



SAINT KENTIGERN

MIDDLE SCHOOL COURSE HANDBOOK

Boys and Girls Years 7-10

2021



SAINT KENTIGERN

Middle School Courses 2021

This Middle School Course Handbook outlines the range and nature of subjects available in 2021.

In Years 7 to 10, there is a core curriculum that all students follow based on the New Zealand Curriculum and enhanced by the Christian Education programme that is an integral part of College life.

In Year 7, students are offered subject choices in Languages, and from Year 8, in the Arts. This range of choices increases in Year 9 onwards. The selection of option subjects is important and should be made with personal reflection and open dialogue between students, parents, tutors and teachers. We trust that this Course Handbook will help you understand what is covered in both the core subjects and the optional subjects available. Optional subjects will be taught where there are sufficient numbers of students. Because of this, the College cannot guarantee that every possible combination can be accommodated.

Girls and boys are taught separately in core classes (English, Mathematics, Science, Social Studies, Christian Education, Health and Physical Education) and we endeavour to create separate girls and boys classes for option courses when there are sufficient numbers. However, it is important to note that many option courses have mixed gender classes, otherwise class numbers could be insufficient for students to take the option of their choice.

Students, especially those in Year 10, who are beginning to consider their study and career options for the future, are encouraged to visit the Student Futures office for information and advice.

A deadline will be set for your course selection to enable us to begin planning for staffing and timetables for 2021.

Please consider your course selections carefully as alterations may be difficult to make at a later stage.

We believe that we have a varied and exciting range of subjects available that will provide every student academic development and opportunity at the College.

Mrs Angee Robertson

B.A., Dip.Tchg.

Deputy Principal, Curriculum

Key Staff

To make good decisions about subject choices and career pathways you need 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 possible future careers or tertiary options.

Principal.....	Mr R Brooke
Deputy Principal Curriculum.....	Mrs A Robertson
Deputy Principal Curriculum.....	Mrs P Baird
Deputy Principal Pastoral.....	Mr C Bright
Deputy Principal Pastoral.....	Mr E Wall
Head of Student Futures.....	Ms H Williams
Head of Enhanced Learning (MS).....	Mrs K Brown
Head of Student Academic Development	Mrs T Plank

Head of Mathematics (MS).....	Mrs K Smith
Head of Media	Mr L Oliver
Head of Music.....	Ms M Lin
Head of Physical Education.....	Mr P Bennett
Head of Science	Mr G Hodgson
Head of Social Studies	Mrs J Coughlan
Head of Technology (MS)	Ms S Gwilliam

Middle School (MS) Heads of Houses

Head of House Cargill.....	Mr D Sheehan
Head of House Chalmers.....	Mr T Arrol
Head of House Hamilton	Mrs A Misiloi
Head of House Stark.....	Mr J Cunningham
Head of House Wilson.....	Mr A Ronberg
Head of House Wishart.....	Mr M Aitken
Head of Year 7	Mr K Taylor

Heads of Departments (HoD)

Head of Art	Mr R Stratton
Head of Christian Education.....	Dr J Sievers
Head of Commerce.....	Mr B Peel
Head of Dance	Mr G Wilcox
Head of Drama.....	Ms S Standing
Head of English.....	Mrs J Wordsworth
Head of Languages.....	Mrs C Leishman

GLOSSARY

ASSESSMENT

Formative Assessment

Formative assessment refers to all assessment activities planned by teachers and undertaken by the students themselves during the course of their learning. Such assessments become formative when the evidence is used to enhance and adapt the teaching to meet the needs of students.

Summative Assessment

This is an evaluation made by the teacher at the conclusion of a unit of work (often as a result of a test, exam or assignment) to assess student skills, knowledge, and understanding. These assessments can also be used formatively if they are used to promote future learning.

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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.
IB Diploma International Baccalaureate Diploma.
A two year course of study, offered as an alternative qualification to NCEA to students in Years 12 and 13.

NCEA

National Certificate of Educational Achievement.
NCEA is the national qualification for senior secondary school students in New Zealand. The College offers both NCEA or the International Baccalaureate (IB) Diploma as a choice of qualification pathway for students in Years 12 and 13.

NZC

New Zealand Curriculum

PAT

Progressive Achievement Test

Academic Pathways at Saint Kentigern College

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.

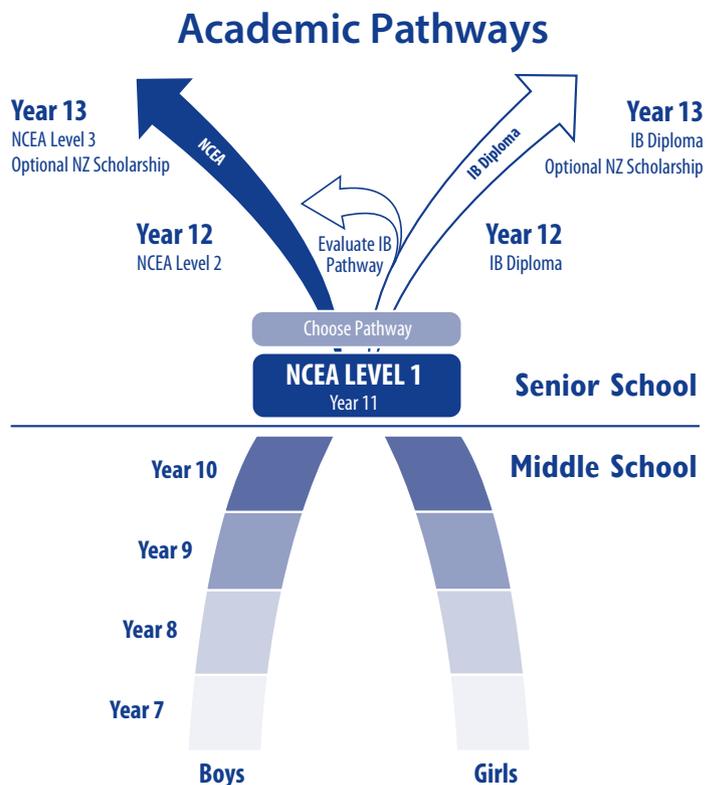
Parallel Education

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 core curriculum subjects, except in some extension band classes. This model allows these younger students to learn in an environment best suited to their different development 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 Middle School Years

In Years 7 to 10, all students follow a core curriculum based on the New Zealand Curriculum and enhanced by the Christian Education programme that is part of the special character of Saint Kentigern College.

Students benefit from learning programmes specifically designed across the four years, while also ensuring that students who are entering the College at Year 9 are effectively integrated.

As the nature of society and learning evolves, our Middle School curriculum will continue to be refined to meet the needs and challenges of all our students, taking into account their differentiated learning needs. Where appropriate, for a small number of students, the College provides additional learning support programmes.

For all students, there is a focus on individual student centred learning and innovative use of digital technologies in the classroom to enhance learning opportunities.

Selecting Courses

In this Middle School Course Handbook, all courses have been grouped according to year level. The curriculum table on Page 6 illustrates how each of the subjects progresses from year to year with the gradual inclusion of optional subjects, notably in Languages, the Arts and Technology. All subjects written in bold on the table are a compulsory part of the core curriculum at that year level.

The opportunities for subject choice and specialisation increase at each year level and in making their selection for options, students need to plan ahead. We do encourage all students to 'keep their options open' as long as possible so they do not limit their learning opportunities in later years. There are some courses that are 'non-continuing' and this should be taken into account when planning ahead.

At the back of this Course Handbook, there is a short introduction to the Senior School. The Senior School Curriculum is illustrated on pages 52-53. This gives insight to Middle School students, especially those in Year 10, as they begin to think ahead and plan for their qualification pathway. The Year 10 curriculum has been included on the Senior School table so students can see how their final year of Middle School subjects relates to the subject courses available in the Senior School.

NCEA or IB Diploma?

By Year 10, students should be thinking ahead to their Senior School years.

During Year 11, all Saint Kentigern College students complete NCEA Level 1 qualifications. At Year 12, students will choose to either continue with NCEA or begin the two year International Baccalaureate (IB) Diploma course.

An introduction to the Senior School with an explanation about each of these qualifications is featured at the end of this handbook. This is useful reading for all our Middle School families to assist with planning ahead for courses to study in the Senior School years.

