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Senior School Option Book 2025

BE MORE THAN YOU EVER IMAGINED

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Making Academic Choices

Kia ora koutou.

This year we are presenting our Academic Options book electronically for you and your family to explore all the extensive subject choices at Diocesan School for Girls. The rapid growth of artificial intelligence is challenging the status of knowledge and how it will influence education both positively and negatively. These changes cast a new light on different ways of learning and working and are the reason why we should equip ourselves with a wide range of options leading into the future. To help you with course planning, teaching staff will be available at an options evening in the Sports Centre on August 12, and the parent teacher interviews on July 30/August 1 will also provide opportunities to seek advice from subject teachers and the Careers team.



Our aim at Diocesan is to ensure that we provide future focused choices that will support you to access higher education anywhere in the world, in your areas of passion. Planning your subjects should support your ambitions and interests. Knowledge economies require high quality, relevant qualifications with a range of competencies that we deliver through our curriculum framework at Diocesan. In the future, you will need more than knowledge – you will need to know your leadership potential, how to be of service to others, and how to be an empathetic and ethical person. Your future will be enhanced by thinking creatively and using technological advancements that will inevitably impact on our social, economic, and cultural contexts. You will also need the strength of character to be thoughtful about the preservation of our planet and resilient in a changing world.

This Options Book contains strategies for academic planning that enable you to select and track your pathway through your years at Diocesan. We provide multiple pathways to support excellence and to maintain high levels of challenge. We will help you with choices by providing supportive careers' guidance each year of schooling. There is also a range of enrichment, extension, and accelerated options to ensure that you are challenged and engaged in your learning. We suggest that you use this booklet to guide discussions with teachers and your parents so that the best choices are made for you.

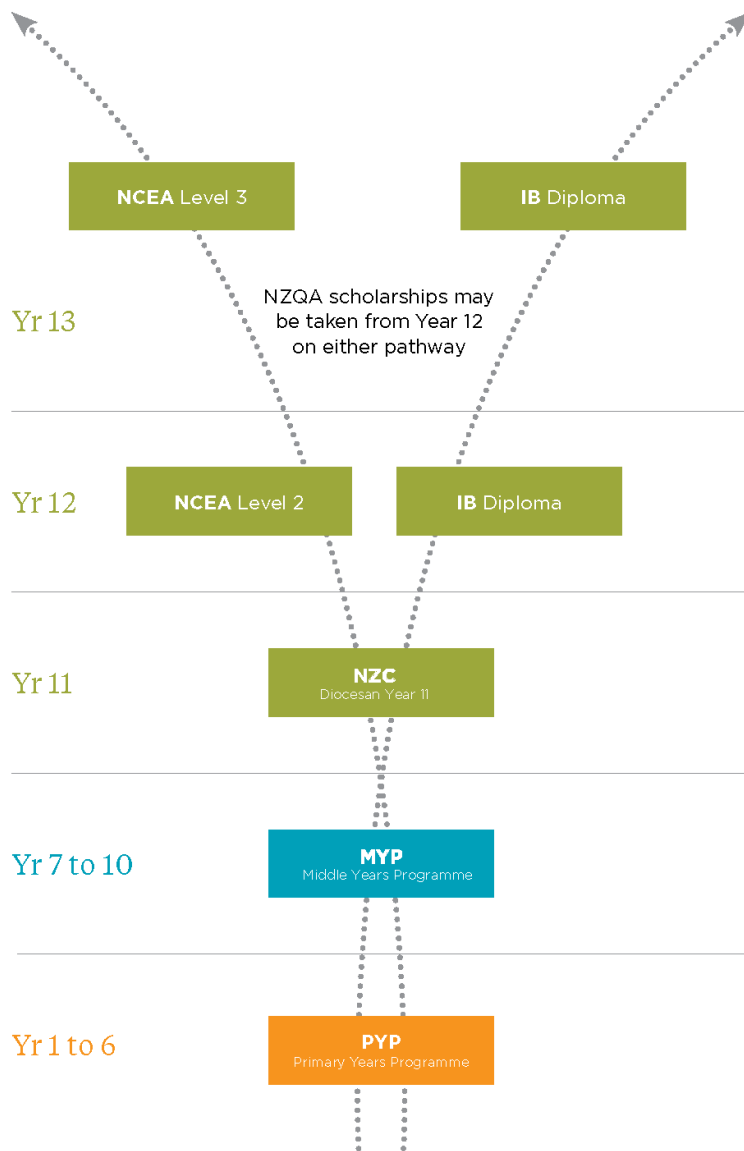
The ability to be proactive and forward thinking is an important element of personal and career development. There is a Forward Planning Sheet to plot your subject choices over time. We recommend that you maintain a breadth and range of subjects with an appropriate level of challenge. Some of you will opt for acceleration and enrichment and others will need more support to achieve your goals. It is important to aim for excellence and maintain a strong belief that anything is possible!

We offer multi-level learning for NCEA subjects, and the International Baccalaureate Diploma Programme offers both breadth and depth in a range of curriculum areas. Make sure that you select the qualification that is going to give you the best options for university or tertiary study. It is important in your senior school years to explore a range of institutions and their entry requirements as they vary greatly across countries, and within New Zealand.

We recommend that you seek advice from tutor teachers, deans, Heads of Faculty and Careers Centre staff to ensure that you graduate from Diocesan with an outstanding qualification and attributes for learning that will support you throughout your life.

All the very best with your course options! Ngā manaakitanga.

Our Dual Educational Pathway



Be more than you ever imagined

Philosophy

Key Philosophy for Course Selection at Diocesan

We provide options for multi-level courses in Years 9 to 13 so girls can select programmes at more than one level

- We advise students to keep their options broad, making sure all pathways are kept open for as long as possible
- Subjects will ensure there are options for enrichment and advancement wherever possible
- Courses and qualifications offered will provide a platform for students to attend any University in the world
- We build on home/school partnerships to support student learning
- We provide courses that are challenging and suit the needs of a range of learners
- Courses provide students with the capacity to step into a tertiary environment knowing how to learn

We provide multiple pathways for success

- Support, guidance and mentoring for course planning is available at every year level
- Students develop into self managing young adults who are responsible for their own learning.

Subject Choice Tips

Steps to make an informed decision

1. Check out your career implications – will you keep your options open?
 - Work out all your current career ideas
 - Check the subject requirements
 - Weigh up the 'essential' subjects, then the 'useful' subjects
2. Think about your abilities – can you do well in these subjects?
3. Think about your interest levels – will you have the motivation?
4. Weigh up any differences between interests, abilities and career ideas
5. Talk it over with people who know you well
6. Check out www.careers.govt.nz/plan-your-career for some useful information.

THE ABC SUBJECT SELECTION CHECKLIST

When you have made your choices, follow this simple checklist:

Ability and Attitude – are you able and will you be interested?

Balance – will you have a range of options open for future career ideas?

Choice – are they your own decisions or have you been swayed by others?

TO MAKE INFORMED DECISIONS YOU SHOULD:

- Contact the Diocesan Career Development Centre for an appointment with either Mrs Birdsall gbirdsall@diocesan.school.nz or Mrs Amanda Lee alee@diocesan.school.nz
- Use www.careers.govt.nz which is a comprehensive careers site for job, course and general career information
- Check out various tertiary websites
- Attend tertiary open days
- Make the most of all opportunities available

Every effort will be made to enable you to take the subjects you wish to but not every combination can be guaranteed.

Some subjects may not be offered if numbers opting for them are too small.

Enrichment and Acceleration

Enrichment and acceleration programmes at Diocesan School for Girls are crucial for nurturing intellectual curiosity and challenging academic performance. By offering advanced material and personalised instruction, these programmes stimulate growth and promote lifelong learning. Each subject will have its own selected entry criteria, and the Head of Faculty can provide tailored advice to ensure students can access the learning opportunities best suited to their abilities and interests. Students identified as meeting the prerequisites for enrichment and acceleration programmes will receive notification via email from the Head of School at the appropriate time of year for timetabling purposes. Any final decisions are at the discretion of the HOF/TIC, Dean and Senior Leader, and are subject to timetable constraints.

Opportunities available to study a University Paper at Year 13

Diocesan offers individual programmes to students who have already succeeded at Level 3 giving them the opportunity to study a university paper as part of their course. There are specific papers universities offer to secondary school students and these are studied either on campus or by correspondence. In 2025 selected students will be able to choose papers from a range of papers from The University of Auckland, through the Young Scholars' Programme, or from other universities that offer extramural study.

Students should discuss which papers they could take with the Careers Department.

NZ University Entrance

- NCEA Level 3
- 14 credits in each of three approved subjects at Level 3 or above
- Literacy *- 10 credits at Level 2 or above, made up of: 5 credits in reading and 5 credits in writing
- Numeracy - 10 credits at Level 1 or above, made up of: achievement standards - specified achievement standards available through a range of subjects, or unit standards - package of three numeracy unit standards (26623, 26626, 26627- all three required).
- **NB Please note the Literacy and Numeracy requirements are currently under review and may change**
- *** NB For entry into Auckland University 17 credits in English at Level 2 or higher are required.**

NCEA APPROVED SUBJECTS FOR ENTRANCE TO UNIVERSITY

Accounting	Education for Sustainability	Photography (Practical Art)
Agriculture & Horticulture	English	Physical Education
Biology	French	Physics
Business Studies	Geography	Print-making (Practical Art)
Calculus	German	Processing Technologies
Chemistry	Health Education	Psychology
Chinese	History	Religious Studies
Classical Studies	History of Art	Samoan
Construction & Mechanical Technologies	Home Economics	Science
Cook Islands Māori	Indonesian	Sculpture (Practical Art)
Dance	Japanese	Social Studies
Design (Practical Art)	Korean	Spanish
Design and Visual Communication	Latin	Statistics
Digital Technologies	Mathematics	Technology
Drama	Media Studies	Te Reo Rangatira or Māori
Earth and Space Science	Music Studies	Tongan
Economics	NZ Sign Language	
	Painting (Practical Art)	

THE INTERNATIONAL BACCALAUREATE DIPLOMA REQUIREMENTS

All universities, both national and international require a minimum score for entrance.

In New Zealand universities, the minimum score is approximately 26, depending on the university and desired course.

internationally, the minimum score for entry varies considerably depending on the university and the chosen degree.

All IB Diploma subjects are approved for entrance to university. Students taking English B must take Higher Level and gain at least Grade 5 to meet Literacy requirements at New Zealand Universities.

Scholarship

Scholarship Awards recognise excellence for secondary school students.

Scholarship will enable students to be assessed against challenging standards, and will be demanding for the most

able students in each subject. Scholarship students will be expected to demonstrate high-level critical thinking, abstraction and generalisation, and to integrate, synthesise and apply knowledge, skills, understanding and ideas to

complex situations. There is a fee of \$102.20 per subject for International students to enter Scholarship.

Scholarship Monetary Awards for 2025 will comprise:

Single Subject Awards

- For candidates who get Scholarship in one or two subjects
- A 'one-off' award of \$500 per subject

Top Subject Scholar Award

- For candidates who are top in one of the 35 Scholarship subjects
- \$2,000 each year for up to three years as long as candidates maintain a 'B' grade average in tertiary study

Scholarship Award

- For candidates who get three or more Scholarship subjects
- \$2,000 each year for up to three years as long as candidates maintain a 'B' grade average in tertiary study

Outstanding Scholar Award

- For the top 40-60 candidates who get three Scholarship subjects with at least two at "Outstanding" level or more than three Scholarships with at least one at "Outstanding".
- \$5,000 each year for three years as long as candidates maintain a 'B' grade average in tertiary studies

Premier Award

- For the very top 5 to 10 candidates who get at least three Scholarships at "Outstanding" level.
- \$10,000 each year for three years as long as candidates maintain at least a 'B' grade average in tertiary studies

There are conditions which govern these awards:

1. Where a candidate meets the criteria for more than one award, he or she will receive only the award of the highest monetary value in most circumstances. However, if a candidate receives a Top Subject Scholar Award, and also gets Scholarship in other subjects he or she will also receive one \$500 Single Subject Award.
2. Eligible candidates can defer taking up the monetary awards for one year
3. Scholarship awards cannot be aggregated over a period of time. A candidate needs to attain Scholarship awards in the same year to be eligible for the top three monetary awards (Scholarship Award, Outstanding Scholar Award and Premier Award).
4. To be eligible for a monetary award a candidate must
 - be either a New Zealand citizen or a permanent resident
 - be enrolled in tertiary study in New Zealand in the years they receive monetary awards
 - maintain a 'B' grade average during their tertiary study in order for them to receive one of the monetary awards over a three year period.
5. International fee paying candidates are not eligible for the Scholarship monetary awards. However, they will have their Scholarship success recorded on their Record of Achievement.
6. All Scholarship awards will be recorded on the candidate's Record of Achievement.

For more detailed Scholarship information please see the [Scholarship Section](#) starting on page 150

Year 9	Year 10	Year 11	Level 2	Level 3
			Art History	Art History
Dance	Dance	Dance	Dance	Dance
Drama	Drama	Drama	Drama	Drama
Music	Music	Music	Music	Music
Visual Arts	Visual Arts	Visual Creative Arts	Visual Arts Design	Visual Arts Design
			Visual Arts Paint	Visual Arts Paint
			Visual Arts Print	Visual Arts Print
			Visual Arts Photography	Visual Arts Photography

Creative Industries

	Design and Visual Communication	Design and Visual Communication	Design and Visual Communication	Design and Visual Communication
Digital Technologies	Digital Technologies	Digital Technologies	Digital Technologies	Digital Technologies
Digital Media Design	Digital Media Design	Media Studies	Media Studies	Media Studies
Food Design Technology	Food Design Technology	Food Design Technology	Food Design Technology	Food Design Technology
Material Design Technology	Material Design Technology	Material Design Technology	Material Design Technology	Material Design Technology

English and English Language (formerly ESOL)

English	English	English	English	English Written Language
English Excel	English Excel	English Excel		English Visual/Oral Language
Language Supported English	Language Supported English	Language Supported English	Language Supported English	Language Supported English
			English Max	English Max

Health and Physical Education

Health and Physical Education (compulsory)	Health and Physical Education (compulsory)	Health and Physical Education (compulsory)	Life Skills/Careers (compulsory)	
		Health Science & Psychology	Health Science & Psychology	Health Science & Psychology
		Sport and Exercise Science	Sport and Exercise Science	Sport and Exercise Science

Religious Studies

Religious Studies	Religious Studies	Religious Studies	Philosophy, Religion and Ethics	Philosophy, Religion and Ethics
			Option Religious Studies	Option Religious Studies

Year 9	Year 10	Year 11	Level 2	Level 3
Chinese	Chinese	Chinese	Chinese	Chinese
French	French	French	French	French
German	German	German	German	German
Japanese	Japanese	Japanese	Japanese	Japanese
Latin	Latin	Latin (From 2026)	Latin	Latin
Spanish	Spanish	Spanish	Spanish	Spanish

Mathematics

Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
		Mathematics towards Calculus	Calculus	Calculus
		Mathematics towards Statistics	Statistics	Statistics
	Advanced Mathematics	Advanced Mathematics	Advanced Mathematics	Advanced Mathematics

Science

Science		Applied Science	Biology	Biology
	Science	General Science (Core)	Biological Science	Chemistry
			Physical Science	Earth and Space Science
	Enriched Science		Physics	Physics

Social Sciences

Social Studies	Social Studies	Accounting	Accounting	Accounting
		Business Studies	Business Studies	Business Studies
		Economics	Economics	Economics
	Classical Studies	Classical Studies	Classical Studies	Classical Studies
	Geography	Geography	Geography	Geography
	History	History	History	History
			Tourism (Unit Standard Course)	Tourism (Unit Standard Course)

Te Whare Huia

Mātauranga Māori	Mātauranga Māori			
Te Reo Māori	Te Reo Māori	Te Reo Māori	Te Reo Māori	Te Reo Māori

Years 9-11	Year 12 & 13
English Literature (Group 1)	English Literature Chinese Literature
Languages Language B (Group 2)	Chinese
	English
	French
	German
	Japanese
	Spanish
	French Ab Initio
	Classical Language: Latin
Social Sciences (Group 3)	Economics
	Psychology
	Geography
	History
Creative Industries (Group 3 & 6)	Digital Society (Group 3)
	Film (Group 6)
Science (Group 4)	Biology
	Chemistry
	Physics
Mathematics (Group 5)	Mathematics
Arts (Group 6)	Dance
	Film
	Music
	Theatre Studies
	Visual Arts



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Year 11

In 2025, students in Year 11 will study subject courses designed by Diocesan that are in alignment with the New Zealand Curriculum. These courses will provide a coherent pathway to NCEA Level 2 or Year 12 IB Diploma in 2025.

