externally and internally at both HL and SL.

Standard Level Assessment		
External Assessment		70%
Written Paper 1	Textual Analysis	25%
Written Paper 2	Essay	25%
Written Tasks		20%
Internal Assessment		30%
Individual Oral Commentary		15%
Further Oral Activity		15%

Higher Level Assessment		
External Assessment		70%
Written Paper 1	Comparative Textual Analysis	25%
Written Paper 2	Essay	25%
Written Tasks		20%
Internal Assessment		30%
Individual Oral Commentary		15%
Further Oral Activity		15%

Entry Requirement

14 Credits at NCEA Level 1 including a writing assessment, either Formal (AS90053) or Creative (AS90052).

Introduction

The English A: Language and Literature course involves the study of language in cultural context, language and mass communication, and literature from a variety of cultural backgrounds over a broad period of time. The course is designed to: develop in students, the ability to engage in close detailed analysis of individual texts and make relevant connections with them and between them; develop students’ power of expression both in oral and written communication; encourage students to appreciate the formal, stylistic and aesthetic qualities of the texts and think critically about the different interactions between text, audience and purpose.

ASSESSMENT

Students will be assessed externally and internally at both Higher and Standard Levels.

Standard Level Assessment		
External Assessment		70%
Written Paper 1	Guided Textual Analysis	35%
Written Paper 2	Comparative Essay	35%
Internal Assessment		30%

Course Outline

Higher Level students study 13 works. Standard Level students study 9 works. Works include texts in translation such as novels and plays. New Zealand texts are also included in the course.

The language units are: language in cultural context and language and mass communication.

Concepts covered in the syllabus include: identity, culture, creativity, communication, perspective, transformation and representation.

Higher Level Assessment		
External Assessment		80%
Written Paper 1	Guided Textual Analysis	35%
Written Paper 2	Comparative Essay	25%
Higher Level Essay		20%
Internal Assessment		20%

Entry Requirement

14 Credits at NCEA Level 1 including a writing assessment, either Formal (AS90053) or Creative (AS90052).

Introduction

The English A: Literature course involves the study of literature from a variety of cultural backgrounds over a broad period of time.

Texts are selected from a range of genre and, through an emphasis on cultural awareness, students gain an appreciation of people and issues outside of their immediate experience. The English A: Literature course requires students to dedicate time to reading literature and responding to it verbally and in writing. The skills of analysis are practised to enable students to show their appreciation of previously unseen texts as well as their knowledge and understanding of texts studied in class.

There is an emphasis on discussion and verbal commentaries in order to equip students for assessment in formal oral situations.

ASSESSMENT

Students will be assessed externally and internally at both Higher and Standard Levels.

Standard Level Assessment		
External Assessment		70%
Written Paper 1	Guided Literary Analysis	35%
Written Paper 2	Comparative Essay	35%
Internal Assessment		30%

Course Outline

Higher Level students study 13 texts. Standard Level students study 9 texts. Works include texts in translation, such as novels and plays. Poetry, autobiography and short stories including New Zealand texts are also included in the course. Concepts covered in the syllabus include: identity, culture, creativity, communication, perspective, transformation and representation.

Higher Level Assessment		
External Assessment		80%
Written Paper 1	Guided Literary Analysis	35%
Written Paper 2	Comparative Essay	25%
Higher Level Essay		20%
Internal Assessment		20%

GROUP 2 (LANGUAGE ACQUISITION)

At Saint Kentigern College, Chinese, French, Japanese and Spanish are offered in Group 2. For those students who have not previously studied a language, or who may have previously studied a language but not met the entry requirements for other learned languages in Group 2, Spanish is offered in ‘ab initio’ (Latin phrase meaning: “from the beginning”).

Please note the IBO has strict rules regarding Lanaguge levels (either Standard or Higher). In Accordance with those rules, Langaue teachers will assess each student’s capabilties and assign a Standard or Higher course to the each student.

Chinese B Contact: Ms T Yan

Entry Requirement

19 credits or more in NCEA Level 1 Chinese and achieved at least one Excellence grade in each of the Internal and External Achievement Standards at Level 1.

If Chinese is the student’s heritage language, it is restricted to students who have not undergone a significant, formal course of study in, or of Chinese.

Students must have completed the last three years of study in a school in which that Chinese was not the first language. This would include all students who have attended Saint Kentigern College since the beginning of Year 9.

Students may have studied or been taught in a different dialect of Chinese.

Entry to the Chinese B course is at the discretion of the Teacher in Charge of Chinese.

Introduction

Chinese is the most widely spoken language in the world. Because of the large, prosperous economy and the developing trading relationship with New Zealand, it is currently an important and very popular foreign language to learn. This Chinese course aims to give students an advantage in the increasingly competitive business world incorporating the skills of reading, writing and speaking, with the receptive skill of listening. It develops the student’s understanding of Chinese culture and lifestyle in the 21st century.

Course Outline

Standard and High Level Chinese consists of a combination of internally assessed speaking, and externally assessed Reading, Writing and Listening.

The themes for study include:

- Identities
- Social Organisation
- Experiences
- Sharing the Planet
- Human Ingenuity

ASSESSMENT

Standard Level and High Level Assessment		
External Assessment		75%
Written Paper 1	Writing	25%
Written Paper 2	Listening and Reading	50%
Internal Assessment		25%
Individual Oral		25%

French B

Contact: Mr R Barnao

Entry Requirement

19 credits or more in NCEA Level 1 French.

This course is especially suitable for students with an ‘M’ endorsement or higher, at Level 1.