Middle School Curriculum 2021

YEAR 7	YEAR 8	YEAR 9	YEAR 10	SENIOR SCHOOL YEAR 11
English	English	English	English Media In Society	English Media In Society
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics with Algebra Mathematics with Statistics Mathematics Numeracy
Science	Science	Science	Science	General Science Biology Chemistry Physics
Social Studies	Social Studies		Social Studies Enterprise Studies Ancient Civilisations	Classical Studies Geography History Accounting Business Economics
Health	Health			
Physical Education	Physical Education	Physical Education/ Health	Physical Education/ Health	Physical Education Physical Education (NCEA)
Christian Education	Christian Education	Christian Education	Christian Education	Christian Education
Technology	Technology	Technology	Digital Technology Fashion and Textiles Design Food Technology Product Design	Digital Technology Fashion and Textiles Design Food Technology Product Design
			Design and Visual Communication (DVC)	Design and Visual Communication (DVC)
Te Reo Māori French Spanish Japanese Chinese	Select two Language courses French Spanish Chinese Japanese Te Reo Māori	French Spanish Chinese Japanese Te Reo Māori	French Spanish Chinese Japanese Te Reo Māori	French Spanish Chinese Japanese Te Reo Māori
Dance Drama Music Visual Arts	Select two Arts courses Dance Drama Music Visual Arts	Choose two Arts courses Dance Drama Music Visual Art	Dance Drama Music Visual Arts	Dance Drama Music Music Projects Visual Art - Painting & Printmaking Visual Art - Photography & Design

Note: **BOLD** indicates a compulsory core subject

Year 7 Curriculum

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.

We are committed to excellence in teaching for all students. In Year 7, there is a focus on providing an excellent grounding in core subject areas such as English and Mathematics. To achieve this, the time allocation to these subjects is greater than for other subjects. We cover all the Learning Areas of the New Zealand Curriculum.

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' of four languages delivered in block courses. All students will learn Te Reo Māori and choose three other languages. In addition to this, students take four block courses in The Arts and a full year course in Technology. These courses provide student insight into possible course options in later years.

In Year 7, extension work and learning support is offered to selected students in English and Mathematics. Students with sporting and leadership potential are given extra training in various groups.

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.

All Year 7 students participate in an Outdoor Education experience. During the first term, all our Year 7s travel away together to a five day camp at Chosen Valley in the Bombay Hills, where it does not take long for new friendships and House bonds to be established.

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 SUBJECTS

English

Mathematics

Science

Social Studies

Health

Physical Education (including Sport)

Christian Education

Technology

Languages

All students take four 'block' courses:

Te Reo Māori, and three of

Spanish

French

Japanese

Chinese

The Arts

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

Dance

Drama

Music

Visual Arts

Note: BOLD indicates a compulsory core subject

Core Subjects

English

Introduction

The Year 7 English programme covers the following aspects

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

The course is underpinned by the two key strands of the English Curriculum:

Making Meaning – In their reading, listening and viewing, students will show a developing understanding of ideas within, across and beyond texts, how texts are constructed for different purposes and audiences, and how language features are used for effect.

Creating Meaning – In their writing, speaking and presenting, students will show a developing understanding of 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

Year 7 English offers a rich, varied 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 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. Students have regular spelling tests and an 'Action English' workbook for instruction in grammar, punctuation and vocabulary. The programme will include opportunities to engage with radioplays and all students will have a focus on New Zealand texts within the academic year.

Assessment

Across the year students will receive feedback, a curriculum level and grades for:

- Formal Writing
- Creative Writing
- Oral Presentation
- Visual Presentation
- Reading
- Spelling

There is also an end-of-year examination which includes Reading Comprehension Skills.

e-asTTle Reading will also be used as an assessment-for-learning tool to identify strengths and skills which need further development.

Contact: Ms J Rowe

Mathematics

Introduction

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. e-asTTle is used to inform planning at the beginning of each unit as well as being used to stimulate independent learning.

Assessment

e-asTTle pretests are administered at the beginning of each unit. Written tests are completed at the end of each unit.

An end of year examination is used as a summative assessment of curriculum knowledge, mental and written calculating and problem-solving ability.

Contact: Mrs K Smith

Science

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:

- The Living World
- Nature of Science
- Forces and Energy
- 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.

Assessment

Presentations, projects and unit tests are used for assessment, including an individual Science Fair project. An end of year examination is used as a summative assessment of all the units covered.

Contact: Ms C May

Social Studies

Introduction

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 as an extra dimension where students are encouraged to think and respond to community issues.

The main units to be covered:

- Kiwiana
- Peace not Pieces
- Ancient Egypt
- Innovators

Assessment

Oral presentations, weekly current events tests, projects and unit tests are used for assessment. An end of year examination is used as a summative assessment of all the units covered.

Contact: Ms M Williams

Health

Introduction

In Year 7 Health is taught to foster attitudes and values that endorse health-enhancing practices.

Course Outline

In this curriculum area contexts and topics covered include:

- **Secret Me** - getting to know each other activities. Learning the skills involved in developing friendships and working with others
- **My Body** - investigating and describing the functions of each of the major systems of the body
- **Decision Making** - students will gain information to make informed choices in relation to cigarette smoking
- **Managing Health** - gain knowledge and tools to manage their well being

Contact: Mr P Bennett

Physical Education

Introduction

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

Course Outline

Year 7 Physical Education covers

1. **Aquatics** - To develop students technique in freestyle to ensure safety in the water and improve movement patterns
2. **Small Ball Skills** - students develop throwing and catching technique and their application in various game situations
3. **SKC Attitudes and Values** - raise awareness of what good sportsmanship is while highlighting the value of positive team members
4. **Jump Rope for Heart** - students develop various skipping skills whilst experiencing the benefit of exercise, culminating in the Jump Rope for Heart event
5. **Athletics** - students will develop skills and techniques in a variety of athletic events
6. **Holiday Games** - students participate in a range of easily accessible Physical Activities and reflect on how they can maintain physical activity level.

Technology

Introduction

Technologists are the designers, inventors and entrepreneurs who shape the world we live in. They are risk takers and creators who see possibilities where others may not. Middle School 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.

Assessment

The assessment in Technology is project based. The development of each project is monitored through checkpoints. Checkpoints provide feedback and an indication of progress before final submission at the end of a section of the course. Summative assessment is based around success rubrics devised to encourage self-assessment and critical reflection from students.

Additional Course Costs and Special Requirements

Annual subscription to Adobe Creative Cloud Suite (approx \$10) organised by the College.

Future Pathways

Technology courses in Middle School are broad and span the breadth of specialist areas in Senior School. The programmes have been designed to allow students to gain a range of experiences before specialising in a specific area of Technology. Specialisation begins in Year 10 and develops further from Level 1 - 3. The full range of specialisations in Technology include; Animation and Motion Graphics, Computer Science, Fashion and Textile Design, Food Technology, Product Design and Design and Visual Communication.

All courses in Technology lead to UE approved Level 3 courses.

Contact: Mrs S Gwilliam

Christian Education

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.

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 a differentiated framework curriculum that caters for the variety of learning styles, learning abilities and learning behaviours
- 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 He is described in the Bible.
- Have discussed the Biblical account of Creation, the Fall of Man and the origins of Sin.
- Have explored the Biblical account of Creation, including Noah
- 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.
- Have viewed the video 'Prince of Egypt' to enhance their understanding of the life of Moses.
- Have experienced a variety of teaching and learning practices.
- Have completed various assessment tasks to demonstrate their knowledge and understanding of the course material.

Contact: Dr J Sievers

The Arts

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 Visual Arts. These short courses will give students a 'taster' that will assist them in selecting future course options.

Dance

Introduction

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

Assessment

Group Choreography - choreograph a short sequence of dance and perform in front of peers.

Contact: Mr G Wilcox

Drama

Introduction

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 Gallais, a nurse travelling on the Maheno hospital ship during WWI.

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

Assessment

Drama is primarily a practical course and students are assessed on their performances. Written work underpins their depth of understanding.

Contact: Mr D Sheehan
Miss S Standing

Music

Introduction

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. Music literacy will be integrated with symbol music playing, and Songwriting.

Assessment

A practical assessment integrating both individual and ensemble music performance in front of their peers.

Contact: Miss Lin

Visual Arts

Introduction

At Year 7 students have a single block of Art lessons across eight weeks and, for many, this may be the first time they have been taught by an Art specialist. The programme 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 drawing techniques exploring wet and dry media. They will learn how to acknowledge the work of established artist 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 also be introduced to basic specialist vocabulary and skills of written analysis and self-evaluation.