Diocesan students take six subjects in Year 11. Those students for whom a six-subject course is not suitable may be allowed to have a five-subject course. Please see your Dean and the Head of Faculty Waiora if you want to be considered for this option. English, Mathematics and a Science are compulsory subjects and students choose three other subjects from the options below. Health & Physical Education and Religious Studies are core subjects taken by all Year 11 students. It is strongly recommended that students keep their option choices across a range of subject areas. If students wish to choose two options from one subject area they need to ensure they consult with Careers and the Head of Faculty from that subject area.

In making option choices students must think ahead

- Which pathway: NCEA or the IB Diploma?
- The course they may wish to follow in Year 13 when they will study five subjects for Level 3 NCEA or six with the IB Diploma
- Requirements for tertiary courses.

Compulsory Subjects:

- English Literature
- Mathematics
- General Science

Core Subjects:

- Health and Physical Education
- Religious Studies

Options:

- English Excel
- Dance
- Drama
- Music
- Visual Creative Arts
- Design and Visual Communication
- Digital Technologies
- Food Design Technology*
- Material Design Technology
- Media Studies

- Health Science and Psychology
- Sport and Exercise Science
- Chinese
- French
- German
- Japanese
- Spanish
- Te Reo Maori
- Biological Science
- Physical Science

- Accounting
- Business Studies
- Classical Studies
- Economics
- Geography
- History

All students must study one science but no more than two science options. For the options, please see Page 18 & 19. Visual Arts. Two options are offered in the Visual Arts. As both subjects use the same standards students may select only one of these options.

Students wanting to take more than one Creative Industry subject need to consult with the Head of Faculty.

* Subject can be started at this level

English Literature

Outline of Course

The Year 11 English Literature course consolidates work done throughout the junior high school years in each of the oral, visual and written strands. Students will complete a range of activities and assessment that require them to analyse language and literature, as well as create texts of their own. While we are not offering NCEA Level 1 in 2025, students will continue to be assessed on response to studied and unfamiliar text, along with creating written and oral texts of their own, with an ongoing focus on critical thinking. T

Course Costs: Students may have the opportunity to purchase their literature text(s).

English Excel for Language Learners

Prerequisites: All students have English as an additional language or be emerging in bi-lingual ability. Please discuss your choice with the Director of English Language Learning prior to selecting this course on your option form.

Outline of Course:

The Year 11 English Excel for Language Learners course consolidates work done throughout the junior high school years in each of the oral, visual and written strands. Students will complete a range of activities and assessment that require them to analyse language and literature, as well as create texts of their own. Work in this course will be modified to meet the specific needs of students working in English as an additional language.

While we are not offering NCEA Level 1 in 2025, students will continue to be assessed on response to studied and unfamiliar text, along with creating written and oral texts of their own, with an ongoing focus on critical thinking. The exact shape of those assessments is still to be determined.

For both above courses:

Title	Examination/Internal Coursework
Unfamiliar Text Timed test	Internal
Timed Response to Literature Essay	Internal
Developing a piece of writing from earlier in the year and recoding the editing process	Internal
An Essay and three unfamiliar texts	Examination

Health and Physical Education

Outline of Course

The Year 11HPE programme provides ākonga with the opportunity to work independently and collaboratively in movement and non-movement-based activities to develop social and emotional competencies and values, such as whanaungatanga; manaakitanga and kotahitanga. They are provided with explicit opportunities to learn, practise, reflect - as developing these competencies and values will help ākonga to work more effectively with others and to respond to new or challenging situations.

Learning in, through, and about movement makes a significant contribution to wellbeing. In Physical Education, ākonga will have the opportunity to explore what movement means to them through engaging in diverse physical activity, across a variety of environments. Throughout the learning programme ākonga will strengthen their understanding of skills needed to enhance self awareness, social awareness,, whanaungatanga and kotahitanga in movement, reflecting on how they can apply these skills outside of the classroom environment.

In Health, ākonga will engage in two key areas of learning, mental health, and relationships and sexuality, in relation to manaakitanga, and the wellbeing of individuals, whānau and communities. Within the learning environment ākonga will understand how mana and identity are connected with a sense of self worth through a range of diverse health topics. Through this understanding ākonga can develop skills to build relationships and foster attitudes and values that support the well-being of themselves and others.

Within the Year 11 Health and Physical Education course students will complete 3 units of work focused on the following areas of inquiry.

- Creating connections: How can movement enhance self awareness, social awareness and whanaungatanga?
- It's about mana: What strategies can we apply to enhance mana and develop positive sexuality and mental health?
- Unity and us: What strategies can I apply to enhance kotahitanga in a team?

Mathematics

Outline of Course

The General Mathematics course provides an essential foundation in mathematics, equipping students with fundamental Mathematical skills and knowledge. This course covers a range of topics including algebra, graphing, probability and statistics, and is designed to help students develop critical thinking and problem-solving skills that can be applied in everyday life. Whether pursuing further studies in mathematics or not, this course provides a solid foundation for success in many areas.

In all courses, students will attempt the external numeracy standard 32406: Use mathematics and statistics to meet the numeracy demands of a range of situations.

Course Costs: Approximately \$45

Title	Examination/Internal Coursework
Numeracy: Use mathematics and statistics to meet the numeracy demands of a range of situations.	External Exam 10 Credits
Algebra skills	Examination
Tables, Equations and Graphs Skills	Examination
Chance Skills	Examination
Data Skills	Examination

Mathematics towards Calculus

If you plan to pursue further studies in mathematics, engineering, or physics, the Calculus pathway will provide you with a solid understanding of the skills and concepts required for differential and integral calculus. It is expected that most students will choose either this course or the Statistics course.

This course covers a range of topics including conceptual algebra, graphing and trigonometry, and also probability and statistics skills.

Course Costs: Approximately \$45

Title	Examination/Internal Coursework
Numeracy: Use mathematics and statistics to meet the numeracy demands of a range of situations.	External Exam 10 Credits
Algebra Concepts	Examination
Tables, Equations and Graphs Concepts	Examination
Trigonometry Concepts	Examination
Chance and Data Skills	Examination

Mathematics towards Statistics

If you are interested in analysing data and making informed decisions, the Statistics pathway will teach you how to collect and analyse data, make predictions, and understand probability.

This course covers a range of topics including conceptual probability and statistics and also algebra and graphing skills.

Course Costs: Approximately \$45

Title	Examination/Internal Coursework
Numeracy: Use mathematics and statistics to meet the numeracy demands of a range of situations	External Exam 10 Credits
Algebra Skills	Examination
Tables, Equations and Graphs Skills	Examination
Chance Concepts	Examination
Data Concepts	Examination

Advanced Mathematics

Level 2

Prerequisites: Level 2 Prerequisites: Students should have completed the Year 10 Advanced Mathematics course, including at least Merits in both the End of Topic Algebra test and the Tables, equations & graphs Test.

Outline of Course

The level 1 Advanced course will be the level 2 Calculus course that Year 12 students do. It is intended for those students who are very capable at mathematics and have already completed Level 1 Mathematics a year early (in Year 10). The work involves much more in-depth study of Year 11 work with the addition of Calculus. Students who are successful in this course can go on to do both level 3 Calculus and/or level 3 Statistics.

Course Costs: Approximately \$50

	Title	Ext / Int	
91257	Apply graphical models in solving problems	Internal	4
91259	Apply trigonometric relationships in solving problems	internal	3
91261	Apply algebraic methods in solving problems	External	5
91262	Apply calculus methods in solving problems	External	5
		Total Credits	17

Religious Studies

Outline of Course

This course is a core requirement for all Year 11 students. Lessons are once per timetable cycle.

The first term of this course focuses on the core principles that underlie Christian ethics. Students will be able to explore the Five Marks of Mission, as well as learn about human dignity, preferential option for the poor and vulnerable, and stewardship. They will readily observe how Christian understandings on these topics have significantly influenced modern secular ethics, the development of human rights, and environmentalism.

Later, once students are versed in the foundations of Christian ethics, they will have an opportunity to apply these principles to the issue of fast fashion, where clothing companies design, manufacture, and sell high volumes of cheap clothing to the market with little-to-no concern about the consequences their actions will have on our planet, societies, and people.

NCEA Level 2 Religious Studies

Incoming Year 11s who have achieved strong results in the 2025 school year as Year 10s and who are looking for further challenges to foster academic growth are very welcome to choose NCEA Level 2 Religious Studies as an option subject, in addition to the Year 11 course. See the relevant page for more information.

Title	Examination/Internal Coursework
Christian Ethics and Fast Fashion	Internal Coursework

General Science

Outline of course

This course is open for all Year 11 students and covers aspects of biology, chemistry and physics. It is a great course for those students who wish to keep their options open in Year 12 and 13 as it contains the essential elements for Level 2 Biology, Chemistry and Physics.

Course Costs: Approximately \$112 for workbooks, study guides and access to Education Perfect.

Title	Examination/Internal Coursework
Report on a biological issue	Internal Coursework
Carry out a practical physics investigation that leads to a linear mathematical relationship, with direction	Internal Coursework
Demonstrate understanding of aspects of mechanics	Examination
Demonstrate an understanding of aspects of acids and bases	Examination
Demonstrate understanding of biological ideas relating to genetic variation	Examination

Applied Science

Outline of Course

This course has been designed with an emphasis on the application of science. It puts more of an emphasis on internal assessment rather than end of year examinations. Each standard will include one or two weeks of teaching followed by some research or practical periods. The final week will be set aside for either the write up or for the practical investigation. This course is recommended for students who perform well through continual assessment but struggle with the pressure of the end of year examinations.

Course Costs: Approximately \$60 for workbooks, field trips and access to Education Perfect

Title	Examination/Internal Coursework
Report on a biological issue	Internal Coursework
Demonstrate understanding of biological ideas relating to a mammal as a consumer	Examination
Investigate biological ideas relating to interactions between humans and micro-organisms	Internal Coursework
Demonstrate understanding of the formation of surface features in New Zealand	Internal Coursework

Dance

Prerequisites: Year 10 Dance (or at teacher’s discretion).

Outline of Course

Dance education supports students to develop creativity, critical thinking and collaboration skills, along with discipline and focus. Level 1 Dance concentrates on experiencing the art of dance in a physical and practical way, with emphasis on internal assessment. Composition skills will be learnt with students collaboratively choreographing and presenting their own short dance works. Their performance skills will be honed through the learning and performance of Hip Hop, Jazz and Contemporary dance repertoire. Research skills will also be developed with a genre study of a chosen style. One external examination is undertaken, asking students to analyse a specific dance performance, increasing their ability to interpret and respond to dance as a form of communication.

Course Costs: Students are expected to attend some live theatre performances as this supports the requirements of the curriculum, in particular the external exams. Group bookings are made by the Dance teacher and will be charged to students.

Title	Examination/Internal Coursework
Perform dance sequences	Internal Coursework
Compose dance sequence in response for given brief	Internal Coursework
Demonstrate ensemble skills in a dance	Internal Coursework
Demonstrate understanding of the elements of dance in a dance performance	Internal Coursework
Demonstrate understanding of a dance performance	Examination

Drama

Prerequisites: Year 10 Drama.

Outline of Course

The value of Drama in the school curriculum has been widely described as promoting self-expression, building self confidence, enhancing creativity, encouraging co-operation and fostering empathy.

The course of study at Year 11 aims to provide students with a practical understanding of Drama as an art form, as well as encouraging them to interpret a wide range of dramatic texts and forms and experiment with different ways of performing and recording Drama. Through the breadth of this work students will gain experience and confidence in presenting their performance ideas with fluency, focus and clarity of intention. Whilst the majority of this course is practical, students will also be required to articulate their understanding through written and verbal feedback.

Students need to be aware of the rehearsal time commitment in Drama which goes beyond class time. There will be occasions when rehearsals need to be held at lunchtime, after school and in the weekends (with prior notification). Dates will be given to students at the beginning of the year. Assessments may be held in the evening.

Course Costs: \$50.00 for Costumes and Props. Students are also expected to attend at least four live theatre performances as this supports the requirements of the curriculum, in particular the examination. Group bookings are made by the Drama Department and will be charged to student accounts.

Title	Examination/Internal Coursework
Apply drama techniques in a dramatic context	Internal Coursework
Perform an acting role in a scripted production	Internal Coursework
Demonstrate understanding of the use of drama elements, conventions, techniques and technologies within live performance	Examination
Devise and perform a drama	Internal Coursework
Demonstrate understanding of a significant play	Internal Coursework

Music

Prerequisites: Yr10 Music (or at the discretion of the TIC Music)

Outline of Course

The Year 11 Music course offers a comprehensive curriculum covering composition and songwriting, solo and group. The Year 11 Music program is a comprehensive course that nurtures students' creativity, communication, and teamwork. It includes composition and songwriting, using software for music creation, and expressive storytelling. The course emphasises music technology skills, offering hands-on experience with recording and production techniques in Dio's state-of-the-art studio. Performance workshop classes develop technical skills and confidence through group collaboration and regular showcases. The program also covers scoring for theatre and film, fostering critical thinking and broadening cultural understanding.

Course Costs: Students are expected to attend some live concerts and workshops as this supports the requirements of the curriculum, in particular the external exam. Group bookings are made by the Music department and will be charged to student accounts.

Title	Exam/Internal
Performance: Solo and Group	Internal Coursework
Composition: Songwriting and Composition	Internal Coursework
Film Music and Musical Theatre	Internal Coursework
Score Reading	Examination

Visual Creative Arts

Prerequisites: students should have prior experience in the Visual Arts, preferably up to and including year 10. Other learning experiences will be considered and entry will be at the discretion of the Head of Visual Arts.

Students must have Adobe Photoshop CC and are advised to have a digital SLR camera if Photography is one of their preferences for the future. There are a limited number of school cameras available to borrow on request.