Introduction

French is spoken widely in the world and while already a popular subject for New Zealand students, it continues to be an increasingly important and relevant foreign language to learn. This French course incorporates the skills of reading, writing and speaking with the passive skill of listening. It aims to give students a sound understanding of French culture and lifestyle in the 21st century.

Course Outline

The Standard Level course (Higher Level will only be offered at the discretion of the Teacher in Charge) consists of a combination of internally assessed Speaking, and externally assessed Reading, Writing and Listening

The themes for study include:

- Identities
- Social Organisation
- Experiences
- Sharing the Planet
- Human Ingenuity

ASSESSMENT

Standard Level and High Level Assessment		
External Assessment		75%
Written Paper 1	Writing	25%
Written Paper 2	Listening and Reading	50%
Internal Assessment		25%
Individual Oral		25%

Japanese B

Contact: Mrs C Leishman

Entry Requirement

19 credits in NCEA Level 1 Japanese. Students must also have achieved an Excellence grade in ONE of the External Achievement Standards (1.1 or 1.4) and ONE of the Internal Achievement Standards (1.2 or 1.5) at Level 1.

Introduction

Japanese remains an important economic power in the world today – a leader in technology as well as being a major trading partner for New Zealand therefore is currently an important and popular foreign language to learn. This Japanese course incorporates the skills of reading, writing and speaking with the passive skill of listening. It aims to give students a sound understanding of Japanese culture and lifestyle in the 21st century.

Course Outline

Standard Level Japanese (Higher Level will not be offered). Assessment consists of a combination of internally assessed Speaking, and externally assessed Reading, Writing and Listening (with a specific emphasis on kanji).

The themes for study include:

- Identities
- Social Organisation
- Experiences
- Sharing the Planet
- Human Ingenuity

ASSESSMENT

Standard Level and High Level Assessment		
External Assessment		75%
Written Paper 1	Writing	25%
Written Paper 2	Listening and Reading	50%
Internal Assessment		25%
Individual Oral		25%

Spanish B

Contact: Mrs M Martinez

Entry Requirement

19 credits or more in NCEA Level 1 Spanish. This course is especially suitable for students with an ‘M’ endorsement or higher at Level 1.

Introduction

Spain and South America are becoming major trading partners for New Zealand and therefore Spanish is increasingly an important and popular foreign language to learn. This Spanish course incorporates the skills of reading, writing, speaking and listening. It aims to give students a sound understanding of Spanish culture and lifestyle in the 21st century.

Course Outline

The Standard Level course (Higher Level will only be offered at the discretion of the Teacher in Charge) consists of a combinationof internally assessed Speaking, and externally assessed Reading,Writing and Listening.

The themes for study include:

- Identities
- Social Organisation
- Experiences
- Sharing the Planet
- Human Ingenuity

ASSESSMENT

Standard Level and High Level Assessment		
External Assessment		75%
Written Paper 1	Writing	25%
Written Paper 2	Listening and Reading	50%
Internal Assessment		25%
Internally Assessed by the teacher and externally moderated by the IB		
Individual Oral		25%

Spanish B (ab-initio)

Contact: Mrs M Martinez

Entry Requirement

None.

This course is for those students who have not previously studied a language, or who may have previously studied a language but not met the entry criteria for the other Group 2 languages. “Ab-initio” means ‘from the beginning’ (Latin).

Introduction

Spain and South America are becoming major trading partners for New Zealand and therefore Spanish is increasingly an important and popular foreign language to learn. This Spanish course incorporates the skills of reading, writing, speaking and listening. It aims to give students a sound understanding of Spanish culture and lifestyle in the 21st century.

Course Outline

While this is a beginners course in Spanish, students will be expected to reach a standard equivalent to Year 12 NCEA level, by the end of their second year. An extended vocabulary list required for the reading and listening assessments will be issued at the beginning of the course.

Themes:

- Identities
- Experiences
- Human Ingenuity
- Social Organisation
- Sharing the Planet

ASSESSMENT

ab-Initio Assessment		
External Assessment		75%
Written Paper 1	Writing	25%
Written Paper 2	Receptive Skills – listening and reading	50%
Internal		25%
Individual Oral		25%

GROUP 3 (INDIVIDUALS & SOCIETIES)

Subject choices in Group 3 are Business Management, Economics, Geography, History and Psychology.

Business Management

Contact: Mrs T Ramakers

Entry Requirement

A minimum of 14 credits from NCEA Level 1 Achievement Standards in Accounting, Business and/or Economics.

Introduction

Business Management is a rigorous and dynamic discipline that examines business functions, management processes and decision making in contemporary business contexts. It also considers business decisions that are influenced by internal and external factors and how these decisions impact upon its stakeholders.

Course Outline

The aim is to help students understand the implications of business activity in a global market.

It is designed to give students an international perspective of business and to promote their appreciation of cultural diversity through the study of the topics; Business Organisation and their environment, Marketing, Human Resource Management, Finance and Accounts and Operations Management. In addition, the following six concepts underpin the course and are integrated throughout all learning – Change, Culture, Ethics, Globalisation, Innovation and Strategy.

Overall the Business Management course will contribute to students’ development as critical and effective participants in local and world affairs and develop skills that are relevant to today’s students.

ASSESSMENT

Students will sit two external examinations and write one internal assessment for both Standard Level and Higher Level courses.