Assessment

Students will be formally assessed at the end of their block using the NZ curriculum strands applied to our own specific program.

All courses in Visual Art lead to UE approved Level 3 courses.

Contact: M R Stratton

Languages

Introduction

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.

Assessment

Students will be assessed at a very basic level in a short Listening and Speaking activity at the conclusion of each language experience.

Year 8 Curriculum

In Year 8, students continue to cover all of the learning areas of the New Zealand curriculum.

Students are taught by specialist subject teachers, to help with a seamless transition to Year 9.

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

In Year 8, extension work and learning support is offered to selected students in English, Mathematics and Science.

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.

A one week EOTC programme is completed in Term 4, in addition to other subject related field trips. This consolidates the fun, friendships and spirit developed through the year.

YEAR 8 SUBJECTS

English
Mathematics
Science
Social Studies
Health
Physical Education
Christian Education
Technology
Languages This is a continuing course from Year 7. Select TWO semester length courses from the following Language options: Chinese French Japanese Spanish Te Reo Māori
The Arts All students select TWO semester length Arts courses: Dance Drama Music Visual Arts

Note: **BOLD** indicates a compulsory core subject

Core Subjects

English

Introduction

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. The course is underpinned by the two key strands of the English Curriculum:

Making Meaning – In their reading, listening and viewing, students will show a developing understanding of ideas within, across and beyond texts, how texts are constructed for different purposes and audiences, and how language features are used for effect.

Creating Meaning – In their writing, speaking and presenting, students will show a developing understanding of 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

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 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 to engage with audiobooks and all students will have a focus on New Zealand texts within the academic year.

Assessment

Across the year students will receive feedback, a curriculum level, and grades for

- Formal Writing
- Creative Writing
- Oral Presentation
- Visual Presentation
- Reading

There is also an end-of-year examination which Includes Literacy Essay Skills.

e-asTTle Reading will also be used as an assessment-for-learning tool to identify strengths and skills which need further development.

Contact: Ms J Rowe

Mathematics

Introduction

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.

Assessment

e-asTTle is used to inform planning at the beginning of each unit, written assessments for Number, Algebra, Measurement, Geometry and Statistics are held at the end of each unit of work. An end of year examination is used as a summative assessment of curriculum knowledge, mental and written calculating, and problem-solving ability.

Contact: Mrs K Smith

Science

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

Assessment

Projects and unit tests are used for assessment.

An end of year examination is used as a summative assessment of all the units covered.

Contact: Ms C May

Social Studies

Introduction

Social Studies follows the New Zealand Curriculum and 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
- Pasifika
- The World of the Maori
- Making a Difference

Current events are integrated as an extra dimension where students are encouraged to think and respond to community issues.

Assessment

Oral presentations, weekly current events tests, group and individual projects, class work, unit tests, and an end of year examination as a summative assessment of topics covered.

Contact: Ms MWilliams

Health

Introduction

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

Course Outline

Health at Year 8 includes the following topics:

- **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
- **Fun 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.

Contact: Mr I Fetalaiqa

Physical Education

Introduction

Physical Education is designed to continue fostering positive attitudes towards participating in physical activity and to help students gain knowledge about successful team work using appropriate interpersonal skills in a range of sports.

Course Outline

Year 8 Physical Education comprises contexts and topics including:

1. **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 1 km run. The unit provides opportunities for students to experience and enhance their own water skills and endurance.
2. **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.
3. **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.
4. **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.
5. **Strike it Right** - to enable students to learn and develop fundamental movement skills through play and games. Students will learn and develop fundamental manipulative skills - involving striking and controlling a ball with an implement and striking and controlling a ball with the hands

Contact: Mr I Fetalaiqa

Technology

Introduction

Technologists are designers, inventors and entrepreneurs who shape the world we live in. They are the risk takers and creators who see possibilities where others may not. Middle School 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 8 is a full year course designed to foster creative and critical practice in a project based environment. This course is delivered by one teacher who moves with the students to specialist rooms when and where required. The aim of Technology in Year 8 is to challenge students to think differently about digital technologies and design outcomes.

The Year 8 course focuses on the use of computational thinking to express problems and formulate solutions for digital technologies. Students have the opportunity to develop their thinking, design and practical skills in a few specialist areas, however, they have been set up to challenge existing notions of what designers in those fields create.

Assessment

The assessment in Technology is project based. The development of each project is monitored through checkpoints. Checkpoints provide feedback and an indication of progress before final submission at the end of a section of the course. Summative assessment is based around success rubrics devised to encourage self-assessment and critical reflection from students.

Additional Course Costs & Special Requirements

Annual subscription to Adobe Creative Cloud suite (approx \$10) organised by the College.

Future Pathways

Technology courses in Middle School are broad and span the breadth of specialist areas in Senior School. The programmes have been designed to allow students to gain a range of experiences before specialising in a specific area of Technology. Specialisation begins in Year 10 and develops further from Level 1 - 3. The full range of specialisations in Technology include; Animation and Motion Graphics, Computer Science, Fashion and Textile Design, Food Technology, Product Design and Design and Visual Communication (DVC).

All courses in Technology lead to UE approved Level 3 courses.

Contact: Mrs S Gwilliam

Christian Education

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.

Contact: Dr J Sievers

The Arts

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

Dance

Introduction

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
- Boys: Break Dance - Research the history and practical exploration of the genre

Assessment

Performance	Perform a dance with a group using performance skills.
Group Choreography	Choreograph a dance with group using choreographic devices
Written Task	Research a dancer of choice and discuss the genre and training of the dancer.

Contact: Mr G Wilcox

Drama

Introduction

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

- **Maori Myths and Legends** - We offer an extensive range of performance components to enable students to create a unique narrated physical performance.
- **Heroes and Melodrama** - We explore the comedic and dramatic elements of Melodrama then explore these heroes in a modern context. This includes the necessary skills to develop interesting characters.

Assessment

Drama is primarily a practical course and students are assessed on their performances. Written work underpins their depth of understanding.

Contact: Mr D Sheehan
Miss S Standing

Music

Introduction

A practical course which allows student to play and create music as individuals and groups, while building the music literacy with songwriting tasks using accessible DAW programs. Students will learn the music tools to be confident, inquisitive and reflective and 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

Assessment

- **Group Performance** – students will be assessed on their individual playing as well as ensemble skills playing music as part of the group
- **Film Music Composition** – students will be assessed on their creation of background music and sound effects to fit a short film
- **Songwriting** – students will be assessed on their input in a group songwriting task

Contact: Miss M Lin

Visual Arts

Introduction

The programme fosters and encourage students regardless of their previous experience or current skill level.

Course Outline

In Year 8 Visual Art course students continue to develop a range of drawing techniques exploring wet and dry media. 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.

Assessment

Students will be formally assessed using the NZ curriculum strands applied to our own specific programme.

Contact: Ms J Johnstone

Languages

Students select **TWO** Languages for a semester course

Introduction

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

- French
- Spanish
- Japanese
- Chinese
- 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 not used at home.

Assessment

Students will be assessed on their competence in Listening, Reading, Writing and Speaking at a very basic level.

Year 9 Curriculum

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 core programme of English, Mathematics, Science, Social Studies, Physical Education and Health, Christian Education, Technology, one Language and two Arts courses.

**Within the core 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 Visual Arts.

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.

Early in Term 1, all our Year 9 students travel away together for a three day orientation camp at Totara Springs in Matamata where it does not take long for new friendships and Tutor Group and House bonds to be established.

YEAR 9 SUBJECTS

English

Mathematics

Science

Social Studies

Physical Education and Health

Christian Education

Languages (**see note to left)

Select **ONE** full year course from the following Language options:

Chinese
French
Japanese
Spanish
Te Reo Māori

The Arts

All students select **TWO** courses from the Arts of one semester each from:

Dance
Drama
Music
Visual Arts

Technology

All students take **FOUR** block courses including:

Digital Technology
Food Technology
Product Design

Note: BOLD indicates a compulsory core subject.

Core Subjects

English

Introduction

The Year 9 English programme covers the following aspects:

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

Making Meaning – In their reading, listening and viewing, students will show an increasing understanding of ideas within, across and beyond texts, how texts are constructed for different purposes and audiences, and how language features are used for effect.

Creating Meaning – In their writing, speaking and presenting, students will show an increasing understanding of how to construct texts for different purposes and audiences, how to communicate, develop and organise ideas and how to use language features appropriately for effect.