Education in the Visual Arts is the area of learning that is based on making art that one can 'see.' The ability to derive meaning from what we 'see' is an essential skill in a culture saturated with images. Visual Creative Arts explores this complex relationship between art makers, artworks, the contexts in which the artwork is made, how the artworks are perceived and how viewers experiences may change the way they 'see'.

The course is divided into two options. Students may select ONE Option (A or B) based on their field preferences.

Option A involves study primarily in Painting and Printmaking (Providing direct pathways to level 2 and 3 Painting and Printmaking)

Option B involves study primarily in Photography and Design (Providing direct pathways to level 2 and 3 Design and Photography)

The course begins with Practice-based Research. In a Visual Arts context this involves a hands-on exploration of artistic concepts and techniques while engaging in a systematic process of inquiry. The emphasis is on the integration of artmaking practice and research. The act of creating art becomes not just a means to an end but a valuable form of inquiry itself. As part of that inquiry, students will use photography and other drawing approaches to record and document information.

Both options provide opportunities to explore a range of digital technologies for artmaking. Further opportunities can be negotiated within the selected option. While the fields in each option will provide the main focus for artmaking, this does not exclude students in Option A from exploring photographic practice or students in Option B exploring three dimensional art practice.

Outline of Course

The format consists of four projects of equal value.

Workbooks will be the primary mode of presentation of evidence for all projects.

Option A involves study in Drawing, Painting and Printmaking

In Painting, students will use and understand the characteristics of a range of wet and dry media (Pencils, ink, charcoal, pastels, water colour, gouache and acrylic and the appropriate grounds and supports for these).

For Printmaking, students will use and understand the characteristics of a range of new and traditional printmaking techniques (digital image making, lithography, etching, silk screen, monoprint, woodcut and linocut).

YEAR 11 - ARTS

Option B involves study in Photography and Design

Students must have Adobe CC Photoshop on their laptop. A digital SLR camera (with a minimum of 24 megapixels) is required from the start of Term 1. The course uses photographic and digital art forms as a catalyst for visual creativity. In Photography, students will learn the skills required to use a digital SLR camera. They will explore photographic techniques as a means to communicate and develop ideas. They will develop skills in Adobe Photoshop as they review, edit and sequence images.

For Design, students will develop fundamental and specialist skills in cutting edge media such as Adobe CC Photoshop and other digital design apps. They will explore typography, layout, media graphics and digital illustration techniques to produce individual briefs for Graphic Design based outcomes.

Course Costs: \$130 for materials.

Title	Examination/Internal Coursework
Using Practice Based Research, conduct a visual arts inquiry into Aotearoa New Zealand's unique foundations and make connections to own identity	Internal Coursework
Produce and present a significant artwork within an authentic context	Internal Coursework
Investigate and apply art-making processes and conventions	Internal Coursework
Produce a systematic and sustained body of artwork	Internal Coursework

Design and Visual Communication

Prerequisites: An interest in Design and completion of Year 10 Design and Visual Communication or Visual Arts course is beneficial.

Design and Visual Communication allows students to think creatively and to apply design thinking when solving design briefs. These techniques are broadly linked to product design and spatial design. Students will explore their ideas through the development of techniques in visual communication. The course grows student’s visual literacy through the development of skills in sketching, rendering, instrumental drawing, modelling (both physically and with the use of Computer Aided Design CAD). Students will learn to identify the qualities of existing designs and their own ideas through the broad principles of design (function and aesthetics) alongside human/user, environmental, societal and technological factors.

Outline of Course

The course establishes core design and drawing skills to help students to communicate their design thinking. Students will also develop skills in digital modelling and fabrication using the Fablab. Students will explore and refine design ideas in response to a brief in both product and spatial design contexts, applying knowledge specific to both the design and problem being solved. Students will complete three design projects during the year including:

- Spatial Design - Students apply the characteristics of a designer’s work to their own thinking, to inform their design ideas when addressing a spatial design brief.
- Product Design - Students design functional and elegant products for a specific end user
- Presentation Design - Students use digital technologies including CAD software and Adobe Creative Cloud to formally present a design solution.

Course Costs: \$40 to cover materials

Title	Examination/Internal Coursework
Communicate design ideas through visual communication techniques for a product or spatial design outcome	Internal Coursework
Use the work of an influential designer to inform design ideas	Internal Coursework
Undertake development of design ideas through graphics practice	Internal Coursework
Promote an organised body of design work to an audience using visual communication techniques	Internal Coursework
Use instrumental drawing techniques to communicate a design outcome	Internal Coursework

Digital Technologies

Prerequisites: Year 10 Digital Technologies or Digital Media Design is an advantage. A laptop computer of appropriate specification is required for this course.

Outline of Course

This course will adequately prepare students for Level 2 studies in Year 12, building upon the foundational aspects covered in Year 10 Digital Technologies and Year 10 Digital Media Design. It enables students to be creators of digital content, rather than just consumers. They learn to appreciate the broad range of applications of digital technology including digital media, gaming, app development and computer programming. Utilising usability principles that embrace mātauranga Māori, students will embed considerations of Māori culture within the digital interface.

These could include, but are not limited to:

- 2D or 3D character design
- Virtual Reality
- Programming
- Animation
- Interface design
- Computer science.

Title	Examination/Internal Coursework
Develop a proposal for a digital outcome	Internal Coursework
Develop a digital media outcome	Internal Coursework
Develop a computer program	Internal Coursework
Use basic iterative processes to develop a digital outcome	Internal Coursework
Demonstrate understanding of human-computer interaction	Examination

Food Design Technology

Food Design Technology requires learners to engage in the design cycle to develop the knowledge, understanding and skills essential for creating meaningful solutions for authentic issues. Learners will problem solve through ongoing modelling and the evaluation of potential outcomes. Learners will work both collaboratively and independently to test ideas and gain feedback.

Outline of Course

In Year 11 learners will begin to make connections between the food industry, nutrition education, food science and the principles of product design. They will be encouraged to extend the complexity of their technical skill set, learning through trial and error. Learners will showcase their design thinking through the development of food products in response to an authentic design brief.

Assessments will be varied with the completion of three projects throughout the year.

- The Science of Cheese - Learners will understand and implement technical processes to make a minimum of three fresh cheeses e.g., haloumi, cream cheese and mascarpone. One cheese will be selected to be the feature of a food product of choice.
- Art in Food Form - The elements and principles of design will be a core component of this unit. Learners will develop, refine and implement design skills to communicate ideas for a food product with a minimum of two specific design features.
- Nutrition - The Dio Edition - Correct nutrition is foundational for preventing chronic diseases and in sustaining a long and healthy life. We are bombarded with conflicting messages around our food choices and eating habits. Learners will be given opportunities to interpret, analyse and critique nutritional information, applying their knowledge into their own practice.

All assessments are internal and reflect a balance between written and practical tasks.

Course Costs: \$200. As there is a considerable amount of individual practical food preparation in the course, a fee is charged to cover the cost of materials.

Title	Examination/Internal Coursework
Implement basic procedures to process a specified product	Internal Coursework
Use design ideas to produce a conceptual design for an outcome to address a brief	Internal Coursework
Demonstrate understanding of design elements	Internal Coursework
Demonstrate knowledge of an individual's nutritional needs	Internal Coursework

Material Design Technology

Prerequisites: There are no prerequisites for this course, however, an interest in creative design and product and/or textile development is advantageous.

Outline of Course

Technology is defined as intervention by design to expand human possibilities. Year 11 Material Design students work in a studio environment to design and make unique creative garments and/or products. Students will focus on exploring the properties and use of textiles for designing and developing innovative creations towards a collection or body of design work. Students will develop the evaluative, critical and creative thinking required to develop textile based products to meet the needs of people.

Year 11 Material designers will:

- Explore the design elements; colour, shape, texture, pattern, line, and contrast, and how these are used to enhance fashion design.
- Be encouraged to be innovative in the way they create
- Implement skills and processes, such as pattern adaption, garment construction, textile hacking and digital processing
- Etching and cutting to explore design ideas and develop original boutique outcomes.
- Develop products by working closely with stakeholders to consider the needs of others

Course Costs: \$50. Students may choose to purchase additional materials used to complete their own textile projects

Title	Examination/Internal Coursework
Use design ideas to produce a conceptual design for an outcome to address a brief	Internal Coursework
Demonstrate understanding of design elements	Internal Coursework
Implement basic procedures using textile material to make a specified product	Internal Coursework
Make basic adaptations to a pattern to enable a design to fit a person	Internal Coursework

Media Studies

Outline of Course

In today's visual culture, media plays a powerful role in shaping our knowledge, values, and perceptions. Media Studies empowers students to critically analyse and understand the influence of media, enabling them to become confident and competent media consumers and creators.

This course challenges students to explore media concepts, enhancing their visual literacy, creative expression, and communication skills. They will learn to apply their knowledge by designing, scripting, and creating media products using digital production technologies. By engaging in critical analysis and the creative process of media production, students become critical and creative thinkers, prepared to thrive in our rapidly evolving world.

With Year 11 at the threshold of IB Film and NCEA Media Studies, this course offers developmental skills in both future pathways. Students will develop a robust understanding of key media terminology from film language to news media to advertising to the socials. This will be important with students designing and producing a social media campaign for a group or venture of their own interest. Along the way, students will investigate key production roles in filmmaking and develop practical skills in the roles of cinematographer, editor, and audio engineer. No media or film course would be complete without some form of close viewing. This year students will develop an understanding of genre theory and apply this to a range of genre texts to find the similarities and differences, as well as the appeal for audiences.

Title	Examination/Internal Coursework
Demonstrate practical understanding of key media production roles	Internal Coursework
Demonstrate understanding of media terminology	Examination
Design and produce a social media campaign	Internal Coursework
Demonstrate understanding of a genre	Internal Coursework

Health Science and Psychology

Outline of the Course

In today's diverse and evolving world, this course is designed to equip learners with the critical thinking skills needed to address global challenges affecting health and well-being. To navigate the complexities of the 21st century, students must feel empowered to shape a world where well-being is attainable for themselves, others, and society as a whole. This course provides an introduction to the fascinating world of psychology, exploring various approaches to understanding human behavior and cognition. Students will investigate how these approaches have enhanced our understanding of human behavior and thought processes and their applications in real-world settings. The Year 11 Health Science and Psychology course equips students with the knowledge, skills, and values necessary to contribute to our world and shape a better future, enabling them to identify influences and take responsibility for creating positive changes that support the health and well-being of themselves and others.

Within the Year 11 Health Science and Psychology course students will complete 4 units of work focused on the following areas of inquiry.

Topics likely to be offered in 2025:

- Exploring the Human Mind: An introduction to Psychological Approaches
- Taking action for my Well being: How can I apply positive psychology to enhance my hauora?
- Beyond the screen: Navigating the Impact of Social Media on Wellbeing.
- Thriving Together: Strategies to Support Wellbeing.

Course Costs: Approximately \$200 based on experiences used to consolidate understanding of psychological approaches and well being

Title	Examination/Internal Coursework
Demonstrate understanding of psychological approaches (only doing behavioural and cognitive)	Internal Coursework
Demonstrate understanding of wellbeing through the application of a model of health	Internal Coursework
Demonstrate understanding of personal, interpersonal and societal factors that influence hauora	Examination
Demonstrate understanding of strategies that enhance hauora	Internal Coursework

Sport and Exercise Science

Outline of the course

Movement is fundamental to our lives, and contributes to our development, both as individuals and as members of our communities. Sport and Exercise Science is designed for students who are interested in learning about how the body moves, what influences the way we move and strategies to maintain and enhance their physical experiences. Through this course students learn that there are diverse ways of understanding different physical activity contexts, incorporating physical knowledge such as functional anatomy; biomechanics, psychology and physiological principles; te ao Māori values that inform participation in movement; sociocultural aspects such as the fitness and youth culture.

In Sport and Exercise Science students learn through diverse movement experiences such as; snorkelling at goat island, studio box and lawn bowls and white water rafting, to enhance their understanding of the key learning areas of this subject. Within the Year 11 Sport and Exercise Science course students will complete 4 units of work focused on the following areas of inquiry.

Topics likely to be offered in 2025:

- Movement for wellbeing: What impact does physical activity have on my wellbeing?
- Move to Improve: How can I develop and refine my movement skills?
- Movement for unity: What strategies are needed to enhance kotahitanga in a group?
- Movement and Me: What influences the way that I move?

Course Costs: Approximately \$250 for Outdoor experiences

Title	Examination/Internal Coursework
Apply movement strategies in an applied setting	Internal Coursework
Demonstrate understanding of how kotahitanga is promoted in movement through application of strategies	Internal Coursework
Demonstrate understanding of the influence of a personal movement experience on wellbeing	Internal Coursework
Demonstrate understanding of influences on movement	Internal Coursework

YEAR 11 - LANGUAGES

Click [here](#) for an overview of Languages

Chinese

Prerequisites: Year 10 Chinese (a sound level required) or period of residence in a Chinese speaking environment. Consult with your teacher if you are uncertain.

Outline of Course

This course helps students gain the confidence and skills to communicate in a given set of real life situations and further their understanding of Chinese culture. Students will continue to expand their listening, speaking, reading and writing on a variety of topics such as School, Sports and Leisure, Eating and Drinking, Shopping, Town and Travel. Emphasis is on coping in a Chinese speaking environment.

Course Costs: \$35

Girls are encouraged to sit the Chinese Proficiency Test, an international exam, in April or July. (optional) The cost varies according to the level from \$35-\$75.

Title	Examination/Internal Coursework
Demonstrate understanding of a variety of spoken Chinese texts on areas of most immediate relevance	Examination
Give a Spoken Presentation in Chinese that communicates a personal response	Internal Coursework
Demonstrate understanding of a variety of Chinese texts on areas of most immediate relevance	Examination
Write a variety of text types in Chinese on areas of most immediate relevance	Internal Coursework

French

Prerequisites: Year 10 French (a sound level required). Consult with your teacher if you are uncertain.

Outline of Course

The Year 11 French course involves consolidation and development of the four skills of reading, writing, listening and speaking, all of which will be assessed. Topics covered in the course reflect the types of situations students might find themselves in when with French-speaking people or in a French-speaking country, such as shopping, eating and drinking at home and in a restaurant, holidays, sport and leisure time, travelling, asking for directions, talking about one's family and one's country.

Course Costs: \$85

Girls are encouraged to sit the French Government DELF exam in August (optional). The cost \$85(TBC).

Title	Examination/Internal Coursework
Demonstrate understanding of a variety of spoken French texts on areas of most immediate relevance	Examination
Give a Spoken Presentation in French that communicates a personal response	Internal Coursework
Demonstrate understanding of a variety of French texts on areas of most immediate relevance	Examination
Write a variety of text types in French on areas of most immediate relevance	Internal Coursework

German

Prerequisites: Year 10 German (a sound level required). Consult with your teacher if you are uncertain.

Outline of Course

The Year 11 German course focuses on developing the students' reading, writing, speaking and listening ability. This language learning is supplemented by a variety of cultural topics and activities relating to life in Germany and other German-speaking countries, including a fun and interactive Germanic culinary experience.

The Level 1 course provides a sound foundation for further German study, by introducing and reinforcing common vocabulary, and discussing key German grammatical structures. All four language skills will be assessed.