Standard Level Assessment		
External Assessment		75%
Written Paper 1	A series of short answer questions based on a case study that is issued in the second year of the course	30%
Written Paper 2	A series of short answer questions and one extended response based on stimulus material provided in the examination covering all course material and the underlying CUEGIS concepts.	45%
Internal Assessment – A written commentary based on three to five supporting documents about a real issue or problem facing a particular organisation.		25%

Higher Level Assessment		
External Assessment		75%
Written Paper 1	A series of short answer questions and one extended response based on a case study that is issued in the second year of the course	35%
Written Paper 2	A series of short answer questions and one extended response based on stimulus material provided in theexamination covering all course material and the underlying CUEGIS concepts.	40%
Internal Assessment – A research project that enables students to demonstrate the application of their skills and knowledge in business management to real organisation issues or decision-making.		25%

Entry Requirement

A minimum of 14 credits from the NCEA Level 1 Achievement Standards in Economics.

For those students who have not previously studied Economics but who wish to enter IB Diploma Economics, credits obtained in English and Mathematics will be used as the basis for entry.

Introduction

Economics is a dynamic social science, forming part of Group 3 – individuals and societies. The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants.

The economics course encourages students to consider ethical dimensions and perspectives, foster a concern for global issues and raise awareness of their own responsibilities at a local, national and international level.

The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world.

Course Outline

Introduction to Economics

- Micro-economics
- Macro-economics
- International Economics
- Development Economics

ASSESSMENT

Standard Level Assessment		
External Assessment		80%
Written Paper 1	Two extended response questions	40%
Written Paper 2	Two data response questions	40%
Internal Assessment		20%

Higher Level Assessment		
External Assessment		80%
Written Paper 1	Two extended response questions	30%
Written Paper 2	Two data response questions	30%
Written Paper 3	Two quantitative method questions	20%
Internal Assessment		20%

Entry Requirement

There is no specific entry requirement for IB Geography as skills needed are developed within the course however it is preferable and advantageous for students to have some understanding of Geography from Level 1 and an awareness of current global issues.

Introduction

The topics covered in Geography are related to real-world current issues that are relevant to present day and future societies and that consider the interactions between people and the physical environment.

Geography looks at ways people in different cultures have brought about changes through their interaction with the natural world and how our growth as a species is creating some significant global issues. It also investigates the way people adapt and respond to change and evaluates management strategies associated with such change through a range of international and local case studies.

The Diploma Programme Geography course integrates both physical and human geography and ensures students acquire elements of both scientific and socio-economic methodologies. The course starts at Year 12, includes one internal assessment, and ends with the examinations at the end of Year 13. Geography can be continued as a Humanity or Science subject at University.

Additional Course Costs & Special Requirements

Field trips are part of the Geography course. There are additional costs associated with these.

Course Outline

Higher and Standard Level Geography course common themes.

Part 1 – Geographic Themes

There are seven options. Options may vary from year to year, but are selected from:

- Freshwater – drainage basins
- Oceans and coastal margins
- Extreme environments
- Geophysical hazards
- Leisure, tourism and sport
- Food and Health
- Urban environments.

Two options are studied at Standard Level.

Three options are studied at Higher Level.

Part 2 – Core

The focus of the Core syllabus is 'Geographic Perspectives and Global Change'. Topics studied include:

- Population distribution – changing population
- Global climate – vulnerability and resilience
- Global resource consumption and security.

Part 2 – Higher Level Core Extension

The focus of the Higher Level Core Extension is 'Global Interactions'. Topics include:

- Power, places and networks
- Human development and diversity
- Global risks and resilience.

ASSESSMENT

Standard Level Assessment		
External Assessment		75%
Written Paper 1 (Geographic Themes)	Each option has one structured question and one extended answer question from a choice of two. Total of 40 marks	35%
Written Paper 2 (Core)	Section A: Three structured questions (30 marks) Section B: Infographic or visual stimulus with structured questions (10 marks) Section C: One extended answer from a choice of two (10 marks) Total 50 marks	40%
Internal Assessment		25%

Higher Level Assessment		
External Assessment		80%
Written Paper 1 (Geographic Themes)	Each option has one structured question and one extended answer question from a choice of two. Total of 60 marks	35%
Written Paper 2 (Core)	Section A: Three structured questions (30 marks) Section B: Infographic or visual stimulus with structured questions (10 marks) Section C: One extended answer from a choice of two questions (10 marks) Total 50 marks	25%
Written Paper 3 (Higher Level Core Extension)	Students answer one extended answer questions from a choice of three. Total 28 marks	20%
Internal Assessment		20%

HistoryContact: Mrs N Burridge

Entry Requirement

16 Credits or more in NCEA Level 1 History (this must include AS91005).

For those students who have not previously studied History but who wish to enter IB Diploma History, credits obtained in another Social Science subject will be used as the basis for entry.

Introduction

IB Diploma History is concerned with individuals and societies in the widest context: political, social, economic, religious, technological and cultural. It contributes to students’ understanding of their culture, heritage and identity in a global and international context. The course seeks to enable our students to understand the world around them from an international perspective. In understanding the past, our students can have a better understanding of the future and how that may be shaped by good global citizens.

ASSESSMENT

Students will be assessed externally and internally at both Higher and Standard Levels.

Standard Level Assessment		
External Assessment		75%
Written Paper 1	A document based paper on a prescribed subject	30%
Written Paper 2	An essay paper based on 20th century world history topics	45%
Internal Assessment		25%

Course Outline

Higher and Standard Level History Course Common Themes Paper 1

- The move to global war: Japanese, German and Italian expansion 1931 – 41

Paper 2

- Causes and effects of 20th century wars
- Authoritarian states (20th century)

Higher Level History Course only Paper 3

- History of Europe; includes
 - Europe and the First World War (1871-1918)
 - Inter-war domestic developments in European states (1918-1939)
 - Diplomacy in Europe (1919-1945)

Higher Level Assessment		
External Assessment		80%
Written Paper 1	A document based paper on a prescribed subject	20%
Written Paper 2	An essay paper based on 20th century world history topics	25%
Written Paper 3	An essay paper based on regional options	35%
Internal Assessment		20%

Psychology

Contact: Ms S Tornquist

Entry Requirement

A minimum of 12 credits in NCEA Level 1 Science and 14 credits in a NCEA Level 1 Humanities Subject.