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 smorgasbord of literature 'tastes' 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 audiobooks and all students will have a focus on New Zealand texts within the academic year.

Assessment

Across the year students will receive feedback, a curriculum level and grades for

- Literary Essays
- Creative Writing
- Oral Presentation
- Close Reading Commentary

There is also an end-of-year examination for summative assessment of Literacy Essay Skills.

e-asTTle Reading will also be used as an assessment-for-learning tool to identify strengths and skills which need further development.

Contact: Ms J Rowe

Mathematics

Introduction

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.

All students will be given access to Mathletics, Education Perfect and e-asTTle online learning platforms that allow students to use them as a formative tool to practise Mathematics at home and for assessment preparation.

Extension classes or support classes are offered to selected students.

Assessment

- Class tests for each topic
- End of year examination of main strands
- e-asTTle formative testing for Number and Algebra leading into Year 10.

Contact: Mrs K Smith

Science

Introduction

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 topics in Year 9 Science are structured as part of a two-year science course through Year 9 and Year 10 in which significant skills and content are covered in preparation for Senior Sciences.

Assessment

A range of assessment modes are used:

- Topic Tests
- End of topic reports
- End of year examination.

Social Studies

Introduction

The aim of the Year 9 Social Studies course is to enable students to participate in a changing society as informed, confident and responsible citizens. The Year 9 programme of work is primarily based around Level 5 Social Studies in the New Zealand Curriculum. Through a variety of topics, students will cover social organisation, culture and heritage, place and environment, time, continuity and change, resources and economic activities, and the Social Studies processes of inquiry, values exploration and social decision-making.

Course Outline

The year consists of four major topics:

- People on the Move
- Social Justice and Freedom
- Our Culture and Heritage
- ANZAC's - Mud and Blood

Each topic is structured to give students the appropriate knowledge and skills to lead into Year 10.

Skills acquired during the course include:

- Mapping
- Presentation Skills
- Writing Skills
- Field Work Skills
- Graphing
- Diagram Creation
- Interpretations Skills
- Research and Investigation Skills

Assessment

Formative Assessment

- Individual and group projects
- Inquiry processes
- Essay and report writing

Summative Assessment

- End of Topic assessments
- End of year examination

Physical Education and Health

Introduction - Physical Education

Physical Education fosters and enhances attitudes and values that endorse health-enhancing practices and enables students to understand, appreciate and move their bodies, and relate positively to others. It will encourage the students to construct and demonstrate constructive attitudes and values in the physical context.

Course Outline

- 1. 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.
- 2. Play with Purpose** - A student centred approach to physical education introducing strategies, tactics and communication in a range of games.
- 3. Te Ao Kori** - students will participate in a range of Maori movement patterns, dances and games. Displaying a control of movement while appreciating Maori culture.
- 4. 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.
- 5. Invasion Games** - Students explore attacking and defending concepts through the context of Basketball.

Introduction - Health

Year 9 Health fosters attitudes and values that endorse health enhancing practices.

Course Outline

Contexts and topics for Health at Year 9 include:

- 1. Digital Citizenship** - through a range of activities students develop an understanding of safe online behaviour and consequences for their actions on Social Media.
- 2. 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.
- 3. 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.
- 4. Being Present** - Increasing vocabulary of tools to manage mental health.
- 5. Decision making** - through a range of teen issues, students will develop the skills to make good, strong decisions based on their own moral code. Contexts explored include alcohol, vaping and decisions in the digital world.

Assessment

Internal Assessment

Technology

Introduction

Technologists are the designers, inventors and entrepreneurs who shape the world we live in. They are risk takers and creators who see possibilities where others may not. Middle School 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. This course is primarily delivered by one teacher who moves with the students to specialist rooms when and where required. The aim of Technology in Year 9 is to introduce students to design thinking and ensure they develop an understanding of what design is, how designers work and how this kind of thinking can be applied to any other learning area.

It is a multidisciplinary course and focuses on developing thinking, design and practical skills alongside the soft skills of observation, collaboration and empathy. Students have the opportunity to develop these skills during each project. Projects may cover contexts such as; creative challenges, learning to think like a designer, design communication, an introduction to safe practices in a range of specialist workshops, small practical projects across a range of specialist materials, self-guided outcome development and presentation and critical reflection.

Additional Course Costs and Special Requirements

Annual subscription to Adobe Creative Cloud Suite (approx \$10) organised by the College.

Assessment

The assessment in Technology is project based. The development of each project is monitored through checkpoints. Checkpoints provide feedback and an indication of progress before final submission at the end of a section of the course. Summative assessment is based around success rubrics devised to encourage self-assessment and critical reflection from students.

Future Pathways

Technology courses in Middle School are broad and span the breadth of specialist areas in Senior School. The programmes have been designed to allow students to gain a range of experiences before specialising in a specific area of Technology. Specialisation begins in Year 10 and develops further from Level 1 - 3. The full range of specialisations in Technology include; Animation and Motion Graphics, Computer Science, Fashion and Textile Design, Food Technology, Product Design and Design and Visual Communication.

All courses in Technology lead to UE approved Level 3 courses.

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

Christian Education

Introduction

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.

The Arts

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

Dance

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.

Semester Course

- 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

Assessment

Students are assessed on a combination of practical tasks and written theory.

Drama

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.

Semester Course

We offer a diverse range of units:

- Status - discovering the power of using status on stage - scripted and devised performances.
- Improvisation - thinking on your feet and exploration of this comedic theatre form.
- Devising - groups creating original pieces of theatre for a 21st century audience.

Assessment

Drama is primarily a practical course and students are assessed on their performances. Written work underpins their depth of understanding.

Music

Introduction

The course provides an introduction and progression to practical and written areas of music. It will equip students the skills to continue their music making individually and in an ensemble, in academic and co-curricular setting.

Semester Course

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 Basics
- Britopop
- Classics Remixed
- Dances around the World

Assessment

Musicology - intention of one of the topics taught including instruments, history, performers and composers/songwriters

Practical - perform pieces as part of the ensemble (additional solo performance for full year course).

Songwriting & Composition - using DAW software Record and create effective pieces of original composition

Contact: Miss M Lin

Visual Arts

Introduction

The programme is designed to foster and encourage students regardless of their previous experience or current skill level and acknowledges that many students will be new to the school in this year group. We encourage all students to be taking Visual Art at this level.

Course Outline

In both Year 9 Visual Art courses students will continue to develop a range of drawing techniques exploring wet and dry media. They will continue to acknowledge the work of established artist 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 continue to develop basic specialist vocabulary and skills of written analysis and self-evaluation.

Assessment

Students will be formally assessed at the end of each of the programmes using the NZ curriculum strands applied to our own specific programme.

Contact: Ms J Johnstone

Languages

All students select one full year course from the following languages Chinese, French, Japanese, Latin, Spanish and Te Reo Maori. Students are offered Beginner or Continuing language courses (Continuing courses are for students who have had at least one year of prior learning in their chosen language).

Chinese

Introduction

At Year 9, two levels of Chinese classes are offered.

Beginning – the Year 9 Beginning class is an introduction to the Chinese language and culture. This course will cover New Zealand Curriculum Levels 1, 2 and 3.

Continuing – the Year 9 Continuing class is for those who have studied Chinese for at least one semester prior to entry. Curriculums Level 2 and elements of Level 3 will be studied.

Course Outline

The skills of listening and speaking in Chinese will be the focus of beginning students, with much of the reading and writing in Pinyin.

Recognition and writing of Chinese characters will be introduced along with aspects of Chinese culture.

Students in the Continuing class will begin to develop their conversational skills and will maintain a portfolio of Chinese writing, with a greater emphasis on recognising and using the Chinese characters.

The skills of reading and writing are the primary focus of the course for the Advanced Combined class.

Assessment

There is regular formative testing throughout the year to assess student progress. These tests will target vocabulary and grammatical understanding and recall. In addition, there is a summative test held at the end of the first semester, and a final examination held at the end of the year. These examinations will assess the skills of listening, reading, writing and speaking.

Students also maintain a Speaking and a Writing portfolio, which contribute to their grades at the end of each semester.

Contact: Mrs T Yan

French

Introduction

At Year 9, two levels of French classes are offered.

Beginning – the Year 9 Beginning class is an introduction to the French language and culture. This course will cover New Zealand Curriculum Levels 1, 2 and 3.