Course Costs: \$50

Title	Examination/ Internal Coursework
Demonstrate understanding of a variety of spoken German texts on areas of most immediate relevance	Examination
Give a Spoken Presentation in German that communicates a personal response	Internal Coursework
Demonstrate understanding of a variety of German texts on areas of most immediate relevance	Examination
Write a variety of text types in German on areas of most immediate relevance	Internal Coursework

Japanese

Prerequisites: Year 10 Japanese (a sound level required). Consult with your teacher if you are uncertain.

Outline of Course

Students will continue to expand their listening, reading, writing and speaking skills by mastering more complex grammatical structures. 50 Kanji will be introduced. Topics covered during the year include Town and Directions, Eating and Drinking, Sport and Leisure, and Travel.

Click [here](#) for more detailed information

Course Costs: \$72

Title	Examination/ Internal Coursework
Demonstrate understanding of a variety of spoken Japanese texts on areas of most immediate relevance	Examination
Give a Spoken Presentation in Japanese that communicates a personal response	Internal Coursework
Demonstrate understanding of a variety of Japanese texts on areas of most immediate relevance	Examination
Write a variety of text types in Japanese on areas of most immediate relevance	Internal Coursework

Spanish

Prerequisites: Year 10 Spanish (a sound level required). Consult with your teacher if you are uncertain.

Outline of Course

Students will weave a story around meeting a new Spanish friend and planning and executing an imaginary trip in and around Valverde, Spain. In the course of the year students will use the language to compare and contrast New Zealand, Māori and Spanish cultures. They will explore proverbs, customs, history, places of interest, fiestas, transport, and film. They will learn to use more complex language structures including past and present tenses

Course Costs: \$40

Title	Examination/ Internal Coursework
Demonstrate understanding of a variety of spoken Spanish texts on areas of most immediate relevance	Examination
Give a Spoken Presentation in Spanish that communicates a personal response	Internal Coursework
Demonstrate understanding of a variety of Spanish texts on areas of most immediate relevance	Examination
Write a variety of text types in Spanish on areas of most immediate relevance	Internal Coursework

English Language Acquisition

Outline of Course

This course is designed to support students taking Language Supported English, who need additional specific teaching of English as an additional language. Placement in this course will be at the discretion of the Head of Faculty Languages and the Director of English Language Learning

Te Reo Māori

Prerequisites: Year 10 Te Reo Māori. (A sound level is required). Consult with your teacher if you are uncertain.

Outline of Course

The Year 11 Te Reo Māori course is a continuation and development of the four language modes: whakarongo (listening), korero (speaking), pānui (reading), tuhituhi (writing). Three out of four of these learning modes are assessed.

The course inextricably links with tikanga Māori (Māori culture) and it is an expectation that students adhere to tikanga Māori (Māori culture) in the classroom. Cultural elements will be incorporated in topics and assessments throughout the year and are not separately assessed as in previous years. However, a knowledge of tikanga Māori will be assumed in the external Examinations. Specifically, students studying Te Reo Māori at Level 1 will be expected to use language from their familiar world at both micro (eg: specific words and details) and macro levels (eg: meaning overall, inference).

The topics covered will include:

- Māori Events
- Hui Marae
- Poutokomanawa
- Te Ao Taiohi

Course Costs: \$120 for an overnight stay, \$15 for Polyfest trip

Title	Examination/Internal Coursework
Te Ora o te Reo (kōrero/pānui/whakarongo)	Internal Coursework
Te Rere o te Reo (kōrero/whakarongo)	Internal Coursework
Te Māori o te Reo (pānui/tuhituhi/mātakitaki)	Examination
Te Tika o te Reo (kōrero/tuhituhi)	Examination

Biological Science

Prerequisites: This is a course designed for students who have a passion for science as it is a dual sciences option. Note: Students can only take this as an option subject with 11PSC.

Outline of Course

This is an option course offering students the potential to explore areas of science related to human biology.

Course Costs: Approximately \$130 for Study guides, field trip and access to Education Perfect

Title	Examination/Internal Coursework
Carry out a practical investigation in a biological context, with direction	Internal Coursework
Report on a biological issue	Internal Coursework
Demonstrate understanding of biological ideas relating to a mammal as a consumer	Examination
Demonstrate understanding of biological ideas related to genetic variation	Examination
Investigate the impact of an event on a New Zealand ecosystem	Internal Coursework

Physical Science

Prerequisites: This is a course designed for students who have a passion for science as it is a dual sciences option.

Note: Students can only take this as an option subject with 11BSC

Outline of Course

This is an option course offering students the potential to explore areas of science related to chemistry and physics.

Course Costs: Approximately \$130 for workbooks and study guides and access to Education Perfect

Title	Examination/Internal Coursework
Demonstrate understanding of mechanics	Examination
Demonstrate understanding of chemical reactions	Examination
Carry out a practical physics investigation that leads to a linear mathematical relationship, with direction	Internal Coursework
Demonstrate understanding of aspects of wave behaviour	Examination
Demonstrate understanding of acids and bases	Internal Coursework

Accounting

Outline of Course

Accounting plays a crucial role in achieving success in business and various other endeavours that involve the utilization of resources. Accountants provide essential financial and non-financial information, enabling individuals, businesses, governments, and other organisations to make informed decisions. The Year 11 Accounting course aims to establish a solid foundation for a career in diverse business fields. Moreover, it offers a solid groundwork for students interested in pursuing further studies in commerce. It follows the fundamental progression of professional accountants' work, but at an introductory level that provides a comprehensive understanding of the dynamic field of accountancy.

Topics offered in 2025:

- **Conceptual Basis:** Students will learn about the fundamental principles and rules that accountants adhere to when performing their duties.
- **Accounting Processing:** This section focuses on the day-to-day accounting processing of business transactions, which forms the basis for building a comprehensive understanding of how a business operates.
- **Decision Making:** Unlock the power of informed decision making by harnessing the financial and non-financial information at your fingertips.
- **Financial Viability:** In this section, students will learn how to prepare and analyse financial statements, enabling you to make informed suggestions for improving the business's profitability and success in the future.

Title	Examination/Internal Coursework
Demonstrate an understanding of accounting concepts for small entities	Internal Coursework
Process financial transactions for a small entity	Internal Coursework
Demonstrate understanding of an organisation's financial decision making	internal Coursework
Demonstrate understanding of how an organisation's financial viability is affected by an event	Examination

Business Studies

Outline of Course

Business Studies continues to develop the themes and understandings explored through Social Studies at Years 8 – 10. In particular, Business Studies continues to focus on Entrepreneurship, Decision-making and Business relationships.

Topics offered in 2025:

- From Start up to Market: Setting up and operating a product-based business at a school market
- Project Management: Developing an understanding of the costs and benefits of various approaches and exploring the decision-making process relating to a case study project
- Business in New Zealand: Evaluating important concepts related to understanding business issues and opportunities in New Zealand markets

The Business Studies course will allow students to learn the fundamental elements of operating business in New Zealand. Through the experiential elements of building their own small business and taking it to market, students will develop an understanding of the marketing mix: product development, pricing strategies, understanding the marketplace and various promotional methods.

Students will also explore the decision-making process in relation to a large-scale project: costs and benefits of different plans, implications and opportunity costs of the decisions that are made and justifying an end result based on the information that is developed.

Finally, students will investigate various case studies and themes relating to doing business in New Zealand, for example: Crisis Management and the importance of thinking quickly, Conscious consumerism and values-based products, Challenges for female business leaders, Communication strategies to manage various stakeholders, Investing your money, and the Māori economy.

Course Costs: \$65 for a Field trip to Rainbow's End. All students will also be required to provide a small amount of equity to invest in their own business start up; this will be around \$50 each

Title	Examination/Internal Coursework
Demonstrate understanding of price determination for an organisation	Internal Coursework
Demonstrate understanding of an organisation's financial decision making	Internal Coursework
Demonstrate understanding of how interdependent financial relationships are affected by an event.	Examination

Classical Studies

Outline of Course

Classical Studies is a multi-disciplinary study of the lifestyle, leading figures, art and architecture, literature, politics, mythology and ethical philosophy of the ancient Greeks and Romans. The influence of these two civilisations on many aspects of life today, including medicine, law, language, art, literature, science and design is undeniable, as well as having a continuing impact on aspects of popular culture including advertising and film. Classics is certainly more than just ancient history!

Classical Studies is popular at school and university level around the world because it offers students the chance to engage with thought provoking sources, perspectives and themes, giving them insight and the opportunity to critically examine the ancient world and our own contemporary society and views. In a world where viewpoints and technological changes are becoming increasingly unmoderated, critical thinking skills and the ability to evaluate ideas are even more valuable in a vast range of careers.

Classical Studies is not just about historical events; our focus is on people and the way that social attitudes, values, beliefs, political and legal structures and leadership decisions are expressed by them and influence and affect societies across time.

Students are engaged in learning through a variety of enjoyable methods and hone their skills of formal response writing, presenting and oral discussion and debate, viewing and examining concepts from a number of viewpoints, interpreting primary source materials as well as seeing and understanding the deep and significant connections which run between the Greek and Roman worlds and today. There's also hands on creative learning activities such as clay modelling, drawing, as well as opportunities for acting, writing text messages and making playlists !

Classics is everywhere and students of Classical Studies find relevance and links when thinking about their other subjects, when travelling abroad as well as in careers such as law, journalism and media, business, design, engineering and architecture, medicine, education and public service.

Topics offered in 2025:

- **Legends Unleashed:** the World of the Greek Heroes: The myths and legends of the ancient world, the Trojan War story and a focus on Homer's epic, The Odyssey, allow us to examine a range of ideas and values including justice, excellence, hospitality as well as ideas of gender.
- **Oracles and Offerings:** Ancient Greek Religion and Practices: A study of the fascinating world of mystery cults, religious rituals, festivals, temples, the gods and the Underworld through a range of interesting artifacts and sources.
- **Lovers, Mothers, Rivals and Rulers:** Power and Propaganda in the Mediterranean World: Discover the fascinating figures who had influence and impact in the region including Cleopatra and Roman Emperors including Augustus and the Flavians. We will look at the way that their image and reputations were created, promoted and reinforced, using ancient and modern perspectives to evaluate their power and success.
- **Buried Treasure – Pompeii and Herculaneum:** We'll delve deep into the history, archaeological practices and remarkable discoveries in the famous buried cities covered by the eruption of Mt Vesuvius in AD79.

Classical Studies is a popular and enjoyable subject which appeals to a wide range of students and the majority of students who study Classical Studies continue through all levels. No knowledge of Latin or Greek is required.

Optional Cost: Many senior students purchase their own set texts. Many senior students find it useful to annotate their own copy. The total cost of the texts ranges approximately between \$15 and \$50 depending on the number of texts students choose to buy. All texts will otherwise be supplied by the school.

Title	Examination/Internal Coursework
Demonstrate understanding of the ideas and values of the classical world through literature and art	Examination
Communicate knowledge of an aspect(s) of the classical world	Internal Coursework
Demonstrate understanding of a significant event, individual or aspect of social life in the classical world.	Examination
Use primary source evidence from the classical world to explain a theme.	Internal Coursework

Economics

Outline of Course

The course begins with an investigation into how organisations make financial decisions and is made relevant for students by encouraging them to think about their own financial planning once they leave school.

The second unit will teach students how to apply the fundamental supply and demand model to any market, for example goods and services, shares, and currencies, and enable students to understand how prices are determined.

The third unit will allow students to gain an understanding of how the different components of the New Zealand economy are interdependent with each other, and how these interdependent relationships can be affected by different national and global events.

The final unit will introduce students to macroeconomics, which will help to prepare students for their studies in Level 2 Economics.

Course Costs: \$27 for a notebook and there may be a field trip with an approximate cost of \$60.

Title	Examination/Internal Coursework
Demonstrate understanding of an organisation's financial decision making	Internal Coursework
Demonstrate understanding of price determination for an organisation	Internal Coursework
Demonstrate understanding of how interdependent financial relationships are affected by an event.	Examination
Demonstrate understanding of macroeconomic models	Examination

Geography

Outline of Course

In Geography you will discover how people adapt to different real life geographical challenges such as tackling climate change, building sustainable cities, conserving natural resources, dealing with population growth and understanding the impacts of natural disasters.

Geography also looks at Earth's amazing physical features such as volcanic landforms, mountains, beaches, glaciers etc as well as how time, space, place and people are interrelated.

Geography looks at how differing opinions and perspectives influence our world today. It considers the impacts of people's behaviour and explores how different environmental worldviews are shaped.

Geography provides a strong foundation for diverse career paths due to the wide range of employability skills learnt such as critical thinking, solving spatial problems by using geographic information systems (GIS) and understanding differing perspectives.

Please click [here](#) for further information

In 2025, Year 11 Geography students will focus on the following:

- Natural and cultural features that make up our world – New Zealand compared to South America and the Middle East, megacities, global faultlines and their impacts, where people live around the world, the importance of green spaces in cities.
- Volcanic processes - Auckland and Hawaii
- Challenges – the Auckland floods, Japan's shrinking population and Nigeria's fast growing population
- Climate change and solutions – Impacts for New Zealand, the Pacific and Greenland; Copenhagen as a sustainable city.
- Go on 7 - 8 field trips in the double periods, throughout the year, to go outside of the classroom to see real-world links to Geography.

Course Costs: Field trip costs to be confirmed but will be approx \$30 for transport around Auckland using the AT Hop card and entry to certain locations.

Title	Examination/Internal Coursework
Location of features and their impacts	Internal Coursework
Geographic research in our local area	Internal Coursework
Geographic decision making in the Pacific	Internal Coursework
Interpretation of Geographic Skills	Examination

History

Outline of Course

The Cold War (1945-1991) Apocalypse Now!

Our new course for 2025 covers world history from 1945-1991 – covering the events, people and global trends during the era of the Cold War. Our course begins with the use of nuclear weapons on the Japanese cities of Hiroshima and Nagasaki in 1945. We will then take a journey through an era which almost resulted in a Third World War and the potential annihilation of all human life. During this course we will engage in a range of activities designed to capture your imagination, develop your critical thinking skills and enhance your abilities to express your ideas confidently both orally and in written form – all skills which are highly valued in careers such as law, journalism and the civil service.

Key of events of significance:

- Hiroshima and Nagasaki
- Korean War
- Space Race and propaganda
- Communism, capitalism and super power rivalry
- John F. Kennedy and the Cuban missile crisis
- Vietnam War
- The end of the Cold War in the 1980s
- New Zealand and the Cold War
- Women and the Cold War
- Fall of Berlin Wall
- The collapse of Communism in Eastern Europe and the Soviet Union
- Key leaders such as Stalin, John F. Kennedy, Margaret Thatcher and Ronald Reagan

Course Costs: \$35

Title	Examination/Internal Coursework
Engage with a variety of sources in a historical context	Internal Coursework
Demonstrate understanding of an historical event or place of significance to New Zealanders	Internal Coursework
Demonstrate understandings of historical contexts of significance to New Zealand	Examination
Demonstrate understanding of different perspectives on an historical context	Examination

Year 12

The National Qualification for Year 12 is Level 2 of the National Certificate of Educational Achievement (NCEA).

Students may choose the International Baccalaureate Diploma at Year 12 (see page 120).

For NCEA, Diocesan students take six subjects at Year 12. All students must take an English Literature course. Those students for whom a six subject course is not suitable may be allowed to have a five subject course. Please see your Dean and Head of Faculty Waiora if you want to be considered for this option.