For those students who have not previously studied a Humanities subject in NCEA but who wish to enter IB Diploma Psychology, credits obtained in Science and English will be used as basis for entry.

Introduction

Psychology a social science forming part of Group 3. It is the rigorous and systematic study of mental processes and behaviour. It is a complex subject which draws on concepts, methods and understandings from a number of different disciplines.

The course looks at the study of behaviour and mental processes requiring a multidisciplinary approach and the use of a variety of research techniques.

Course Outline

At the core of the DP psychology course is an introduction to three different approaches to understanding behaviour:

- biological approach to understanding behaviour
- cognitive approach to understanding behaviour
- sociocultural approach to understanding behaviour

There is a choice of options in the course. They focus on areas of applied psychology:

- abnormal psychology
- developmental psychology
- health psychology
- psychology of relationships

ASSESSMENT

Standard Level Assessment		
External Assessment		75%
Written Paper 1	Section A: Three short-answer questions on the core approaches to psychology Section B: One essay from a choice of three on the biological, cognitive and sociocultural approaches to behaviour	50%
Written Paper 2	One question from a choice of three on one option	25%
Internal Assessment		25%

Higher Level Assessment			
External Assessment			80%
Written Paper 1	Section A: Three short-answer questions on the core approaches to psychology Section B: One essay from a choice of three on the biological, cognitive and sociocultural approaches to behaviour		40%
Written Paper 2	Two question from a choice of three on two options		20%
Written Paper 3	Three short-answer questions		20%
Internal Assessment			20%

GROUP 4 (EXPERIMENTAL SCIENCES)

Subject choices in Group 4 are Biology, Chemistry and Physics.

Biology

Contact: Ms S Tornquist

Entry Requirement

A minimum of 16 credits in NCEA Level 1 Science including Genetics AS90948 at the Merit level or a minimum of 16 credits in Level 1 Biology.

Introduction

The IB Biology course will enable students to develop a greater understanding of biological facts together with an appreciation of their significance in new and changing situations. They will develop greater expertise in the area of practical work and the link between theory and experimental work.

Students can continue to enjoy and further develop a personal interest in living organisms as well as learn to recognise the responsible use of biology and biotechnology within international scientific organisations.

The course encourages the use of ICT to develop information and communication technology skills in the study of Biology.

Course Outline

The two year course comprises of:

- Ecology
- Genetics
- Molecular Biology
- Plant Science (Higher Level only)
- Animal Physiology (Higher Level only)
- Cell Biology
- Evolution and Biodiversity
- Human Physiology
- Energy in Cells (Higher Level only)
- Plus an additional option topic

ASSESSMENT

Students will be assessed externally and internally at both Higher and Standard Levels..

Standard Level Assessment		
External Assessment		80%
Written Paper 1	30 multiple choice questions on core content	20%
Written Paper 2	Data based questions, short answer and extended response questions	40%
Written Paper 3	Short answers based on one option studied and experimental skills and techniques.	20%
Internal Assessment		20%

Higher Level Assessment			
External Assessment			80%
Written Paper 1	40 multiple choice questions on core content		20%
Written Paper 2	Data based questions, short answer and extended response questions		36%
Written Paper 3	Short answers based on one option studied and experimental skills and techniques.		24%
Internal Assessment			20%

Chemistry

Contact: Mrs S Mellsop

Recommendation for successful outcomes:

A minimum of 16 credits in NCEA Level 1 Science including achieving Acids and Bases, AS90944, at Merit or higher, or a minimum of 16 credits in Level 1 Chemistry.

Introduction

IB Chemistry is the study of the composition, properties, and reactions of matter, particularly at the level of atoms and molecules. It is the branch of science concerned with the investigation of the properties and reactions of substances, and the use of such reactions to form new compounds. In the process of studying such reactions and properties, the IB chemistry course serves to make links between both Physics and Biology. Students, as always, need to have inquiring minds, be able to face challenges, acknowledge and build upon achievements of others, be innovative and be prepared to take calculated risks in their problem solving.

ASSESSMENT

Internal Assessment is an integral part of the course and is compulsory for both HL and SL students. Each student will carry out an individual investigation enabling them to demonstrate the application of their skills and knowledge and to pursue their personal interests.

Standard Level Assessment			
External Assessment		80%	
Written Paper 1	30 multiple choice questions on core content	20%	
Written Paper 2	Short-answer questions and an extended answer question on the core	40%	
Written Paper 3	Questions on core and SL option material	20%	
Internal Assessment		20%	

Course Outline

The two year course comprises of:

- Quantitative Chemistry
- Periodicity
- Equilibrium
- Oxidation and reduction
- Uncertainty and error in measurement
- Atomic structure and bonding
- Energetics and kinetics
- Acids and bases
- Organic Chemistry
- Plus an additional option topic

Physics

Contact: Mr J Naude

Entry Requirement

NCEA Level 1 Science Endorsement with Merit or higher including Merit or higher in AS90940. NCEA Level 1 Mathematics with Merit Endorsement or higher including Merit or higher in Algebra AS91027.

Students who anticipate taking the advanced Higher Level (HL) course in Physics may find it an advantage to also have taken NCEA Level 1 Physics.