Continuing – the Year 9 Continuing class is for those who have studied French for at least one semester prior to entry. Curriculums Level 2 and Level 3 will be studied.

Course Outline

The focus of both the Beginning and the Continuing courses is on communication in French in order to understand and be understood when using basic vocabulary and language features. Topics studied are centred around 'self'.

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. In addition, there is a summative test held at the end of the first semester, and a final examination held at the end of the year. These examinations will assess the skills of listening, reading, writing and speaking.

Contact: Ms R Barnao

Japanese

Introduction

At Year 9, two levels of Japanese classes are offered.

Beginning – The Year 9 Beginning class is an introduction to the Japanese language and culture. This course will cover New Zealand Curriculum Levels 1, 2 and 3.

Continuing – The Year 9 Continuing class is for those who have studied Japanese for at least one semester prior to entry. Curriculums Level 2 and elements of Level 3 will be studied.

Course Outline

The focus of both the Beginning and the Continuing courses is on communication in Japanese in order to understand and be understood when using basic vocabulary and language features. Topics studied are centred around 'self'. Students are introduced to basic Hiragana reading and writing.

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.

Assessment

There is regular formative testing throughout the year to check student progress. These tests will target vocabulary and grammatical understanding and recall. In addition, there is a summative test held at the end of the first semester; and a final examination held at the end of the year. These examinations will assess the skills of listening, reading, writing and speaking.

Contact: Mrs C Leishman

Spanish

Introduction

At Year 9, two levels of Spanish classes are offered.

Beginning – The Year 9 Beginning class is an introduction to the Spanish language and culture. This course will cover New Zealand Curriculum Levels 1, 2 and 3.

Continuing – The Year 9 Continuing class is for those who have studied Spanish for at least one semester prior to entry. Curriculums Level 2 and Level 3 will be studied.

Course Outline

The focus of both the Beginning and the Continuing courses is on communication in Spanish in order to understand and be understood when using basic 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.

Assessment

There is regular formative testing throughout the year to check student progress. These tests will target vocabulary and grammatical understanding and recall. In addition, there is a summative test held at the end of the first semester; and a final examination held at the end of the year. These examinations will assess the skills of listening, reading, writing and speaking.

Contact: Mrs M Martinez

Te Reo Māori

Introduction

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 “Hapori” (community) and we will study five units during the year. The units are:

- Ko wai au/Whakapapa (who am I)
- Te wā (time, seasons, weather including Matāriki)
- Kainga (my home)
- Tōku roopu ako (the people around me)
- Kura (school)

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.

Assessment

Assessment may include:

- Essay writing or written books
- Oral presentations or conversations
- Collaborative projects.

The Term 4 Te Reo Māori examinations will examine key understandings that were the focus of the Units and Assessments studied prior.

Students may also maintain a speaking and writing portfolio, which contributes to their grades at the end of the semester.

Year 10

Curriculum

In Year 10 the skills and understandings from Year 9 are further developed with the range of option subjects increased to provide an array of new opportunities and prepare students for their Senior School courses. Year 10 students continue to follow a core curriculum and also choose three subjects from a list of optional choices. In making their selection, students need to start thinking ahead to their Senior School years and possible career pathways.

At Year 10, students may have the opportunity to gain credits towards NCEA Level 1 in some subjects.

All Students will study the following core subjects

- English
- Mathematics
- Science
- Social Studies
- Physical Education & Health
- Christian Education
- Outdoor Education - Field Centre (Term 4)

In addition, students select three optional choices from the following range of year long courses:

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

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 SUBJECTS
English Media in Society
Mathematics
Science
Physical Education and Health
Christian Education
Social Studies Enterprise Studies Ancient Civilisations
Chinese French Japanese Spanish Te Reo Māori
Dance Drama Music Visual Arts
Digital Technology Fashion and Textiles Food Technology Product Design
Design Visual and Communication

Note: BOLD indicates a compulsory core subject

Core Subjects

English

Introduction

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 – In their reading, listening and viewing, students will show a developing understanding of ideas within, across and beyond texts, how texts are constructed for different purposes and audiences, and how language features are used for effect.

Creating Meaning – In their writing, speaking and presenting, students will show a developing understanding of 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

The Year 10 English programme is a relevant and comprehensive course designed to help students further develop their comprehension and communication skills. Students are exposed to a broad range of texts from a variety of genres, time frames and cultural perspectives. Thematic units will focus on short stories and film, 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 and formal writing skills is a key focus of the course. Creative writing skills continue to be developed through regular journal writing. Speaking and listening is incorporated through regular class and group discussion, an oral presentation and an audio book presentation. Instruction in grammar, punctuation, spelling and vocabulary is integrated into teaching units according to student need. The programme will include opportunities to engage with audiobooks and all students will have a focus on New Zealand texts within the academic year.

Assessment

During the year students receive feedback, a curriculum level and grades for:

- Literary Essays
- Oral Presentation
- Formal Writing

There is an end of year examination for summative assessment of Reading Comprehension Skills.

Contact: Ms J Rowe

Mathematics

Introduction

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.

All students will be given access to Mathletics, Education Perfect and e-asTTle. These programs allow students to use them as a formative tool, to practise Mathematics at home and for assessment preparation.

Extension classes or support classes are offered to selected students.

The accelerated students will be offered the opportunity to follow an NCEA programme.

Assessment

- e-asTTle formative testing for Number and Algebra.
- Class tests for each topic
- End of year examination of main strands

Contact: Mrs K Smith

Science

Introduction

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 Medical Science

The topics in Year 10 Science are structured as part of a two-year Science course through Year 9 and Year 10 in which significant skills and content are covered in preparation for Senior Sciences.

Assessment

A range of assessment modes are used:

- Topic Tests
- End of topic reports
- End of year examination.

Contact: Mr G Hodgson

Social Studies

Introduction

The Year 10 Social Studies programme follows on from Year 9, with students working primarily at Levels 5 and 6 of the New Zealand Social Studies curriculum. The main aim of Social Studies remains the same with a secondary aim being to equip students with skills, ideas and knowledge which may lead to an interest in History, Geography and Classical Studies in the Senior School.

Course Outline

The year consists of four major topics:

- Protest and the Treaty of Waitangi
- Governments and People
- World at Risk
- Modern Day Media.

During each topic, students will be assessed in a variety of ways to assess their knowledge and understanding of the topic and the specific skills that are appropriate. Each of these areas are of equal importance and will be assessed and reported accordingly.

Skills acquired during the course include:

- Mapping
- Presentation Skills
- Writing Skills
- Field Work Skills
- Graphing
- Diagram Creation
- Interpretation Skills
- Research and Investigation Skills

Assessment

Formative assessment:

- Individual and group projects
- Inquiry processes
- Essay and report writing

Summative assessment:

- End of topic assessments
- End of year examination

Contact: Ms J Coughlan

Physical Education and Health

Introduction - 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

Contexts and topics covered include

1. **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.
2. **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.
3. **Field Centre Preparation** – to learn and use leadership techniques in the group setting while learning some outdoor skills prior to the Year 10 Field Centre Outdoor Education programme.
4. **Sports Science** - Exploring concepts used to analyse and improve sporting performance.

Introduction - Health

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

Course Outline

Contexts and topics at Year 10 include:

1. **Digital Citizenship** - an in-depth understanding of how online actions could potentially have damaging consequences for a young persons' emotional and physical health.
2. **Fundamental Movement Patterns** – over the course of one school term, students will participate in a gym based training programme centred around basic movement patterns to enhance physical competency and decrease injury risk.
3. **Feed the beast** – an in-depth investigation into fad diets and their effect on physical and psychological well-being.
4. **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 Mr Paul Bennett, Head of Department). The concept of promoting positive body image is also explored.
5. **Drug Education** - an investigation into the different classes of drugs and how they affect a teenagers mind, body and emotional well-being.
6. **Communities Count** - selecting a community issue that affects them, students develop research stalls to investigate and plan ideas for improvement.

Christian Education

Introduction

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.

As part of their studies, students will undertake a NCEA Level 1 Achievement Standard during this course.

Assessment

- NCEA Level 1 Achievement Standard 'Describe key beliefs of a religious tradition'

Aims

- NCEA Level 1 Achievement Standard 'Describe key beliefs of a religious tradition'
- 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.

Options

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

Ancient Civilisations

Introduction

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 in events. Ancient Civilisations students encouraged to develop the research, report writing, debating and analytical thinking skills. Beyond this, students are encouraged to consider how the ancient world has impacted our own, such as 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.