Philosophy, Religion and Ethics is taken by all NCEA students

In making option choices students must think ahead

- Which pathway: NCEA or the IB Diploma?
- The course they may wish to choose in Year 13 when they will study five subjects for Level 3 NCEA or six with the IB Diploma Course
- Requirements for tertiary courses.

Options to choose from:

Art History*	English Excel for Language Learners	Religious Studies
Dance	English Max	Biology*
Drama◇	Health Science and Psychology*	Chemistry*
Music	Sport and Exercise Science*	Earth and Space Science
Visual Arts Design*◇	Chinese	Physics*
Visual Arts Paint*◇	French	Accounting
Visual Arts Print*◇	German	Business Studies*
Visual Arts Photography◇	Japanese	Classical Studies*
Design and Visual Communication◇	Latin	Economics*
Digital Technologies*	Spanish	Geography*
Food Design Technology*◇	Calculus	History*
Material Design Technology*◇	Statistics	Tourism#
Media Studies*◇	Mathematics	Te Reo Maori

* Those which can be started at this level

Unit Standard Courses

◇ Certain tasks for these subjects can be completed at home. However, the majority of tasks for these subjects involve being in the classroom using specialist equipment (both in and beyond normal classroom hours). Students wishing to take two or more of these subjects need to be aware of this workload consideration and its likely impact on their weekly schedule. You are encouraged to seek advice from the department(s) concerned and your Dean, before making your option choice.

Students wanting to take more than one Creative Industry subject need to consult with the Head of Faculty.

English Literature

Level 2

Prerequisites: A minimum of the ten Level 1 credits required for Literacy, which must include one of the three externals at Level 1. Students who do not meet this requirement can only continue a full Level 2 programme at the discretion of the Head of Faculty.

Outline of Course

The Level 2 English course consolidates work in each of the oral, visual and written strands. Students will complete a range of activities and assessments which require them to analyse language and literature as well as create texts of their own. Students prepare for the external NZQF examinations in literature and responding to unfamiliar texts.

* NB For entry into University of Auckland 17 credits in Level 2 English are required.

Course Costs: Students may have the opportunity to purchase their literature text(s).

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91098	Analyse specified aspect(s) of studied written text(s), with specified evidence	External	4
91099	Analyse specified aspect(s) of studied visual or oral text(s), with supporting evidence	External	4
91100	Analyse significant aspects of unfamiliar written text(s) through close reading, using supporting evidence	External	4
91101	Produce a selection of crafted and controlled writing	Internal	6
91102	Construct and deliver a crafted and controlled oral text	Internal	3
Total Credits			21

English Excel for Language Learners

Level 2

Prerequisites: A minimum of 10 Level 1 literacy credits. Students will be placed in this course at the discretion of Head of Faculty and Director of English Language Learning (ELL).

Outline of Course

This course offers English Language Learners an alternative to the Year 12 English programme. It is predominantly internally assessed and geared towards students for whom English is a second language or who are emerging bi-lingually. For many students this will be the first year in a two year programme focusing on achieving University Entrance Literacy credits in Year 12, and English Level 3 credits in year 13. Precise course structure and standards offered may vary according to language ability.

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91098	Analyse specified aspect(s) of studied written text(s), with specified evidence	External	4
91099	Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence	External	4
91102	Construct and deliver a crafted and controlled oral text	Internal	3
91105	Use information literacy skills to form developed conclusions	Internal	4
91106	Form developed personal responses to independently read texts supported by evidence	Internal	4
US22750	Write a crafted text for a specified audience using researched material in English for an academic purpose	Internal	6
English Level 2		Total Credits	19
English for Academic Purposes Level 4		Total Credits	6

English Max

Level 2

Prerequisites: Identification by Year 11 teacher as needing additional support in English OR failure to meet the prerequisites for a full Level 2 English programme.

Outline of Course

The details of the course will be tailored to meet the needs of students in the class. The focus will be on the Reading Literacy credits for University Entrance. The standards are likely to include the following:

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91098	Analyse specified aspect(s) of studied written text(s), with specified evidence	External	4
91099	Analyse specified aspects(s) of studied visual/oral text(s), supported by evidence	External	4
91100	Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence	External	4
91105	Use information literacy skills to form developed conclusions	Internal	4
91107	Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence	Internal	3
91102	Construct and deliver a crafted and controlled oral text	Internal	3
		Max Credits	22

Art History

Level 2

Outline of Course

Welcome to the captivating world of Art History! In this enchanting academic pursuit, we delve into the realm of visual arts and their profound historical context. As we embark on this exploration, we find ourselves immersed in questions that ignite our curiosity and spark our imaginations. Together, we will engage in the timeless ritual of observing, researching, and discussing art, unravelling the mysteries concealed within each brushstroke.

Through the course of study, we will also uncover the rich tapestry of history that weaves its threads through these magnificent works. Delving into the depths of time, we shall unravel the intricate relationship between art and the historical forces that shaped its content, meaning, style, and value.

So, let your imagination soar and your senses awaken as we embark on this captivating journey through Art History. Together, we shall unlock the secrets of the past and unravel the captivating tales woven within each stroke of the artist's brush.

High level literacy and critical thinking skills are essential and further developed.

Proposed areas of study:

Towards Modernism (European art 1780 - 1900) which covers the following art movements:

- Neoclassicism
- Romanticism
- Realism
- Impressionism
- Post-impressionism

Contexts studied:

- The Enlightenment
- The French Revolution
- The Industrial Revolution

Course costs: \$50 for course books.

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91182	Examine the influence of context(s) on art works	External	4
91183	Examine how media are used to create effects in art works	Internal	4
91184	Communicate understanding of an art history topic	Internal	4
91185	Communicate a considered personal response to art works	Internal	4
91186	Demonstrate understanding of art works in relation to the physical environment (Optional)	Internal	4
Max Credits			20

Dance

Level 2

Prerequisites: Level 1 Dance (or at the teacher's discretion)

Outline of Course

Dance is well known to assist in the development of crucial life skills such as self-confidence, collaboration, communication and leadership. Level 2 Dance gives students opportunities to create their own dance work, including group and solo choreography. They will extend their practical knowledge by performing in three specific genres of dance and experience a cultural or social dance form. Students will have the opportunity to learn from guest tutors who are regarded as some of the top choreographers and dancers in New Zealand. The external examination encourages the development of analytical skills in order to further understand choreographic processes and artistic expression.

Course costs: Students are expected to attend some live theatre performances as this supports the requirements of the curriculum, in particular the external examination. Group bookings are made by the Dance teacher and will be charged to students.

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91205	Choreograph a group dance to communicate an intention	Internal	4
91206	Choreograph a solo dance to communicate an intention	Internal	4
91207	Perform an ethnic or social dance to communicate understanding of the style	Internal	4
91208	Perform in a theatre dance work to communicate understanding of the dance	Internal	4
91211	Provide an interpretation of a dance performance with supporting evidence	External	4
Total Credits			20

Drama

Level 2

Outline of Course

Join a community of like-minded individuals who share a passion for Drama, forging lasting friendships through collaboration to working on inspiring productions in the PAC. Whether you dream of treading the boards professionally or simply crave a creative outlet, our Level 2 Drama course promises to ignite your imagination and your love for the theatre.

During the course of study, students will continue to explore theatrical techniques, from character development, play studies and theatrical design. Students will discover the power of storytelling as they delve into a diverse range of theatrical genres and styles, from classical to contemporary, fostering a deeper understanding of the dramatic arts. Alongside performing, students will also be required to articulate their understanding through written and verbal feedback.

Students need to be aware of the rehearsal time commitment in Drama which occasionally goes beyond class time. There will be times when rehearsals need to be held at lunchtime, after school and in the weekends (with prior notification). Dates will be given to students at the beginning of the year. Assessments may be held in the evening.

Course Costs: \$50.00 for Costumes and Props. Students are also expected to attend at least four live theatre performances as this supports the requirements of the curriculum, in particular the external examination. Group bookings are made by the Drama Department and will be charged to student accounts.

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91213	Apply drama techniques in a scripted context	Internal	4
91214	Devise and perform a drama to realise an intention	Internal	5
91217	Examine the work of a playwright	Internal	4
91218	Perform a substantial acting role in a scripted production	Internal	5
91219	Discuss drama elements, techniques, conventions and technologies within live performance	External	4
Total Credits			22

Music

Level 2

Prerequisite: Yr11 Music (or at the discretion of the TIC Music)

Outline of Course

Level 2 Music is designed to bolster the aspiring artist’s skillset through the study of performance, composition and notable works. The programme is suitable for students interested in all styles of music, from jazz to classical, to pop and soul. In performance classes, students develop collaboration skills in ‘class band’ exercises exploring music from various genres. This provides regular opportunities to receive developmental feedback in a ‘rehearsal studio’ setting. The study of composition explores the creation of music, encouraging experimentation with the processes used to create, capture and compose original ideas. This aspect of the course develops students’ understanding of music technology. The external examination encourages the development of analytical skills, with students exploring the historical, social, and cultural contexts in which compositions are created.

Course Costs: Students are expected to attend some live concerts and workshops as this supports the requirements of the curriculum, in particular the external exam. Group bookings are made by the Music department and will be charged to student accounts.

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91270	Perform two substantial pieces of music as a featured soloist	Internal	6
91271	Compose two substantial pieces of music	Internal	6
91272	Demonstrate ensemble skills by performing a substantial piece of music as a member of a group	Internal	4
91277	Demonstrate understanding of two substantial contrasting music works	External	6
Total Credits			22

Visual Arts Design

Level 2

Prerequisites: Prior study in the Visual Arts (Preferably to Level 1) or study in Design and Visual Communication recommended or at the discretion of the teacher in charge of Visual Arts Design. Students must begin the course with Adobe Photoshop CC on their laptop, which needs to be capable of running this software.

Outline of Course

The main focus of the Visual Arts Design course will be to provide an investigative and exploratory approach to design problem solving using digital technologies as the primary means of drawing and thinking. Students will develop a knowledge and understanding of design processes and contemporary forms of communication design practice. They will be introduced to the foundation principles and key conventions of graphic design. Further studies involve creative explorations into typography, photographic and/or digital illustration techniques, and the visual language of text, image and layout. They will learn and become confident with Photoshop CC and other digital design apps and processes. Students will engage with a personal theme and investigate print based briefs such as a billboard or ticket, as well as logo, poster and website design. The course is assessed both internally and externally. The research standard is optional.

Course Costs: \$130 for materials and resources. Students will still require personal materials and equipment.

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91305	Demonstrate an understanding of methods and ideas from established practice appropriate to design	Internal	4
91310	Use drawing methods to apply knowledge of conventions appropriate to design	Internal	4
91315	Develop ideas in a related series of drawings appropriate to established design	Internal	4
91320	Produce a systematic body of work that shows understanding of art making conventions and ideas within design	External	12
Total Credits			24

Visual Arts Paint

Level 2

Prerequisites: Prior study in the Visual Arts (Preferably to Level 1) or study in Design and Visual Communication recommended.

Outline of Course

This course introduces the concept of studio practice in painting. Students will learn how to become creative, thinkers and makers in a global context. Students will develop their ideas using a wide range of practical and theoretical skills. The focus is to translate individual creative potential into practice through the provision of quality resources and learning experiences. Students will be given opportunities to show diversity in their approach to their art making. Students will develop conceptually based projects using a range of media. They will also engage in theoretical studies to inform their art practice. Through their studies students will explore contemporary issues as they develop their own creativity and visual literacy. Students will be encouraged to develop their own ideas and through critical reflection document their learning experiences in their workbook. Students will learn to make independent decisions and be given the confidence to take risks to extend their understanding of their own art practice. The three internal standards are delivered as an integrated unit. The cumulative evidence is presented in an A3 workbook or as a digital journal. The external standard is presented on a portfolio of two A1 panels.

Course Costs: \$130 for materials and resources. Students will still require personal materials and equipment.

NZQF STANDARDS (Paint)

No.	Title	Ext / Int	Credits
91306	Demonstrate an understanding of methods and ideas from established practice appropriate to painting	Internal	4
91311	Use drawing methods to apply knowledge of conventions appropriate to painting	Internal	4
91316	Develop ideas in a related series of drawings appropriate to established painting practice	Internal	4
91321	Produce a systematic body of work that shows understanding of art making conventions and ideas within painting	External	12
Max. Credits			24

Visual Arts Print

Level 2

Prerequisites: Prior study in the Visual Arts (Preferably to Level 1 or at Years 9 or 10) or study in Design and Visual Communication recommended.

Outline of Course

This course introduces the concept of engaging in studio practice in printmaking. Students will learn how to become creative thinkers and makers in a global context. Students will develop their ideas using a wide range of practical and theoretical skills. The focus is to translate individual creative potential into practice through the provision of quality resources and learning experiences. Printmaking offers opportunities to learn a number of traditional and contemporary processes including etching, block printing and computer based imaging.

Students will be given opportunities to show diversity in their approach to their art making. Students will develop conceptually based projects using a combination of new media and traditional printmaking conventions. They will also engage in theoretical studies to inform their art practice.

Through their studies students will explore contemporary issues as they develop their own creativity and visual literacy. Students will be encouraged to develop their own ideas and through critical reflection document their learning experiences in their workbook. Students will learn to make independent decisions and be given the confidence to take risks to extend their understanding of their own art practice. The three internal standards are delivered as an integrated unit. The cumulative evidence is presented in an A3 workbook or as a digital journal. The external standard is presented on a portfolio of two A1 panels.

Course Costs: \$130 for materials and resources. Students will also require personal materials and equipment.

NZQF STANDARDS (Print)

No.	Title	Ext / Int	Credits
91308	Demonstrate an understanding of methods and ideas from established practice appropriate to print-making	Internal	4
91313	Use drawing methods to apply knowledge of conventions appropriate to print-making	Internal	4
91318	Develop ideas in a related series of drawings appropriate to established print-making practice	Internal	4
91323	Produce a systematic body of work that shows understanding of art making conventions and ideas within print-making	External	12
Max. Credits			24

Visual Arts Photography

Level 2

Prerequisites: Prior Visual Arts learning at Year 10 or Level 1 is required, or by application to the Head of Visual Arts or the Teacher in Charge of Photography.

Students must have Adobe CC on their laptop, and a digital SLR camera (with a minimum of 24 mega pixels) from the start of Term One. Once enrolled in photography students should contact the art department office to collect a specification sheet on suitable equipment. . *School cameras are available to borrow on request

Outline of Course

Studies in Photography begin with a comprehensive introduction to photographic principles and an exploration of photography as a device for communicating information, ideas and personal insights. Students will learn the fundamentals of Photography primarily through the use of their digital SLR camera and studio photography. Combining theory and practice, students will investigate and explore traditional and contemporary approaches to Photography in order to creatively develop, clarify and extend ideas. Students will work towards proficiency in the use of Adobe Photoshop as the key means of reviewing, editing and sequencing their photographs. Adobe InDesign and Lightroom are optional additions to the CC suite to assist students with flexibility of layout solutions. The course is assessed both internally and externally, with all unit tasks directly informing the next in a fully integrated year programme. On the completion of the course students will submit a portfolio for their external grading. They will have the choice to either present a two-dimensional printed portfolio on two panels, or a two-minute digital portfolio incorporating moving image and possible sound investigations. Students will be encouraged to choose the option that best suits their own individual interests, skill base and preferred fields of photography practice.