Introduction

IB Physics is offered at Standard Level (SL) and Higher Level (HL) and therefore accommodates students who wish to study Physics as their major subject in higher education along with those who have a strong interest in Physics.

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles, currently accepted as quarks, which may be truly fundamental to the vast distances between galaxies.

Through studying this course, not only will students expand their existing Physics knowledge, they will also develop and apply problem solving techniques, investigative skills as well as collaborative and communication skills.

ASSESSMENT

Students will be assessed externally and internally at both Higher and Standard Levels.

Standard Level Assessment			
External Assessment		80%	
Written Paper 1	Multiple-choice questions based on the core topics	20%	
Written Paper 2	Extended-response questions on the core topics	40%	
Written Paper 3	Several short-answer questions on experimental work and extended response questions from one option	20%	
Internal Assessment		20%	

Course Outline

The two year course comprises of:

- Mechanics
- Waves
- Atomic and Nuclear Physics
- Energy Production
- Thermal Physics
- Electricity and Electromagnetism
- Quantum Physics

Additional Course Costs & Special Requirements

- Write-on notes

Higher Level Assessment			
External Assessment		80%	
Written Paper 1	Multiple-choice questions based on the core and AHL topics	20%	
Written Paper 2	Extended-response questions on the core and the AHL topics	36%	
Written Paper 3	Several short-answer questions on experimental work and extended response questions from one option	24%	
Internal Assessment		20%	

Entry Requirement

14 credits in Level 1 Science.

Introduction

Sports, Exercise and Health Science (SEHS) is an experimental science that combines academic study with the acquisition of practical and investigative skills.

Aspects of biological and physical science is studied in the specific context of sports, exercise and health. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition.

Course Outline

The two year course covers;

Standard Level

- Anatomy
- Exercise physiology
- Energy systems
- Movement analysis
- Skill in sports
- Measurement and evaluation of human performance

Higher Level

- Further anatomy
- The endocrine System
- Fatigue
- Friction and drag
- Skill acquisition and analysis
- Genetics and athletic performance
- Exercise and immunity

ASSESSMENT

Students will be assessed externally and internally at both Higher and Standard Levels.

Standard Level Assessment		
External Assessment		80%
Written Paper 1	30 Multiple choice questions on core connect	20%
Written Paper 2	Section A: One data-based question and several short-answer questions on standard level content.	35%
Written Paper 3	Several short-answer questions in each of the options studied	25%
Internal Assessment		20%
Individual investigation into a research topic of their choosing		20%

Higher Level Assessment		
External Assessment		80%
Written Paper 1	30 Multiple choice questions on core connect	20%
Written Paper 2	Section A: One data-based question and several short-answer questions on standard and higher level content.	35%
Written Paper 3	Several short-answer questions in each of the options studied	25%
Internal Assessment		20%
Individual investigation into a research topic of their choosing		20%

GROUP 5 (MATHEMATICS)

To cater for all abilities, Group 5 offers two Mathematics courses: Analysis and Approaches (SL & HL); Applications and Interpretation (SL &HL).

Entry Requirement

Students who have successfully completed Level 1 Mathematics endorsed with Merit or higher with at least a Merit grade in Algebra External Standard (91027 or 91028). Students who have successfully completed Level 2 Mathematics would be suitable to study this at Higher Level.

Introduction

This course caters for students with a very strong background in Mathematics who are competent in a range of analytical and technical skills.

- Emphasis on algebraic methods
- Develop strong skills in mathematical thinking
- Real and abstract mathematical problem solving
- For students interested in mathematics, engineering, physical sciences and some economics

Course Outline

Topics covered are:

- Quadratic functions and equations
- Probability
- Exponential and log functions
- Rational functions
- Patterns
- Sequences
- Limits and derivations
- Descriptive Statistics
- Integration
- Bi-variate analysis
- Trigonometry
- Vectors
- Circular functions
- Calculus with Trigonometry functions
- Probability distributions

ASSESSMENT

Standard Level Assessment		
External Assessment		80%
Written Paper 1 1.5 hours	No calculator allowed Section A – Compulsory short-response questions based on the syllabus Section B – Compulsory extended-response questions based on the whole syllabus	40%
Written Paper 2 1.5 hours	Graphic display calculator required Section A – Compulsory short-response questions based on the whole syllabus Section B – Compulsory extended-response questions based on the whole syllabus	40%
Internal Assessment		20%

Higher Level Assessment		
External Assessment		80%
Written Paper 1 2 hours	No calculator allowed Section A – Compulsory short-response questions based on the syllabus Section B – Compulsory extended-response questions based on the whole syllabus	30%
Written Paper 2 2 hours	Graphic display calculator required Section A – Compulsory short-response questions based on the syllabus Section B – Compulsory extended-response questions based on the whole syllabus	30%
Written Paper 3 1 hour	Extended response problem solving questions based on the syllabus	20%
Internal Assessment		20%

Mathematics: Applications & Interpretation (SL & HL)

Contact: Dr J Sneddon

Entry Requirement

Students who have successfully completed Level 1 Mathematics with at least an Achieved grade in an Algebra Standard (91027, 91028 or 91029). Students who have a Merit Endorsement in Level 1 Mathematics with at least a Merit grade in an Algebra External Standard (91027 or 91028 would be suitable to study this at Higher Level.

ASSESSMENT

Standard Level Assessment		
External Assessment		80%
Written Paper 1 1.5 hours	Graphic display calculator required Compulsory short-response questions based on the whole syllabus	40%
Written Paper 2 1.5 hours	Graphic display calculator required Compulsory extended-response questions based on the whole syllabus	40%
Internal Assessment		20%

Introduction

This course caters for students who enjoy problem solving and real world applications of Mathematics.