It is anticipated that students who elect to study Ancient Civilisations in Year 10 have the intention of continuing into Year 11 Classical Studies in completing the NZQA Level 1 qualification.

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 the 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. All assessments are examined internally, and there is no end of year exam.

Contact: Dr A Rene

Chinese

Introduction

At Year 10, two levels of Chinese classes are offered, Continuing and Advanced. To gain entry to this course into either of these courses, students must have studied for a minimum of one full year in Year 9. This course encompasses Levels 3 and 4 from the New Zealand Curriculum.

It is anticipated that students who elect to study Chinese 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 students understanding of Chinese vocabulary and similar language features in a communicative environment. Topics include family, friends in elements of their immediate environment. Students are introduced to the reading and writing of more Chinese characters.

The students in the Advanced Combined class, reading and writing will be the primary focus of the course.

Assessment

There is regular formative testing throughout the year to assess student progress. These tests will target vocabulary and grammatical understanding and recall. In addition, there is a summative test held at the end of the first semester; and a final examination held at the end of the year. These examinations will assess the skills of listening, reading, writing and speaking.

Students also continue to maintain a Speaking and a Writing portfolio, which contribute to their grades at the end of each semester.

At the discretion of the Teacher in Charge of Chinese, students in the Advanced Combined class may have the opportunity to sit at least one NCEA Internal Assessment Achievement Standard.

Contact: Mrs T Yan

Dance

Entry Requirements

A genuine interest and/or experience in dance.

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

Assessment

End of year theory examination combined with practical and theory dance assessments during the course of the year.

Contact: Mr G Wilcox

Digital Technology

Introduction

Digital Technology is a diverse and rapidly changing field with many potential areas of focus. Year 10 Digital Technology students are given the opportunity to explore different avenues of Digital Technology over a number of projects.

Course Outline

Year 10 Digital Technology is designed to foster creative and critical practice in a project based environment.

Students have the opportunity to develop their thinking, design and practical skills in a few specialist digital areas. Projects could include such contexts as: computational thinking; web development and UX design using mark-up language and the elements of design; an investigation into the development of VR technologies; an introduction to motion graphics across a range of specialised software and 3D modelling for gaming technologies. 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.

Specialist areas that would be beneficial to study in support to Digital Technology at Year 10 would be Visual Art and Design and Visual Communication.

Assessment

The assessment in Technology is project based. The development of each project is monitored through checkpoints. Checkpoints provide feedback and an indication of progress before final submission at the end of a section of the course. Summative assessment is based around success rubrics devised to encourage self-assessment and critical reflection from students.

Future Pathways

Level 1 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.

All courses in Technology lead to UE approved Level 3 courses.

Contact: Mrs S Gwilliam

Drama

Entry Requirements

A genuine interest in the Dramatic Arts.

Course Outline

Drama at Saint Kentigern College is a thriving and transformative part of a student's journey. Drama offers a range of exciting learning opportunities as well as being a taster for the NCEA Level 1 Drama Course.

Through practical exploration, students develop their knowledge and skills to enable them to challenge, affirm and express ideas. Students work both independently and collaboratively to construct meaning, produce work, and respond to, and value, other contributions. They will study dramatic forms both past and present.

Elizabethan Theatre - Includes a visit to a Shakespearean performance where students gain inspiration from a professional production and use this in their own performance. This will provide an opportunity for selected students to perform in the Regional Shakespeare Festival.

Physical Theatre - This challenging theatre form will encourage students to step outside their comfort zone for a contemporary audience using the Performance Conventions.

Level 1 NCEA Assessment - 4 literacy credits banks for the following year.

AS90006 Apply drama techniques in a dramatic context

This is the highpoint of the year and a firm favourite with students. They practically explore a character in a scripted play using Drama Techniques. This is a public performance which parents are welcome to attend.

Devised Drama - Using through-provoking stimuli, students will gain skills in developing and refining concepts that widen their world view.

Assessment

Drama is primarily a practical course with students assessed on their performances. Written work underpins their depth of understanding.

Contact: Mr D Sheehan

Enterprise Studies

Entry Requirement

A genuine interest in business and the financial and economic worlds. Students taking this course will develop basic financial literacy and entrepreneurial skills.

Course Outline

Students will spend time throughout this year-long course examining the different aspects of Commerce and will gain a comprehensive understanding of the business world. There are four topics covered throughout the course: Accounting, Business, Economics and Financial Literacy. These are all taught by subjects specialist teachers.

Accounting – Students will learn the skills involved in preparing basic financial statements for community organisations. The ability to analyse and interpret these statements will also be covered and students will be required to present a project-based learning task.

Business - Both theoretical and practical aspects of business will be undertaken, culminating in the annual Market Day. Students will work in groups for the majority of this topic and will also be assessed in these groups.

Economics - This topic will include an in-depth examination of consumer and producer behaviour within our economy. Students will also participate in the buying and selling of shares on the New Zealand Stock Exchange to develop an understanding of the risks and rewards of investment.

Financial Literacy - Developing students' financial awareness and skills by introducing them to key concepts they will face as financially independent citizens, such as paying taxes, KiwiSaver, personal debt and insurance.

Assessment

Understanding and literacy skills will be assist using a variety of methods such as class tests, presentations, group work and written reports. There is no final exam for Enterprise Studies.

Contact: Mrs J Halas

Fashion and Textiles

Entry Requirement

Fashion and Textiles Design is a diverse field with many potential areas of focus. Year 10 Fashion and Textiles students are given the opportunity to explore different avenues of this specialist area over a number of projects.

Course Outline

Year 10 Fashion and Textiles 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 over a series of projects. Projects could include such contexts as: fashion illustration and photography; basic and intermediate machine operation and techniques; digital and physical textile printing and manipulation; basic pattern adaptation; electronic textile, incorporating new technology to combine coding componentry and textiles to create products that solve real world problems.

3D printing to inspire avant-garde outcomes; pop up fashion outlets and limited edition sales techniques; response to authentic needs and opportunities in the domain of Fashion and Textile Design. Most importantly students should leave with the confidence to explore the areas of Fashion and Textiles Design that most interests them and having the thinking and technical skills to commence study in Senior School.

Specialist areas that would be beneficial to study in support to Fashion and Textiles Design at Year 10 would be Product Design and Design and Visual Communication.

Assessment

The assessment in Technology is project based. The development of each project is monitored through checkpoints. Checkpoints provide feedback and an indication of progress before final submission at the end of a section of the course. Summative assessment is based around success rubrics devised to encourage self-assessment and critical reflection from students.

Future Pathways

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. All courses in Technology lead to UE approved Level 3 courses.

Contact: Mr G Horsnell

Food Technology

Entry Requirement

Food Technology is a diverse field with many potential areas of focus. Year 10 Food Technology students are given the opportunity to explore different avenues of this specialist area such as culinary design, food science and nutrition over a number of projects.

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.

Specialist areas that would be beneficial to study in support to Food Technology at Year 10 would be Visual Art and Digital Technology.

Assessment

The assessment in Technology is project based. The development of each project is monitored through checkpoints. Checkpoints provide feedback and an indication of progress before final submission at the end of a section of the course. Summative assessment is based around success rubrics devised to encourage self-assessment and critical reflection from students.

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. All courses in Technology lead to UE approved Level 3 courses.

Contact: Mrs S Gwilliam

French

Introduction

At Year 10 students must have completed at least one year's full-time study in French to qualify for acceptance into the course. Selection for the 'Advanced' class will be at the discretion of the Teacher in Charge of French. Both courses encompass Levels 3 and 4 from the New Zealand Curriculum. It is anticipated that students who elect to study French 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 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.

Assessment

There is regular formative testing throughout the year to check student progress. These tests will target vocabulary and grammatical understanding and recall. In addition, there is a summative test held at the end of the first semester; and a final examination held at the end of the year. These examinations will assess the skills of listening, reading, writing and speaking.

Contact: Ms R Barnao

Japanese

Introduction

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.

Assessment

There is regular formative testing throughout the year to check student progress. These tests will target vocabulary and grammatical understanding and recall. In addition, there is a summative test held at the end of the first semester; and a final examination held at the end of the year. These examinations will assess the skills of listening, reading, writing and speaking.

Contact: Mrs C Leishman

Media in Society

Introduction

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

Media in Society at Year 10 course is a foundation course and can be continued through NCEA Levels 1, 2 and 3 and also into IB Film.