Course Costs: \$130 for materials.

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91307	Demonstrate an understanding of methods and ideas from established practice appropriate to photography	Internal	4
91312	Use drawing methods to apply knowledge of conventions appropriate to photography	Internal	4
91317	Develop ideas in a related series of drawings appropriate to established photography practice	Internal	4
91322	Produce a systematic body of work that shows understanding of art making conventions and ideas within photography	External	12
Total Credits			24

Design and Visual Communication

Level 2

Prerequisites: 14 Credits in Level 1 Design and Visual Communication or at the discretion of the Teacher in Charge of Design and Visual Communication.

Design and Visual Communication allows students to think creatively and to apply design thinking when solving design briefs. Students are encouraged to explore a variety of solutions, think diversely and to take risks to progress viable solutions to authentic problems, broadly linked to both product design and spatial design. Students will explore their ideas through the application of techniques in visual communication. The course grows student's visual literacy through the development of skills in sketching, rendering, instrumental drawing and modelling (both physically and through the use of Computer Aided Design CAD).

Outline of Course

In Year 12, students will build on a foundation of knowledge and techniques established in Year 11. During the year, students will undertake design projects requiring the use of specialist spatial design knowledge, detailed visual communication techniques and digital fabrication skills. Students will be encouraged to be creative in their design exploration, challenge and refine their own design practice and present their solutions digitally with flair.

We aim to develop students' ability to be innovative by developing creativity and critical thinking. Students work on design projects based in fields such as Architecture, Product Design and Graphic Design.

Course content: Students will complete three design projects during the year including:

Spatial Design - Students will study the work of a design movement and will then incorporate the main principles of this study into their own spatial design on a local site.

Product design - Students will use ideation strategies to develop and present ideas for a product design. Particular emphasis is made on the use of digital techniques to develop and communicate their design thinking.

Course Costs: \$60 to cover copying, modelling materials and other course costs.

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91337	Use visual communication techniques to generate design ideas	External	3
91338	Produce working drawings to communicate technical details of a design (Optional)	External	4
91340	Use the characteristics of a design movement or era to inform own design ideas	internal	3
91341	Develop a spatial design through graphics practice	Internal	6
91342	Develop a product design through graphics practice	Internal	6
Minimum Credits			18

Digital Technologies

Level 2

Prerequisites: Digital Technologies Level 1 or by approval of the Head of Faculty. A laptop computer of appropriate specification is required for this course.

Outline of Course

The course at Year 12 offers students interested in computer science, programming, robotics, animation, 3D modeling or the design of mobile applications to develop a range of digital solutions in the gaming, business, creative or web design areas. It is envisaged that students will negotiate with their teacher a suitable range of projects to complete over the year which will see them meet a range of standards from those on offer.

Students will be offered a range of standards and it is expected that a typical course will be made up of one external standard and at least another 13 credits.

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91890	Conduct an inquiry to propose a digital technologies outcome	Internal	6
91892	Apply conventions to develop a design for a digital technologies outcome	Internal	3
91892	Use advanced techniques to develop a database	Internal	4
91893	Use advanced techniques to develop a digital media outcome	Internal	4
91896	Use advanced programming techniques to develop a computer program	Internal	6
91897	Use advanced processes to develop a digital technologies outcome	Internal	6
91898	Demonstrate understanding of a computer science concept	External	3
91899	Present a summary of developing a digital outcome.	External	3
Min Credits			16

Food Design Technology

Level 2

Prerequisites: : Level 1 Food Design Technology and/or it is beneficial to have an interest in, or passion for culinary art, food science, Food Design Technology and/or product development.

Outline of Course

Food Design Technology encourages students to work independently to find innovative solutions using food as a medium. Level 2 Food Design Technology students experience, explore, and simulate new initiatives in product design, development and manufacturing. They will be inspired by the creative work of product innovators in the areas of nutrition, enterprise, food safety and production. Students will explore how our changing eating habits, food trends, and consumerism influence the development of new food products.

The success of reality cooking programmes have exposed us to skills, techniques and knowledge formerly the domain of industry professionals. Students will explore this context in the implementation of advanced culinary procedures to create products with a measured degree of difficulty.

Course Costs: \$250. As there is a considerable amount of individual practical food preparation in the course a fee is charged to cover the cost of materials.

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91351	Implement advanced procedures to process a specified product	Internal	4
91352	Demonstrate understanding of advanced concepts used in processing	Internal	4
91357	Undertake effective development to make and trial a prototype	Internal	6
91358	Demonstrate understanding of how technological modelling supports risk management	External	4
Total Credits			18

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

Material Design Technology

Level 2

Prerequisites: Prior experience in Fabric Technology at Year 11 is essential or in consultations with the Teacher in Charge of Material Design.

Outline of Course

Technology is defined as intervention by design to expand human possibilities. At a time when our waste and our environmental impact is firmly under the spotlight we encourage our students to consider the wider impact of their design practice on the environment. At Level 2, students continue to develop a creative approach alongside material design knowledge as they conceptualise and manipulate a range of materials using new and innovative techniques to make their garments and products sustainable.

Year 12 Material designers will:

- Explore the context of sustainable fashion
- Develop advanced skills and techniques in manipulating textiles to develop a product.
- Be encouraged to be innovative in the way they create; identifying and using sustainable materials and practices.
- Learn a range of fabrication techniques such as pattern adaption, garment construction, textile hacking and digital processing in order to realise their designs.
- Develop a statement piece exploring how marketing narratives allow them to “Make their Mark”.
- Work closely with a client/stakeholders to consider the needs of others.

Course Costs: \$50. Students may choose to purchase additional materials used to complete projects.

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91345	Implement advanced procedures using textile material to make a specified product	Internal	6
91350	Make advanced adaptations to a pattern to change the structural and style features of a design	Internal	4
91356	Develop a conceptual design for an outcome	internal	6
91363	Demonstrate understanding of sustainability in design	External	4
Total Credits			20

Media Studies

Level 2

Prerequisites: Completion of Year 11 Media Studies or at the discretion of the Teacher in Charge.

Outline of Course

Media Studies encourages students to consider how and why the media shapes their understanding of the world - and their place in it.

Level 2 Media Studies offers students experience to analyse, critique, and produce media texts. They are challenged and empowered to investigate all forms of media in order to understand and evaluate how messages, meanings and responses are created. Students develop the skills to become informed, discriminating citizens in a constantly changing, interconnected world.

The course focuses on a range of contexts across film and television to develop an understanding and appreciation of media language, engagement and construction of meaning, but more importantly urges students to critique the wider implications of these as well as use them to inform their own production. The course seeks to encourage a critical and creative voice delivered across verbal, written and visual communication.

Robust discussion, written analysis, scripting, screenplays and film making are integral to the course.

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91249	Demonstrate understanding of narrative in media texts	Internal	4
91251	Demonstrate understanding of an aspect of a media genre	External	4
91252	Produce a design and plan for a developed media product, using a range of conventions	Internal	4
91253	Complete a developed media product using a range of conventions, from a design and plan	Internal	6
91255	Write developed media text for a specific target audience	Internal	3
Total Credits			21

Health Science and Psychology

Level 2

Prerequisites: 14 credits in Level 1 Health Science and Psychology or at the discretion of the Head of Faculty with a commitment to a summer learning recap around fundamental Psychology theory.

Outline of Course

Understanding ourselves, people and the society around us is an integral part of life. Students in Health Science and Psychology will develop a greater understanding of the current ethical issues that we are faced with in today's society and the implications that these issues can have. They will investigate how people can overcome life's inevitable challenges as well as examining the risk and protective factors that promote resilience. Through the lens of Behavioural, Cognitive and Biological psychology, students will broaden their understanding of addiction by evaluating why humans may behave the way they do in certain circumstances.

Topics likely to be offered in 2025:

- Why do we behave in the way that we do? Examine different psychological approaches used to explain addictive behaviour. and the causes of well-known celebrities' addictive behaviours.
- Resilience: How might people cope with life's inevitable changes? What could make it harder or easier to cope with the change?
- Adolescent health issues: Investigate the influences on, consequences of and possible health-enhancing strategies for a current adolescent health issue.
- Sexuality and Gender: What factors influence our gender and sexual identity? What might be the issues around these concepts? How and why might something be done about the issues in a way that reflects the values of social justice?

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91235	Analyse an adolescent health issue	External	5
91236	Evaluate factors that influence people's ability to manage change	Internal	5
91239	Analyse issues related to sexuality and gender to develop strategies for addressing issues	Internal	5
91844	Examine different psychological approaches used to explain a behaviour	Internal	6
Total Credits			21

Sport and Exercise Science

Level 2

Prerequisites: Completion of Level 1 Sport and Exercise Science with achievement at least Merit in the biophysical standard and/ or at the discretion of the Head of Faculty with a commitment to a summer learning recap around fundamental biophysical knowledge.

Outline of Course

Level 2 Sport and Exercise Science involves students learning in, through and about movement in a range of physical activity environments. The course may include the disciplines of: biomechanics, functional anatomy, exercise physiology, contemporary skill learning principles, methods and principles of training. These disciplines are used to examine the contexts of learning physical skills and training for a sport, physical activity or event. Through a sociology lens, students investigate the influence that a range of socio-cultural factors have on how they, others and society value physical activities or events. Within an Outdoor Education context, students learn to identify risks and develop effective strategies to manage those risks while in an outdoor environment.

Topics likely to be offered in 2025:

- Skill development in physical activity
- Two physical activity contexts are selected, practised and performed in an applied setting, such as at a tournament or event.
- How to minimise risk in a challenging outdoor activity, such as skiing, ice skating, paddle boarding, kayaking
- An investigation into the influence that socio ecological factors may have on how we, others and society value an event such as the olympics.
- Students train for their choice of physical activity such as the Tough Guy & Girl Challenge and examine how and why biophysical principles are applied and the effects these have on their performance.

Course Costs: Approximately \$200 for physical activity experiences. Additional ~\$300 for optional Surfing camp

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91328	Demonstrate understanding of how biophysical principles relate to the learning of physical skills	Internal	5
91329	Demonstrate understanding of the application of biophysical principles to training for physical activity	Internal	4
91330	Perform a physical activity in an applied setting	Internal	4
91331	Examine the significance for self, others and society of a sporting event, physical activity, or festival	Internal	4
91333	Demonstrate understanding of the application of risk management strategies to a challenging outdoor activity	Internal	3
Credits			20

YEAR 12- LANGUAGES

Click [here](#) for an overview of Languages

Chinese

Level 2

Prerequisites: Level 1 Chinese (a sound level required). Consult your teacher if you are uncertain.

Outline of Course

Students will continue to develop their listening, speaking, reading and writing skills, as well as their grammatical knowledge. Culture aspects are fully incorporated into the language programme.

Topics covered during the year include Chinese Festivals and Customs, the Chinese Education System, the future, health and wellbeing, NZ and life in China

Course Costs: \$46

Girls are encouraged to sit the Chinese Proficiency Test, an international exam, in April or July. (optional) The cost varies according to the level from \$35-\$75.

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91108	Demonstrate understanding of a variety of spoken Chinese texts on familiar matters	External	5
91110	Give a spoken presentation in Chinese that communicates information, ideas and opinions	Internal	4
91111	Demonstrate understanding of a variety of written/visual Chinese text(s) on familiar matters	External	5
91112	Write a variety of text types in Chinese to convey information, ideas and opinions in genuine contexts	Internal	5
Total			19

French

Level 2

Prerequisites: Level 1 French (a sound level required). Consult your teacher if you are uncertain.

Outline of Course

This course follows a thematic approach and students will study a variety of topics such as health and wellbeing, relationships, French speaking countries, etc.. Cultural aspects are fully integrated into the language programme. Students are introduced to literature and individual reading is encouraged. Listening, reading, writing and speaking skills, as well as grammatical structures, are further developed at this level.

Girls are encouraged to sit the French Government DELF exam in August (optional). The cost \$120 includes coursebook and exam fee

Course Costs: \$85

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91118	Demonstrate understanding of a variety of spoken French texts on familiar matters	External	5
91120	Give a spoken presentation in French that communicates information, ideas and opinions	Internal	4
91121	Demonstrate understanding of a variety of written/visual French text(s) on familiar matters	External	5
91122	Write a variety of text types in French to convey information, ideas and opinions for genuine contexts	Internal	5
Total			19

German

Level 2

Prerequisites: Level 1 German (a sound level required). Consult your teacher if you are uncertain.

Outline of Course

At Level 2 students are encountering a much wider range of language, and are encouraged to use it as much as possible in everyday situations. They will be expanding their skills in reading, listening, speaking and writing everyday German.

The Level 2 course places particular emphasis on current topics, such as relationships, the future, technology, health and wellbeing, leisure time, New Zealand, and life in Germany, Switzerland and Austria.

Depending on the Global travel situation students may have the opportunity to take part in an exchange program staying with a German family and hosting a German student here in New Zealand.

Course Costs: \$50

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91123	Demonstrate understanding of a variety of spoken German texts on familiar matters	External	5
91125	Give a spoken presentation in German that communicates information, ideas and opinions	Internal	4
91126	Demonstrate understanding of a variety of written/visual German text(s) on familiar matters	External	5
91127	Write a variety of text types in German to convey information, ideas and opinions in genuine contexts	Internal	5
Total			19

Japanese

Level 2

Prerequisites: Level 1 Japanese (a sound level required). Consult your teacher if you are uncertain.

Outline of Course

Students will continue to expand their listening, reading, writing and speaking skills with an emphasis on informal language, broadening their grammatical base and extending their knowledge of Kanji characters. Topics covered during the year include Family Life, Eating and Drinking, the Japanese Education System and Leisure Activities.

Please click [here](#) for more detailed information

Course Costs: \$20

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91133	Demonstrate understanding of a variety of spoken Japanese texts on familiar matters	External	5
91135	Give a spoken presentation in Japanese that communicates information, ideas and opinions	Internal	4
91136	Demonstrate understanding of a variety of written/visual Japanese text(s) on familiar matters	External	5
9137	Write a variety of text types in Japanese to convey information, ideas and opinions in genuine contexts	Internal	5
Total Credits			19

Latin

Level 2

Prerequisites: Level 1 Latin (a sound level required). Consult your teacher if you are uncertain.

Outline of Course

The Level 2 course develops skills learned at Level 1:

- The ability to translate and comprehend Latin prose. Each student is given a glossary of all the words used in the Latin passages to consult in the examination room
- The ability to demonstrate appreciation of Latin literature (prose and verse) from various Roman authors
- The ability to show understanding of the attitudes and values of the ancient Romans, through exploration of the wider context of some of their literature
- How Latin is still being used today.

Student may also sit the American National Latin Examination in March

Course Costs: \$25

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91194	Translate adapted Latin text of medium complexity into English, demonstrating understanding	External	6
91195	Interpret adapted Latin text of medium complexity, demonstrating understanding	External	5
91196	Interpret studied Latin literary text(s)	Internal	6
91198	Interpret Latin in current use	Internal	3
Total Credits			20

Spanish

Level 2

Prerequisites: Level 1 Spanish (a sound level required.) Consult your teacher if you are uncertain.