- Emphasis on modelling and statistics
- Develop strong skills in applying mathematics to the real-world
- Real mathematical problem solving using technology
- For students interested in social sciences, natural sciences, medicine, statistics, business, psychology and design.

Higher Level Assessment		
External Assessment		80%
Written Paper 1 2 hours	Graphic display calculator required Compulsory short-response questions based on the whole syllabus	30%
Written Paper 2 2 hours	Graphic display calculator required Compulsory extended-response questions based on the whole syllabus	30%
Written Paper 3 1 hour	Compulsory extended-response problem-solving questions	20%
Internal Assessment		20%

GROUP 6 (THE ARTS)

Subject choices in Group 6 are Visual Art, Film Studies, Music and Theatre Studies

Film Studies

Contact: Mr L Oliver

Entry Requirement

19 credits in NCEA Level 1 Media in Society or 18 credits in NCEA Level 1 English.

Introduction

The Film Studies course at Standard and Higher Level aims to develop in students the skills necessary to achieve create and critical independence in their knowledge, experience and enjoyment of film.

The aims are to promote:

- An appreciation and understanding of film as a complex art form
- An ability to formulate stories and ideas in film terms
- The practical and technical skills of production
- Critical evaluation of film production by the student and by others
- A knowledge of film-making traditions in more than one country

Course Outline

IB Film Studies is both a powerful communication medium and an art form. The Film Studies course aims to develop students'

ASSESSMENT

Standard Level Assessment		
External Assessment		60%
Textual Analysis	Textual analysis (max 1,750 words) of a prescribed film text based on a chosen extract (max 5 mins), and list of sources.	30%
Comparative Study	Recorded multimedia comparative study (max 10 mins), and list of sources.	30%
Internal Assessment		40%
Film Portfolio	Portfolio pages (max 9 pages: 3 pages per production role) and list of sources. A film reel (max 9 mins: 3 mins per production role, including 1 completed film).	40%

skills so they become adept in both interpreting and making film texts.

Through the study and analysis of film texts and exercises in film-making, the course explores film history, theory and socio-economic background. The course develops students' critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. To achieve an international understanding within the world of film, students are taught to consider film texts, theories and ideas from the point of view of different individuals, nations and cultures.

There is an expectation that students join the Film Society and 48 Hour Film Challenge in both years of the course.

Textual analysis: The study of films and film-making traditions for more than one country.

Creative process: Techniques and organisation of production. The development of creative, analytical and production skills within film-making.

Additional Course Costs

- 8GB SD Card

Higher Level Assessment		
External Assessment		40%
Textual Analysis	Textual analysis (max 1,750 words) of a prescribed film text based on a chosen extract (max 5 mins), and list of sources.	20%
Comparative Study	Recorded multimedia comparative study (max 10 mins), and list of sources.	20%
Internal Assessment		60%
Film Portfolio	Portfolio pages (max 9 pages: 3 pages per production role) and list of sources. A film reel (max 9 mins: 3 mins per production role, including 1 completed film).	25%
Collaborative film project	Completed film (max 7 mins). Project report (max 2,000 words) and list of sources.	35%

Entry Requirement

20 credits or more in NCEA Level 1 Music or at the discretion of the Head of Music if the student has sufficient practical skills and music literacy.

Introduction

IB Music provides students with the opportunity to explore, experiment and present performances and composition/ songwriting in various styles and genres. Students will also learn how to prepare, research and reflect their own and collaborative assignments for the portfolios submission.

Course Outline

Through the roles of researcher, composer and performer, students will demonstrate understanding of diverse personal, local and global music contexts in four different areas of inquiry.

The following four areas of inquiry are taught in class with set works and strategies to implement these as part of their portfolio. There are no written or practical external examination at the end of the year.

- Sociocultural/Political
- Music for Listening
- Music for Film, Dance and the Dramatic Stage
- Music for the Digital Age

Standard Level students will complete:

- Explore Music and Context** – Music chosen from two areas of inquiry
- Experiment with Music** – Music chosen from two areas of inquiry
- Present Music** – chosen from all four areas of inquiry

Higher Level students will complete a collaborative task where they are able to complete a project with other IB or NCEA students with musical input.

- Collaborative Contemporary Music Making** – a 15 minute multimedia presentation

ASSESSMENT

Standard Level Assessment	
External Assessment	70%
Explore Music in Context	30%
Present Music	40%
Internal Assessment	30%
Experiment with Music	30%

Higher Level Assessment	
External Assessment	50%
Explore Music in Context	20%
Present Music	30%
Internal Assessment	50%
Collaborative Contemporary Music Maker	30%
Experiment with Music	20%

Entry Requirement

There are no prerequisites for entry to the Theatre Arts course.

Introduction

IB Theatre Arts is an exciting course where students learn, through experience, all areas of theatre. Students will gain skills as creators, designers, directors, and performers.

Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through inquiry, experimentation, risk taking and the presentation of ideas to others. Through the study of theatre, students strengthen their awareness of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes, and their modes of presentation. The creative collaboration experienced by students in the course will transfer to all areas of their Diploma.

Course Outline

At higher Level the core syllabus consists of four inter-related areas. Students will explore these areas from the perspective of dramaturg, director, performer, group ensemble, production team and spectator.

Staging play texts

Students will learn how to transform a play from page to stage. Students will use this opportunity to formulate their own creative vision for a significant play and critically explore ways to stage this for an audience.

Exploring world theatre traditions

Students inquire into and physically explore world theatre traditions, performance conventions and performance material from those traditions in order to acquire a deeper understanding and appreciation of the traditions through the body and/or voice. This project will broaden students understanding of the world and help them become more globally minded.