Course Outline

Media in Society is a mix of practical work and understanding of theory and concepts. In the theoretical component, students develop knowledge and understanding in the following areas:

- Narrative structure and conventions
- Genre
- Film terminology
- Audience and Media Consumption
- Ideology
- Representation
- Film production

Students apply this knowledge when close reading film, creating an info-graphic on the representation of teenagers, and in producing a film treatment and a short production. The goal for the year is to have students develop a more engaged, yet critical view on the everyday media they consume, how it is constructed and how it can impact popular culture and society.

Assessment

There are regular assignments throughout the year that are of a variety of formats. These include; a close reading film report, an info-graphic or video essay, research assignment, a film treatment and a short production, and a summative test on genre.

Music

Introduction

Students will continue to be engaged in both practical and written music, and be enriched with a wider range of musical styles and genres in their performance and songwriting vocabulary. Further opportunities will be given for students to be engaged within external music events and collaborations, learning the in's and out's of music creation and performance, providing self-growth and leadership tasks for our 'senior' middle school students to connect with their younger peers.

Students taking Year 10 Music must have individual lessons on musical instrument, will be involved in the co-curricular music group representing the College.

Course Outline

- Jazz - from swing to cool to fusion
- Western Art Music - from Baroque to 20th century classical music
- Opera to Musical Theatre - expression and passion in word painting

- Rock - 50's to current
- Electronic - Dance and EDM
- NZ Music - in conjunction with NZ Music Month and Playitstrange

A full NCEA Level 1 Music course is offered and is subject to the discretion of the Head of Music.

Assessment

Musical Knowledge - identify, describe and apply relevant music literacy in context learnt to critique music

Performance - practice individual and rehearse group repertoires covered in the course outline

Songwriting - compose music for instrumental and vocal genres covered in the course outline

Music (NCEA Level 1 Option)

Qualification - NCEA Level 1

Entry Requirement

Students should be competent on an instrument and have some understanding of music theory.

Entry is at the discretion of the Head of Music, however as a guide students should be at Grade 3 level.

Introduction

Level 1 NCEA Music is a diverse programme that is well suited to Year 10 students with past experiences in music at a high level.

Assessment

Achievement Standards

AS91090	Perform two pieces of music as a featured soloist	Internal	6
AS91091	Demonstrate ensemble skills through performing a piece as a member of a group	Internal	4
AS91092	Compose two original pieces of music	Internal	6
AS91095 (L)	Demonstrate knowledge of two music works from contrasting contexts	Internal	6

Optional Achievement Standard

AS91094 (L)	Demonstrate knowledge of conventions used in music scores	External	4
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Total Possible Credits **22**

Course Outline

The course is divided into five main areas:

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

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

Level 1 Literacy

Standards marked (L) go towards meeting the Level 1 Literacy requirements

Product Design

Introduction

Product Design is a diverse field with many potential areas of focus. 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.

Specialist areas that would be beneficial to study in support to Product Design at Year 10 would be Design and Visual Communication and Fashion and Textile Design.

Assessment

The assessment in Technology is project based. The development of each project is monitored through checkpoints. Checkpoints provide feedback and an indication of progress before final submission at the end of a section of the course. Summative assessment is based around success rubrics devised to encourage self-assessment and critical reflection from students.

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.

All courses in Technology lead to UE approved Level 3 courses.

Spanish

Introduction

At Year 10, two levels of Spanish class are offered 'Continuing' and 'Advanced'. Students must have completed at least one year's full-time study in Spanish to qualify for acceptance into either course and ideally must have received a Merit grade in the writing component in Year 9 to be able to cope with the level of study in Year 10. Selection for the 'Advanced' class will be at the discretion of the Teacher in Charge of Spanish. Both courses encompass 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.

Assessment

There is regular formative testing throughout the year to check student progress. These tests will target vocabulary and grammatical understanding and recall. In addition, there is a summative test held at the end of the first semester, and a final examination held at the end of the year. These examinations will assess the skills of listening, reading, writing and speaking. Students also maintain a Speaking and a Writing portfolio, which contributes to their grades at the end of each semester.

Contact: Mrs M Martinez

Design and Visual Communication (DVC) (formerly Spatial Design)

Introduction

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 spatial and product design. Design, designing and design thinking are explored and expressed through visual communication and is informed by design heritage.

Course Outline

Year 10 DVC 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 through projects that explore both spatial and product contexts. A wide range of practical and digital skills will be covered within these projects, including sketching and wintering, digital CAD modelling, physical model making and graphic design. Students learn how to generate and develop their own ideas and communicate these ideas in thinking 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.

Specialist areas that would be beneficial to study and support to DVC at Year 10 would be Product Design and Visual Art.

Additional Course Costs & Special Requirements

Annual Subscription to Adobe Creative Cloud suite (approx. \$10) organised by the College.

Assessment

The assessment in Spatial Design is project-based. The development of each project is monitored through checkpoints that provide ongoing feedback and indication of progress before final submission. Summative assessment is based on the three key strands of DVC - Design Heritage, Design Practice and Visual Communication.

Future Pathways

DVC 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. DVC is UE approved.

Contact: Mrs S Gwilliam

Te Reo Māori

Introduction

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, 'Hapori whānui' (wider community) 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.

Assessment

- Essay writing or written books
- Oral presentations or conversations
- Collaborative projects

The Term 4 Te Reo Māori examinations will examine key understandings that were the focus of the Units and Assessments studied prior.

Students may also maintain a speaking and writing portfolio which contributes to their grades at the end of the semester.

Contact: Mr M Nelson

Visual Arts

Introduction

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 drawing techniques exploring wet and dry media. They will continue to acknowledge the work of established artist 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 continue to develop specialist vocabulary and skills of written analysis and self-evaluation. The courses include specific programmes that build skills in Senior School specialist areas of Painting, Printmaking, Sculpture, Design and Photography.

Assessment

Students will be formally assessed at the end of each of the programmes using the NZ curriculum strands applied to our own specific programme. The final assessment of Year 10 will be a mock folio board as a preparation for the format of the major external standard in Year 11.

Future Pathways

Year 10 Visual Art prepares students for increasingly independent work in the senior school specialist areas of Visual Arts. At Year 11 students are given the opportunity to continue a broad-based visual Art programme. At Year 12 we provide even greater options with the introduction of Sculpture, Photography, Design and Painting and Printmaking as specialist areas as well as the IB Art programme.

All courses in Visual Art lead to UE approved Level 3 courses and students are able to take more than one option in Year 12 and Year 13.

Contact: Ms J Johnstone

Looking Ahead to Senior School

This section is intended to give Middle School students an insight into the Senior School years at Saint Kentigern College. The Senior School Curriculum is illustrated on page 52 - 53, providing an understanding of how courses progress from year to year and the range of options available..

On the following pages, further information explaining NCEA, the IB Diploma and NZQA Scholarships is provided.

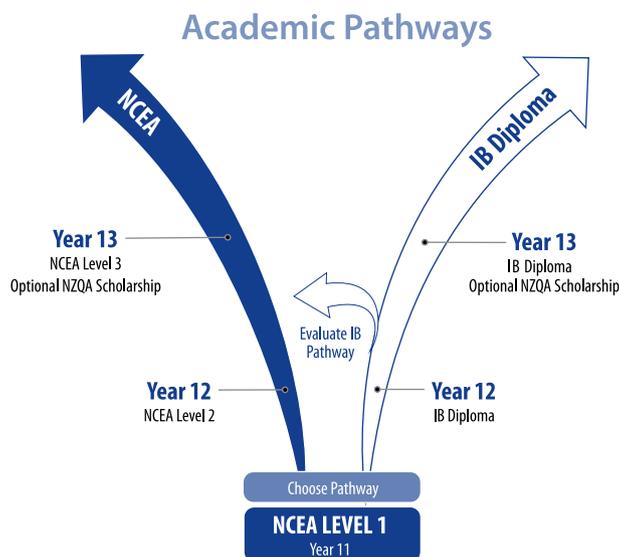
Qualifications - Providing Choice

Should I choose NCEA or the International Baccalaureate Diploma?

In 2008, Saint Kentigern College gained accreditation as an IB World School enabling the College to offer the International Baccalaureate (IB) Diploma as an alternative qualification to NCEA for students in Years 12 and 13.