Outline of Course

Students will learn to communicate in Spanish on big picture issues, in particular those issues relating to Hispanic culture. They will further develop their listening, speaking, reading, and writing skills. They will explore a range of case studies and topics that sit under the broader themes of Identity, Experiences, Human Ingenuity, Social Organisation and Sharing the Planet. They will develop the necessary skills to be able to express and justify their own viewpoints, while acknowledging and challenging those from different perspectives.

Course Costs: \$30

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91148	Demonstrate understanding of a variety of spoken Spanish texts on familiar matters	External	5
91150	Give a spoken presentation in Spanish that communicates information, ideas and opinions	Internal	4
91151	Demonstrate understanding of a variety of written/visual Spanish text(s) on familiar matters	Internal	5
91152	Write a variety of text types in Spanish to convey information, ideas, and opinions in genuine contexts	Internal	5
Total Credits			19

Te Reo Māori

Level 2

Prerequisites: Student has achieved a Level 1 external standard.

Outline of Course

Nau mai haere mai ki tō tau tuawha e ako ana ki tō tātou reo rangatira. The Year 12 course is a mix of two Achievement standards and one External exam. The topics that the internal exams are centered around have been chosen to facilitate a wide and deep insight into aspects of Māori culture as well as the language. In focusing on only three assessments in the year, it is expected that you will take advantage of this spaciousness by pushing for your own personal best and aiming for some grades that you will personally feel proud of.

The standards offered each year will depend on the learning needs of the individual and the cohort. Kaiako will work with the students to confirm at least two internal standards and one external standard to complete the programme.

Course Costs: \$120 for an overnight stay, \$15 for Polyfest trip

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91285	Kōrero kia whakamahi i te reo o te ao torotoro	Internal	6
91286	Pānui kia mōhio ki te reo o te ao torotoro	External	6
91288	Waihanga tuhinga auaha, i te reo o tōna ao torotoro	Internal	6
		Total Credits	18

Calculus

Level 2

Prerequisites: Students should have completed the Year 11 towards Calculus course, including Merits in both the End of Topic Algebra test and the Tables, equations & graphs Test.

Outline of Course

The work involves much more in-depth study of Level 1 work with the addition of Calculus. The biggest changes are in the quantity of work and the ability to recall learnt methods and apply them logically in a variety of circumstances. This course leads on to level 3 Calculus.

Course Costs: Approximately \$50

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91257	Apply graphical models in solving problems	Internal	4
91259	Apply trigonometric relationships in solving problems	Internal	3
91261	Apply algebraic methods in solving problems	External	4
91262	Apply calculus methods in solving problems	External	5
Total Credits			16

Statistics

Level 2

Prerequisites: Students should have completed any of the Year 11 Mathematics course, including Merits in both the End of Topic Chance test and the Data Test. Though not a formal prerequisite a competency in algebra is a definite advantage. Both Statistics and Calculus can be studied concurrently.

Outline of Course

This course establishes a sound understanding of the big ideas behind producing reliable data and analysing it to reach valid statistical conclusions. The biggest changes from Level 1 Mathematics are increases in the quantity of work and depth of thinking required. This course leads on to level 3 Statistics.

Course Costs: Approximately \$50

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91263	Design a questionnaire	Internal	3
91264	Use statistical methods to make an inference	Internal	4
91265	Conduct an experiment to investigate a situation using statistical methods	Internal	3
91267	Apply probability methods in solving problems	External	4
91268	Investigate a situation involving elements of chance using a simulation	Internal	2
Total Credits			16

Advanced Mathematics

Level 3

Prerequisites: Prerequisites: Students should have completed any of the Year 11 Mathematics course, including Merits in both the End of Topic Chance test and the Data Test. Though not a formal prerequisite a competency in algebra is a definite advantage.

Outline of Course

Mathematics in Year 12 provides an option for students who wish to continue with their study of Mathematics but wish to pursue a more general course of study. This course will lead on to the Level 3 Mathematics.

Course Costs: Approximately \$60

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91575	Apply trigonometric methods in solving problems	Internal	4
91577	Apply the algebra of complex numbers in solving problems	External	5
91578	Apply differentiation methods in solving problems	External	6
91579	Apply integration methods in solving problems	External	6
Total Credits			21

Mathematics

Level 2

Prerequisites: Students should have 14 Level 1 Mathematics credits and at least Achievement in the End of Topic Algebra Test or at the discretion of the Head of Faculty.

Outline of Course

Mathematics in Year 12 provides an option for students who wish to continue with their study of Mathematics but either wish to pursue a more general course of study or have not met the prerequisites for Statistics and Calculus. This course will lead on to the Level 3 Mathematics.

Course Costs: Approximately \$50

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91256	Apply co-ordinate geometry methods in solving problems	Internal	2
91263	Design a Questionnaire	Internal	3
91265	Conduct an experiment to investigate a situation using statistical methods	Internal	3
91267	Apply probability methods in solving problems	External	4
91260	Apply Network methods in solving problems	Internal	2
Total Credits			14

Religious Studies

Level 2

Prerequisites: None.

Outline of Course

The course begins by exploring the Gospel of St Luke, emphasising Jesus' message of salvation that transcends boundaries and embraces all of humanity. Next, the course explores comparative religion, focusing on life after death in two major world religions: Islam and Hinduism. Finally, students will study the remarkable work of the Salvation Army, specifically their efforts in feeding the hungry through food banks.

Luke's Gospel:

The first unit of this course will explore the Gospel of St Luke, in which Jesus' message of salvation transcends boundaries and embraces all of humanity. Luke, the compassionate physician and meticulous historian, weaves a narrative that emphasises God's boundless love and grace. Students will study parables, encounters, and miracles, examining how the evangelist portrays Christ as one who seeks out the marginalised, sinners, and the outcasts. From the Prodigal Son's tearful return to the Good Samaritan's compassion, students will explore the Gospel's message of the transformative power of mercy and redemption.

Comparative Religion

In this unit, we explore the key beliefs surrounding life after death in two major world religions: Islam and Hinduism. Students will examine the contrasting perspectives on the soul's journey beyond the mortal plain. From the Islamic final judgement, paradise, and hell to Hinduism's cycle of reincarnation and ultimate liberation, students will gain insights into the human quest for meaning and purpose in life and beyond.

The Salvation Army:

Finally, students will learn about the remarkable work of the Salvation Army as they combat hunger and poverty through their food banks. Beyond mere sustenance, these food banks embody the Salvation Army's core values and ethical principles. As compassionate stewards, they uphold human dignity, respecting and valuing the rich diversity of communities they serve. Their commitment extends to ethical and sustainable sourcing, ensuring that the food provided is produced under fair labour conditions and minimally impacts the environment. Students will explore how the Salvation Army's food banks reflect their commitment to compassion, dignity, and social responsibility.

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91724	Explain a significant theme in a sacred text within a religious tradition	Internal	6
90822	Explain how a contemporary social action derives from the ethical principles of a religious tradition.	Internal	6
90823	Explain the key beliefs within two religious traditions in relation to a significant religious question	Internal	6
Total Credits			18

Biology

Level 2

Prerequisites: 12 Level 1 Science Credits (including 90948 Genetics at Merit or higher), or at the discretion of the Head of Biology.

Outline of Course

The Year 12 Biology course consists of four key areas of biology. During the year both theory and practical skills are assessed.

- Cellular Biology
- Ecology
- Genetics
- Evolution.

Course Costs: \$100 for class workbook, exams book, study guide and access to Education Perfect, approximately \$15 for field trip to Maungauika, Te Hau Kapua/ Devonport.

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91155	Demonstrate understanding of adaptation of plants or animals to their way of life	Internal	3
91156	Demonstrate understanding of life processes at the cellular level	External	4
91157	Demonstrate understanding of genetic variation and change	External	4
91158	Investigate a pattern in an ecological community, with supervision.	Internal	4
91159	Demonstrate understanding of gene expression	External	4
Total Credits			19

Chemistry

Level 2

Prerequisites: 12 Level 1 Science credits (including 90944 Acids and Bases at Merit or Higher, 90940 Mechanics Achieved and four other science credits) or teacher recommendation. A reasonable level of mathematics required.

Outline of Course

Chemistry is concerned with the physical world around us, the materials it is made of and the ways that they react and change into different substances. Experimental work will be carried out on a regular basis and students who are observant and actively involved in this work learn a great deal.

Course Costs: \$85 for workbooks and study guides and access to Education Perfect

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91164	Demonstrate understanding of bonding, structure and energy changes	External	5
91165	Demonstrate understanding of the properties of selected organic compounds	External	4
91166	Demonstrate understanding of chemical reactivity	External	4
91167	Demonstrate understanding of oxidation - reduction	Internal	3
91910	Carry out a practical investigation into a substance present in a consumer product using quantitative analysis	Internal	4
Total Credits			20

Earth and Space Science

Level 2

Prerequisites: 12 Science credits (including one external) or teacher recommendation..

Outline of Course

This course offers the students the opportunity to investigate geological events in New Zealand, develop an understanding of astronomical principles, research an Earth and Space Science issue and question the validity of information communicated to the public. The Level 2 standards in this course will be of interest to students who have an enthusiasm for Geology and Astronomy. This course has the potential to lead on a Level 3 Earth and Space Science course and scholarship.

Course Costs: \$60 for learning workbook and field trip and access to Education Perfect

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91187	Carry out a practical Earth and Space investigation	Internal	4
91189	Investigate geological processes in a New Zealand locality	Internal	4
91190	Investigate how organisms survive in an extreme environment	Internal	4
91191	Demonstrate understanding of the causes of extreme earth events in New Zealand	External	4
91192	Demonstrate understanding of stars and planetary systems	External	4
		Total Credits	20
Optional Standard Available			
91188	Examine an Earth and Space Science issue and the validity of the information communicated to the public	Internal	4

Physics

Level 2

Prerequisites: 12 Level 1 Science credits (including 90940 Mechanics at Merit or Higher, 90944 Acids and Bases at Achieved and four other science credits) or teacher recommendation. A reasonable level of mathematics required.

Outline of Course

Physics, the most fundamental physical science, is concerned with the basic principles of the universe. It is the foundation upon which the other physical sciences – astronomy, chemistry and geology are based. The beauty of physics lies in the simplicity of the fundamental physical theories and the manner in which the subject can expand our view of the physical, technological and biological world. The course includes practical and research work.

Course Costs: \$62 for workbooks and study guides and access to Education Perfect

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91168	Carry out a practical physics investigation that leads to a nonlinear mathematical relationship	Internal	4
91171	Demonstrate understanding of mechanics	External	6
91172	Demonstrate understanding of atomic and nuclear physics	Internal	3
91173	Demonstrate understanding of electricity and electromagnetism	External	6
Total Credits			19

Accounting

Level 2

Prerequisites: A minimum of 12 credits in Level 1 Accounting or at the discretion of the Teacher in Charge of Accounting.

Outline of Course

A student who has successfully completed this course would be able to take control of the financial management for a small enterprise business. The thorough exploration of accounting concepts at the start of the course sets the standards followed in preparation of accounting information and offers a deep understanding of the rules that govern accounting. Level 2 Accounting offers students the opportunity to learn how to create accounting systems and process financial transactions for small business.

At Level 2 students will learn how to use an accounting package to process the day to day transactions for small and medium sized businesses in New Zealand. Therefore Level 2 Accounting mirrors what happens in real business situations. Students will need to be able to present a full set of Financial Reports, which are then analysed to offer guidance and possible solutions to problems faced by the business.

Course Costs: \$70

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91174	Demonstrate understanding of accounting concepts for an entity that operates accounting subsystems	External	4
91175	Demonstrate understanding of accounting processing using accounting software	Internal	4
91176	Prepare financial information for an entity that operates accounting subsystems	External	5
91179	Demonstrate understanding of an accounts receivable subsystem for an entity	Internal	3
91386	Demonstrate understanding of an inventory for an entity	External	3
Total Credits			19

Business Studies

Level 2

Prerequisites: None. It would be an advantage for students studying at this level to have completed the Level 1 Business Studies, Accounting OR Economics course, however, it is not a prerequisite. If a student is unsure of the course work they can consult with the teacher in charge of business.

Outline of Course

Level 2 Business Studies is a course that will allow students to investigate and learn about large business (more than 20 employees) in New Zealand. The students will be required to source information on businesses by networking and contacting individual businesses and using case study material that will support their learning.

Topics offered in 2025:

- Demonstrate an understanding of the internal operations of a large business
- Demonstrate understanding of how a large business responds to external factors
- Conduct market research for a new or existing product
- Demonstrate understanding of future proofing influences that affect business viability

Internal factors include:

A typical learning context is a large business in New Zealand of more than 20 employees or with a regional or national significance that allows students to demonstrate their understanding of how and why businesses respond to internal factors and the consequences of operational decisions. Students are expected to demonstrate understanding of the following business knowledge, concepts and content: organisational structure, the production process for goods and services, roles and skills of managers and leaders, financial information for management to aid decision making, the need for and importance of policies and procedures, corporate social responsibility, financial documents.

External factors include:

A typical learning context is a large business in New Zealand of more than 20 employees or with a regional or national significance that allows students to demonstrate their understanding of what external forces businesses must operate within and how these influence the decision making of the business directors. Students are expected to demonstrate understanding of the following business knowledge, concepts and content: the external environment: trade unions, employer associations, political influences, social influences, ethical issues, technological influences, legal influences.

Māori concepts that relate to these achievement standards include: tikanga, putake, turanga, kaitiakitanga, rangatiratanga.

Course Costs: \$55 Learning workbook and Trip to Newmarket

NZQF STANDARDS

No.	Title	Ext / Int	Credits
90843	Demonstrate understanding of the internal operations of a large business	External	4
90844	Demonstrate understanding of how a large business responds to external factors	External	4
90846	Conduct market research for a new or existing product	Internal	3
91865	Demonstrate understanding of future proofing influences that affect business viability	Internal	4
Total Credits			15

Classical Studies

Level 2

Prerequisites: Students can begin Classical Studies at this level.

Outline of Course

In a world where viewpoints and technological changes are becoming increasingly unmoderated, critical thinking skills and the ability to evaluate ideas are even more valuable in a vast range of careers.

Classical Studies is certainly more than just ancient history! It is the study of the lifestyle, leading figures, art and architecture, literature, politics, mythology and ethical philosophy of the ancient Greeks and Romans. It is popular at both school and university level around the world because it offers students a chance to critically examine the past and to explore and evaluate society today in comparison.

At Level 2 our focus shifts to ancient Athens, the hotbed of creativity, democracy, theatre, ethical thought, and power in the 5th Century BC. We examine their beliefs and attitudes as well as the lifestyle of women, slaves, citizens and foreign-born residents. We study the impressive and beautiful sculpture and architecture created during this period, including the Parthenon, and learn to see the influence it has had on later eras including our own. Finally, the tragedy of Sophocles' *Antigone* written during the same time period allows us to discuss and critically examine ethical and moral dilemmas around leadership, gender, family, death, and the law.

In class students might find themselves debating the merits of democracy, applying their knowledge of Greek architecture by designing their own group temple, participating in a recreation of a Greek funeral, competing in a quiz, acting out a scene from a heroic myth or creating a bumper sticker for a tyrant! Students are engaged in learning through a variety of methods and hone their skills of paragraph and formal response writing, presenting and oral discussion, viewing and examining concepts from a number of viewpoints, interpreting primary source materials as well as seeing and understanding the deep and significant connections which run between the Greek world and today. Examining the past allows students to critically and deeply engage with social and political ideas and challenges that they face in today's world.