Collaboratively creating original theatre

Students will collaborate with their peers to create a fully realised production for an audience. Students will use their prior learning of staging plays and world theatre to create an original piece of theatre.

Performing theatre theory (HL only)

Students will learn about an influential theatre theorist and create a solo piece of work based on their research. This allows students the opportunity to grow their performance skills whilst also supporting their understanding of professional stagecraft.

ASSESSMENT

Standard Level Assessment	
External Assessment	65%
Director's Notebook	35%
Research Presentation	30%
Internal Assessment	35%
Collaborative Project	35%

Higher Level Assessment	
External Assessment	75%
Solo Theatre Piece	35%
Director's Notebook	20%
Research Presentation	20%
Internal Assessment	25%
Collaborative Project	25%

Entry Requirement

Preference will be given to students who have completed Level 1 Visual Art. Please see Mr Stratton directly if you did not take Year 11 Visual Art to assess your suitability for IB Visual Art.

The aims of the course are:

- To investigate a range of materials, processes and techniques in a practical Art context. Students will also develop contextual and content knowledge of Visual Art across time, place and cultures and develop perceptual and analytical skills. This course encourages creative and divergent thinking and develops an ability to express ideas with confidence and competence
- Become an informed, reflective and critical practitioner and observer of visual culture and media. Students will make personal and culturally relevant artworks.
- Develop a range of art making skills and techniques

Course Outline

Year 1 topics

- **Practical workshops** – taking into account core elements of Visual Art and Design
- **Series of class briefs** – individually interpreted to produce visual outcomes in a range of genre’s and approaches
- **Comparative Study** – research and analysis of a range of art works with regard to the concepts and production of student’s own work

Year 2 Topics

- Individually proposed inquiry based projects that demonstrate understanding and practical skills, creative invention and knowledge of traditional and contemporary art making processes
- Individual and group exhibition, critiques of visited exhibitions, analysis of curatorial practice

Additional Course Costs

- Art materials that can be purchased at a discounted rate through the Art department for students to complete work outside of lesson.
- SD Card for Photographs

ASSESSMENT

Formative assessment/progress meetings through the school year will comprise of an evaluative and critical examination of student’s progress with reference to the Diploma Assessment Schedule.

Standard & Higher Level Assessment	
External Assessment	60%
Comparative Study	20%
Process portfolio	40%
Internal Assessment	40%
Exhibition	40%

Tertiary Pathways

Please note:

1. For entry into any university degree (Bachelors) course, University Entrance is required.
(14 credits in each of a minimum of 3 NZQA approved subjects. Currently, the only non-UE approved subjects offered by Saint Kentigern College are Coaching and Leadership, Financial Literacy and Travel and Tourism).
OR 24 points in the International Baccalaureate Diploma.

2. No subjects are compulsory at New Zealand tertiary establishments. NZ universities label them recommended/ highly recommended.

3. In addition to attaining University Entrance, universities also operate a points system/rank score calculated from the best 80 credits earned at Level 3.
The score or points varies between establishments.
4. Where no location is given, it indicates that this degree is common across New Zealand's tertiary institutions (Universities, Institutes of Technology, Polytechnics, Wānanga and Private Training Establishments).

CAREER FIELD	QUALIFICATION TYPE	WHERE	MINIMUM ENTRY (IF DIFFERENT TO UE)	RECOMMENDED NCEA SUBJECTS
Agriculture/ Farming	Diploma		Minimum of 48 NCEA Level 2 credits in 4 subjects	Level 2 Biology, English, Maths, Chemistry or Physics
	Degree			Level 3 Biology, Maths & Chemistry
Apprenticeships e.g. builder, electrician, plumber	Certificate and Diploma		Specific to the course provider (ITO).	Level 1 English, Maths & Technology
Aviation [i] Air Force	Air Force Officer		90 Credits Level 3 English, Maths, Physics preferred	Level 3 Calculus, Physics & English
	Pilot/Navigator		Physics, 18 credits Level 2 Maths, English, Science preferred	Physics, Chemistry or Computer Studies & English
[ii] Flying Schools			Pre-selection process, 18 years of age	Level 2 Maths & Physics
[iii] Tertiary Education	Bachelor of Aviation	Massey	Pre-selection exam & high standard of English	Level 3 Physics, Calculus & English
Architecture	Degree	Auckland	Portfolio from a design subject	Calculus, Statistics, Physics English, Tech, Art, Design & DVC
		Unitec	Portfolio from a design subject	
		Victoria	No portfolio needed to enter 1st year but portfolio required for competitive entry in 2nd year	
Architectural Technology	Diploma	WELTEC	50 credits at NCEA Level 2 or above, with 12 credits in each of the following: Maths, English and Science subjects, or achieved a level 3 or 4 qualification in a related field	Maths, English & Science
Architectural Studies (Architectural Technologist or Interior Architect)	Degree	Otago Polytechnic	Portfolio from a design subject	Calculus, Statistics, Physics English, Tech, Art, Design & DVC