During Year 11, all Senior School students undertake NCEA Level 1 qualifications. At Year 12, students will choose to either continue with NCEA or begin the two year IB Diploma course.

Whilst the majority of our students will elect to continue with NCEA in Years 12 and 13, it is important to be able to offer a choice of qualifications.



NCEA

NCEA (National Certificate of Educational Achievement) is the national qualification for senior secondary school students in New Zealand. 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.

Understanding NCEA

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.

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.

How many Credits do I need?

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 2		LEVEL 3	
LEVEL 1	80 credits at Level 2 OR	60 credits at Level 2 or above PLUS 20 credits at any level	80 credits at Level 3 OR.	60 credits at Level 3 or above PLUS 20 credits at Level 2 or above
80 credits at any level (Level 1, 2 or 3). Including 10 in literacy and 10 in numeracy				

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

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

NCEA Assessments

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.

Each subject is divided into 3-5 modules of work. The modules will either be Achievement Standards (AS) or Unit Standards (US). This example shows that Level 1 Economics has 5 Achievement Standards in addition to the optional Achievement Standard available. The letters in brackets show whether the standard contributes to the Literacy (L) or Numeracy (N) requirements.

Some assessment is based on work completed and assessed at school (internal) and moderated. Some modules are assessed by a national examination (external).

If the Standard is achieved, a student earns a number of credits towards the total. The maximum number of credits available for each subject varies. For Level 1 Economics, the maximum number of credits that can be earned is 20 plus up to 4 additional credits offered in an optional achievement standard.

NCEA Level 1 Economics

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	Demonstrate understanding of the interdependence of sectors of the New Zealand economy	Internal	3
Total Possible Credits			20
Optional Achievement Standard Available (with HoD Approval)			
AS91228 (L)	Analyse a contemporary economic issue of special interest using economic concepts model	Internal	4

International Baccalaureate (IB) Diploma Overview

At Saint Kentigern College, students entering Year 12 have a choice of qualifications. They may choose to continue with NCEA or opt for the two year International Baccalaureate (IB) Diploma Programme; a challenging two year course (Years 12 and 13) leading to a qualification, like NCEA, is widely recognised by universities around the world.

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 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.)

Entry Requirements

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

Strong IB Diploma candidates are those who are highly motivated with average or above average ability across a range of subjects. In addition, they need to be able to organise and manage their time effectively. It is not an elitist qualification but its rigorous standards do require commitment, organisation and initiative.

Course Outline

Diploma students take six subjects. Students must choose one subject from each of Groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. The sixth subject may be an arts subject chosen from Group 6, or the student may choose a second subject from another group.

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 an Extended Essay (EE) and participate in Creativity, Activity and Service (CAS).

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 7 Outstanding/Exceptional
Level 6 Excellent
Level 5 Very Good
Level 4 Good
Level 3 Mediocre
Level 2 Poor
Level 1 Very Poor.

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, Service 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 may require a higher level of points.

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

For more specific and detailed information about the IB Diploma programme at Saint Kentigern College please contact the IB Coordinator; Mrs 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. While 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 and 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.

IB DIPLOMA SUBJECTS AVAILABLE AT SAINT KENTIGERN COLLEGE

Group 1	English A: Literature		English A: Language & Literature		
Group 2	Chinese B	French B	Japanese B	Spanish B	Spanish (ab-initio)
Group 3	Business Management		Economics	Geography	History
Group 4	Biology		Chemistry	Physics	
Group 5	Mathematics: Analysis and Approaches			Mathematics: Applications and Interpretations	
Group 6	Music	Theatre Arts	Visual Art		

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

IB Diploma Core Requirements (compulsory)

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

Theory of Knowledge

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 presentation 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

The Extended Essay

Entry Requirement

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.

Creativity, Activity and Service (CAS)

Creativity, Activity, Service (CAS)

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 ACTIVITY

Arts, and other experiences that involve creative thinking
Physical exertion contributing to a healthy lifestyle,
complementing academic work elsewhere in the Diploma
An unpaid and voluntary exchange that has a learning
benefit for the student. The rights, dignity and autonomy
of all those involved are respected

SERVICE

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
WIB 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.

Senior School Curriculum 2021

	YEAR 11 (NCEA LEVEL 1)	YEAR 12 (NCEA LEVEL 2)	YEAR 13 (NCEA LEVEL 3) (NZQA Scholarship)	INTERNATIONAL BACCALAUREATE YEAR 12 - 13 IB DIPLOMA (NZQA SCHOLARSHIP)
ARTS	Dance	Dance	Dance	GROUP 1 Studies in Language and Literature English A: Literature English A: Language and Literature Chinese A: Language and Literature GROUP 2 Language Acquisition Chinese B French B Japanese B Spanish Ab-initio Spanish B GROUP 3 Individuals and Societies Business Management Economics Geography History GROUP 4 Experimental Sciences Biology Chemistry Physics GROUP 5 Mathematics: Analysis and Approaches Mathematics: Applications and Interpretation GROUP 6 The Arts Music Visual Arts Theatre Arts
	Drama	Drama	Drama	
	Music	Music	Music	
	Music Projects	Music Projects	Music Projects	
	Visual Art	Visual Art - Design	Visual Art - Design	
		Visual Art - Painting and Printmaking	Visual Art - Painting and Printmaking	
		Visual Art - Photography	Visual Art - Photography	
		Visual Art - Sculpture	Visual Art - Sculpture	
CHRISTIAN EDUCATION	Christian Education	Christian Education	Christian Education	
ENGLISH	English	English	English English Visual	
		English Alternate		
	Media in Society	Media in Society	Media in Society	
LANGUAGES	Chinese	Chinese	Chinese	
	French	French	French	
	Japanese	Japanese	Japanese	
	Spanish	Spanish	Spanish	
	Te Reo Māori	Te Reo Māori		
MATHEMATICS	Mathematics with Algebra OR Numeracy	Mathematics with Calculus	Mathematics with Calculus	
		Mathematics with Statistics	Mathematics with Statistics	
		Mathematics		
			Mathematics	

STUDENTS SELECT TO FOLLOW THE NCEA OR INTERNATIONAL BACCALAUREATE PATHWAY

Note: Christian Education and Core Physical Education are non-examinable.

	YEAR 11 (NCEA LEVEL 1)	STUDENTS SELECT TO FOLLOW THE NCEA OR INTERNATIONAL BACCALAUREATE PATHWAY	YEAR 12 (NCEA LEVEL 2)	YEAR 13 (NCEA LEVEL 3) (NZQA Scholarship)
PHYSICAL EDUCATION	Core Physical Education (compulsory)		Core Physical Education (compulsory)	
	NCEA Physical Education		NCEA Physical Education	NCEA Physical Education
	Health Education		Coaching & Leadership	
			Outdoor Education	Outdoor Education
				Sports Leadership
SCIENCES	General Science (compulsory) with Biology OR Chemistry OR Physics		a-Biology or Biology	a-Biology or Biology
			a-Chemistry or Chemistry	a-Chemistry or Chemistry
			Physics or Physics - Calculus based	Physics or Physics - Calculus based
	Earth and Space Science		Earth and Space Science	Earth and Space Science
SOCIAL SCIENCES	Accounting		Accounting	Accounting
	Business		Business	Business
	Classical Studies		Classical Studies	Classical Studies
	Economics		Economics	Economics
			Financial Literacy (unit standard course)	Financial Literacy (unit standard course)
	Geography		Geography	Geography or Core Geography
	History		History	History
			Travel & Tourism (unit standards course)	Travel & Tourism (unit standard course)
TECHNOLOGY	Animation & Motion Graphics		Animation & Motion Graphics	Animation & Motion Graphics
	Digital Technology		Computer Science	Computer Science
	Fashion & Textiles Design		Fashion & Textiles Design	Fashion & Textiles Design
	Food Technology		Food Technology	Food Technology
	Product Design		Product Design	Product Design
	Spatial Design		Spatial Design	Spatial Design

INTERNATIONAL BACCALAUREATE YEAR 12 - 13 IB DIPLOMA (NZQA SCHOLARSHIP)
CORE REQUIREMENTS In addition, all IB students are required to complete:
<ul style="list-style-type: none"> • Theory of Knowledge • Extended Essay • Creativity, Action, Service (CAS)
CHRISTIAN EDUCATION (compulsory and non-examinable)
Note: A second subject from another group can be selected instead of a Group 6 subject. Many students use this option to take another specialised subject so that they can meet university prerequisites.



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