CAREER FIELD	QUALIFICATION TYPE	WHERE	MINIMUM ENTRY (IF DIFFERENT TO UE)	RECOMMENDED NCEA SUBJECTS
Business Management	Degree			Maths Statistics
Commerce	Diploma		48 NCEA Level 2 Credits or better	English & Maths
	Degree			Maths, English, Accounting and Economics. Calculus if majoring in Economics or Finance
Communication	Degree			Drama, English, Art & History
Computer Science	Degree			Computer Science, Maths & Physics
Quantity Surveying	Diploma	ARA, Massey, SIT & WELTEC	50 credits at NCEA Level 2 or above with at least 12 credits in each of English, Maths and Science, or achieved a level 3	English, Maths & Science
	Degree	Massey & UNITEC		Accounting, Computer Science Economics, English, Maths & Product design
Construction	Degree	ARA, Massey, Victoria & UNITEC		Maths (required to at least NCEA Level 2), DVC, Product Design & Science
Dentistry	Degree	Otago	Must start with 'Health Sciences First Year' The competitive entry into 2nd year	
Design	Degree			Visual Art – Design or DVC is essential. Useful Art History, Classics English, History, Maths, Physics, & Computer Studies
Early Childhood Education	Certificate		NCEA Level 2	Art History, Classical Studies, English, Geography, History, Maths, Media Studies & other languages
	Diploma			
	Degree			
Engineering	Diploma	MIT, NZMIT, WELTEC & UCOL	48 credits at NCEA Level 2 in four subjects - including at least 12 credits in maths (preferably credits in algebra, calculus or trigonometry)	
	Degree	AUT, Auckland, Canterbury, Waikato		Level 3 Calculus & Physics essential. Chemistry highly recommended. Chemistry required for Canterbury.
Environmental Sciences	Degree			Chemistry, Biology, Maths Statistics, Geography
Fine Arts	Diploma		Portfolio required Level 2 in English & Art	Art, Art History & English
	Degree		Portfolios required at all institutions Canterbury: Good passes in 2 Art Level 3 subjects & portfolio, or 2 portfolios. Auckland: Portfolio and written application required. Massey: Competitive entry, portfolio.	Art, Art History & English
Food Science/ Human Nutrition	Degree	AUT, Auckland, Massey & Otago		Chemistry essential. Biology, Maths & Physics recommended
Food Technology	Degree	AUT, Massey		16 credits in each of Chemistry, Maths & Physics
Forestry	Degree	Massey		Biology, Chemistry & Statistics

CAREER FIELD	QUALIFICATION TYPE	WHERE	MINIMUM ENTRY (IF DIFFERENT TO UE)	RECOMMENDED NCEA SUBJECTS
Health Science (NOT entry for Medicine/Dentistry)	Degree	AUT Includes Case management, Counselling, Health management & Public and environmental health		Biology, Chemistry & Maths. A literacy rich subject is also recommended.
		Otago		Biology, Chemistry & Maths. A literacy rich subject is also recommended.
Horticulture	Diploma	Lincoln, Massey	Minimum 40 credits NCEA Level 2 plus UE literacy and numeracy	Biology, Chemistry & Maths
	Degree			Biology, Chemistry & Maths
Journalism	Degree			Literacy rich subjects
Languages	Degree			Recommend having studied the specific language at NCEA Level 3 or for it to be a first language
Law	Degree		Studied as a conjoint degree. Competitive entry into 2nd year for most programmes. Competitive entry into 1st year at Waikato but continue into the rest of the programme	Literacy rich subjects
Medicine	Degree	Auckland	Either 1st year Biomedical Science or 1st year Health Science followed by competitive entry into 2nd year	2 Sciences and a maths recommended
		Otago	Health Science First year programme followed by competitive entry into 2nd year	
Medical Laboratory Science	Degree		For Otago Health Science First year programme followed by competitive entry into 2nd year	2 Sciences and a maths recommended
Midwifery	Degree	ARA, AUT, Otago Polytechnic, Victoria & WinTec		Biology & Chemistry
Music	Degree		NZSM – some papers require music theory and some require audition.	Music, music production
Nursing	Degree			Must have 2 sciences
Optometry	Degree	Auckland only	Must complete 1st year Biomedical Science or Otago's Health Science First year programme	2 Sciences and a maths recommended
Paramedicine	Degree	AUT Whitireia	Must have a Driver's Licence and be over 18 years old at the start of the programme	Biology, Chemistry and Maths recommended
Pharmacy	Degree		Auckland: competitive. Direct entry and interview. Level 3 Biology & Chemistry essential Otago Health Science for first year.	
Physical Education	Degree	Otago		English, Biology & P.E. at Level 2 and Level 3 recommended.

CAREER FIELD	QUALIFICATION TYPE	WHERE	MINIMUM ENTRY (IF DIFFERENT TO UE)	RECOMMENDED NCEA SUBJECTS
Physiotherapy	Degree	AUT, Auckland & Otago		Biology, Chemistry and Maths recommended
Psychology	Degree		Offered as a Bachelor of Science and as a Bachelor of Arts.	Literacy rich subjects
Sport and Recreation	Degree			Health, Physical education, Biology
Sciences	Degree			2 Science and a maths (depends on specialism – typically recommend Chemistry with either Biology or Physics)
Speech and Language Therapy	Degree	Auckland, Canterbury, Massey & WinTec		Biology, Chemistry, English & Languages
Social Work	Degree		Competitive entry to second year	Literacy rich subjects
Surveying	Diploma		Minimum 35 Level 2 credits in best 3 subjects including Maths, 12 credits in Algebra & trigonometry	
	Degree			English, Calculus, Statistics, Computer Studies & Geography useful
Teaching	Degree		Primary: some required subjects	English & Maths. Will require a subject specialism
			Secondary: 4 year degree or Post Graduate diploma	
Technology	Degree			Physics & Calculus; Chemistry if major in degree
Veterinary Science	Degree	Massey only	A pre-selection phase (1 semester) open to anyone who meets the University Entrance criteria. Competitive entry into semester 2.	Minimum of 14 credits in each of: Biology Chemistry Recommended that Physics and Maths are taken to a minimum of Level 2.