Topics offered in 2025:

- Mythology - the myths and legends of the ancient world and Athens.
- Greek Tragedy - a study of important ideas and values of the ancient Greeks as shown through the tragedy of 'Antigone' by Sophocles. Concepts such as heroism, loyalty, duty, love, leadership, the role of the gods and revenge are examined. Would you break the law for your family? What happens when individuals speak truth to power?
- Marbellicious- - examining the remarkable Parthenon temple and influential sculptures from the Greek world. We will be looking at the stories they depict, developments and innovations, as well as their ideas including beauty, defining the ideal person and expressions of power.
- People and Politics - the reforms which created democracy
- An examination of the connection between the classical world and other cultures, , the Greco-Persian wars and the leadership of Perikles.

Classical Studies is a popular and enjoyable subject which appeals to a wide range of students and the majority of students who study Classical Studies at Level 2 continue through to Level 3 Classical Studies. No knowledge of Latin or Greek is required.

Optional Cost: Many senior students purchase set texts because they find it useful to annotate their own copy. The total cost of the texts ranges approximately between \$15 and \$50 depending on the number of texts students choose to buy. All texts will otherwise be supplied by the school.

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91200	Examine ideas and values of the classical world	External	4
91201	Examine the significance of features of work(s) of art in the classical world	External	4
91202	Demonstrate understanding of a significant event in the classical world	Internal	4
91204	Demonstrate understanding of the relationship between aspects of the classical world and aspects of other cultures	Internal	6
Total Credits			18

Economics

Level 2

Prerequisites: None, however Level 1 Economics would be an advantage.

Outline of Course

Economics at Level 2 gets behind the newspaper headlines: it deals with the issues that affect all New Zealanders as we come to terms with living in a rapidly globalising environment. It focuses on the key economic concerns of inequality, inflation, international trade and unemployment. These are the central issues that citizens, business and governments must confront if New Zealand, as a small Pacific economy, is to prosper.

- Inflation: general increases in prices have effects on households' standard of living, business costs and ability to plan for the future and our international competition in terms of exports and imports
- Contemporary issues: explores issues such as inequality and inequity, in the New Zealand economy.
- Government policy: looking at tools the New Zealand government can use to influence our economy. This has impacts on trade, employment, inflation and economic growth.
- Unemployment: explores labour market outcomes and the lack of access to employment. The unemployment rate is an important reflection of overall economic conditions.

These are the central issues that Economics at Level 2 investigates; it then takes that step further to critically investigate the policies that government implement to tackle these issues. Do they work? Who are the winners, who are the losers?

Course Costs: \$27 for a workbook

There may be a field trip to Wellington to visit government agencies with an approximate cost of \$450 depending on airfares.

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91222	Analyse inflation using economic concepts and models	External	4
91225	Analyse unemployment using economic concepts and models	Internal	4
91227	Analyse how government policy and contemporary economic issues interact	Internal	6
91228	Analyse a contemporary economic issue of special interest using economic concepts and models	Internal	4
Total Credits			18

Geography

Level 2

Prerequisites: None.

Outline of Course

Geography is the study of the environment as the home of people. It seeks to interpret the world and how it changes over time - the relationship between people and the land they live on. It is also about why things are where they are. Geography investigates the ways in which features are arranged on the earth's surface. It also looks at how people interact with their environment now and into the future.

The Geography course is designed to give students a conceptual understanding of change, place, processes, patterns, sustainability and perspectives. Students of Geography apply skills and methodology to understand current contemporary issues and global studies. Research and fieldwork is an important component of our studies and allows for the synthesis of resources to come to justified conclusions. It is a highly relevant discipline that seeks to understand and solve important issues facing the world we live in today.

Please click [here](#) for further information

Topics offered in 2025:

- Investigating differences in development of countries by comparing Australia's level of development, with Samoa's.
- Look at the various issues around the proposed new Tarras Airport in the South Island and identify potential solutions.
- Use Geographic Information Systems (GIS) to analyse and manipulate data to see issues with crime in the city of Chicago.
- Conduct research around urban heat islands in Auckland.
- Interpret a range of resources such as maps, images, graphs around a location in New Zealand or around the world.
- Go on 5 - 6 field trips during double periods, to help make better connections between learning in the classroom and the environment around us.

Course Costs: \$20 covers two course booklets. Field trip in Auckland to be confirmed.

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91242	Demonstrate geographic understanding of differences in development	External	4
91243	Apply geography concepts and skills to demonstrate understanding of a given environment	External	4
91244	Conduct guided geographic research	Internal	5
91245	Explain aspects of a contemporary New Zealand geographic issue	Internal	3
91247	Apply spatial analysis, with guidance, to solve a geographic problem	Internal	3
Total Credits			19

History

Level 2

Prerequisites: None. Many students begin history for the first time at this level.

Outline of Course

“Revolutionary Ruckus” Our theme for Level 2 History is revolutions and how they have shaped the world we live in today. Students will be able to follow their particular interest by undertaking independent research based on a revolution or revolutionary leader of their choice. We will also carry out a specialist study of key people and events during the Russian Revolution. The theme of revolution will extend to examining the formation of Kingitanga in the 1850s, a key turning point in history. This will involve a 2 day trip to battle sites in the Waikato including a battle re-enactment at Rangiriri. History allows students to improve essential skills such as planning and carrying out independent research, investigating an event from contrasting viewpoints, writing paragraphs and essays and interpreting sources of information. Students will also have opportunities to evaluate movies as an historical source, to debate issues and participate in creative activities, such as games, interviews, role plays and listening to guest speakers. Oral and written skills are vital for many future careers in all professions including law, public relations, journalism and media work, marketing and event management and education.

Topics which may be offered in 2025:

Theme: Revolutionary Ruckus- there will be a selection chosen from the list below:

- The Russian Revolution (1890-1918)
- The Chinese Cultural Revolution under Mao Zedong(1949-76)
- Cambodia under Pol Pot
- North Korea
- The formation and significance of the Kingitanga

Course Costs: \$90 Course Fee includes booklets and 1 day trip to the Waikato battle sites.

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91223	Examine causes and consequences of a significant historical event	External	5
91224	Examine how a significant historical event affected New Zealand society	External	5
91229	Carry out a planned inquiry of an historical event, or place	Internal	4
91230	Examine an historical event, or place	Internal	5
Total Credits			19

Tourism

Level 2

Outline of Course

This course is designed for students considering a career in the tourism industry and will provide them with knowledge about the industry, its history, tourism as an economic, sociocultural and physical process, and an in depth look at some specific destinations. The course also covers communication skills (written and verbal) and basic information technology skills.

This course is designed to be taken over two years if students want to gain the National Certificate in Tourism, Level 2. Different units of work are offered in each of the two years.

The assessment for this course is based on unit standards. There is no external examination and students studying this course are not eligible for a subject endorsement.

Course Costs: A lot of the course is delivered via e-books or workbooks, and the cost of these is approximately \$150 a year. Field trips within Auckland costing approximately \$30 may be undertaken as part of the course.

NZQF STANDARDS

No.	Title	Ext / Int	Credits
57	Provide Customer Service	Internal	2
18237	Demonstrate knowledge of Industry numeracy skills	Internal	3
23761	Read and comprehend work related documents in English	Internal	3
23767	Demonstrate internet knowledge in a tourism workplace	Internal	2
24728	Demonstrate knowledge of work roles in tourism	Internal	3
24729	Demonstrate knowledge of world tourist destinations	Internal	4
24730	Demonstrate knowledge of the business of tourism	Internal	4
24731	Demonstrate knowledge of destination New Zealand	Internal	4
24732	Demonstrate knowledge of tourist characteristics and needs	Internal	3
Total Credits			28

Year 13

The National Qualification for Year 13 is Level 3 of the National Certificate of Educational Achievement (NCEA).

In Year 13 students study five subjects and this year students should be very focused, as the academic results are the culmination of secondary education, and the key to entry to tertiary studies. Entry to tertiary courses is based on results gained in the National Certificate of Educational Achievement (NCEA). A guide to entry requirements can be found on Page 9 of this Option Book.

Some subjects can be studied for the first time at Year 13 level but to begin more than one subject at this level is very demanding. For this reason subject choice at Year 11 and 12 is very important.

Options to choose from are:

Art History*	English - Written Language	Religious Studies*
Dance	English - Visual/Oral Literature	Biology
Drama◇	English Excel for Language Learners	Chemistry
Music	English Max	Earth and Space Science*
Visual Arts Design*◇	Health Science and Psychology	Physics
Visual Arts Paint*◇	Sport and Exercise Science	Accounting
Visual Arts Photography*◇	Chinese	Business Studies
Visual Arts Print*◇	French	Classical Studies*
Design and Visual Communication◇	German	Economics
Digital Technologies*	Japanese	Geography*
Food Design Technology*◇	Latin	History*
Material Design Technology*◇	Spanish	Tourism*#
Media Studies*◇	Calculus	Te Reo Maori
	Mathematics	
	Statistics	University Programme*

* Subject can be started at this level

^See Page 5

Unit Standard Courses

◇ Certain tasks for these subjects can be completed at home. However, the majority of tasks for these subjects involve being in the classroom using specialist equipment (both in and beyond normal classroom hours). Students wishing to take more than two of these subjects need to be aware of this workload consideration and its likely impact on their weekly schedule. You are encouraged to seek advice from the faculties concerned and your Dean, before making your option choices.

Year 13 NCEA students are timetabled into Philosophy, Religion and Ethics and have some time for independent study.

Students wanting to take more than one Creative Industry subject need to consult with the Head of Faculty.

Art History

Level 3

Prerequisites: Level 2 Art History or 12 credits (including credits from at least one external assessment) in English, Classics or History.

Outline of Course

Welcome to the captivating world of Art History! In this enchanting academic pursuit, we delve into the realm of visual arts and their profound historical context. As we embark on this exploration, we find ourselves immersed in questions that ignite our curiosity and spark our imaginations. Together, we will engage in the timeless ritual of observing, researching, and discussing art, unravelling the mysteries concealed within each brushstroke.

Through the course of study, we will also uncover the rich tapestry of history that weaves its threads through these magnificent works. Delving into the depths of time, we shall unravel the intricate relationship between art and the historical forces that shaped its content, meaning, style, and value.

So, let your imagination soar and your senses awaken as we embark on this captivating journey through Art History. Together, we shall unlock the secrets of the past and unravel the captivating tales woven within each stroke of the artist's brush.

High level literacy and critical thinking skills are essential and further developed.

Proposed area of study:

- Early Renaissance
- High Renaissance
- Early Modernism

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91484	Examine the relationship(s) between art and context	External	4
91486	Construct an argument based on research	Internal	4
91487	Examine the values place on art works	Internal	4
91488	Examine the relationship(s) between a theory and art works	Internal	4
91489	Analyse texts about art	Internal	4
Total Credits			20

Dance

Level 3

Prerequisites: Level 2 Dance (or at the teacher's discretion)

Outline of Course

Level 3 NCEA Dance holds recognition as a University Entrance subject, serving as a platform for students to nurture their individual creative expression while further developing their performance and choreographic abilities. Within Level 3 Dance, students can attain high standards in public performances encompassing Contemporary, Lyrical and Hip Hop Dance. They will collaboratively conceptualise and create a dance piece that reflects their chosen theme through choreography. Moreover, students will gain experience in staging their own works using production technologies such as lighting, sound, and costuming. They will also have the valuable opportunity to collaborate and learn from esteemed guest tutors, renowned as top choreographers and dancers in the country. Additionally, the curriculum includes an external standard that delves into the evolution of dance in Aotearoa.

Course Costs: Students are also expected to attend some live theatre performances as this supports the requirements of the curriculum, in particular the external exams. Group bookings are made by the Dance teacher and will be charged to students.

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91589	Choreograph a dance to develop and resolve ideas	Internal	4
91590	Perform a solo or duet dance work	Internal	4
91591	Perform a group dance	Internal	4
91593	Demonstrate understanding of dance performance practices	Internal	4
91595	Demonstrate understanding of the development of dance in Aotearoa	External	4
Total Credits			20

Drama

Level 3

Outline of Course

Delve deeper into the art of performance as you explore complex characters, nuanced storytelling, and the intricacies of dramatic expression.

During the course of study, students will be taught to combine theory and practice, as they delve into a diverse range of theatrical traditions and contemporary practices. From Shakespearean classics to cutting-edge experimental theatre, discovering the breadth and depth of the dramatic canon while honing their artistic voice. Students will collaborate with fellow students to produce compelling productions, showcasing their talents on stage in the PAC, and leaving a lasting impact on audiences. Alongside performing, students will also be required to articulate their understanding through written and verbal feedback.

Students need to be aware of the rehearsal time commitment in Drama which occasionally goes beyond class time. There will be times when rehearsals need to be held at lunchtime, after school and in the weekends (with prior notification). Dates will be given to students at the beginning of the year. Assessments may be held in the evening.

Course Costs: \$50.00 for Costumes and Props. Students are also expected to attend at least four live theatre performances as this supports the requirements of the curriculum, in particular the external examination. Group bookings are made by the Drama Department and will be charged to student accounts.

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91512	Interpret scripted text to integrate drama techniques in a performance	Internal	4
91513	Devise and perform a drama to realise a concept	Internal	5
91516	Demonstrate understanding of the work of a drama or theatre theorist or practitioner	Internal	4
91517	Perform a substantial acting role in a significant production	Internal	5
91518	Demonstrate understanding of live drama performance	External	4
Total Credits			22

Music

Level 3

Prerequisites: Level 2 Music (or at the discretion of the TIC Music)

Outline of Course

Level 3 NCEA Music holds recognition as a University Entrance subject, serving as a vehicle for students to explore their unique artistic expression through performance and composition. In the performance component of the course, students refine their skills as instrumentalists or vocalists. They will gain experience in a range of public settings, performing in solo and ensemble contexts to a high standard. In composition classes, students explore advanced harmonic and production techniques to communicate musical ideas. They will create a portfolio of three original pieces, working individually or as a part of a group. Additionally, the curriculum includes an external standard that explores the conception and interpretation of a significant music work.

Course Costs: Students are expected to attend some live concerts and workshops as this supports the requirements of the curriculum, in particular the external exam. Group bookings are made by the Music department and will be charged to student accounts.

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91416	Perform two programmes of music as a featured soloist	Internal	8
91418	Demonstrate ensemble skills by performing two substantial pieces as a member of a group	Internal	4
91419	Communicate musical intention by composing three original pieces of music	Internal	8
91423	Examine the influence of context on a substantial music work	External	4
91849	Compose three original songs that express imaginative thinking	Internal	8
		Minimum Credits	20

Visual Arts Design

Level 3

Prerequisites: Students must have completed the Level 2 Design course. Entrance is at the discretion of the Head of Visual Arts or Teacher in Charge of Visual Arts Design. Students must begin the course with Adobe Photoshop CC on a laptop capable of running this software.

Outline of Course

The Level 3 Design course has a strong emphasis on utilising digital technology. Students will acquire the skills to use Photoshop and other digital design apps and processes to a proficient level. They will develop drawing skills, demonstrate creative thinking and decision-making and be able to document their ideas clearly and sequentially. The emphasis is on the development of ideas, understanding of design processes, critical thinking and the effective utilisation of media and technology.

Students will learn how analysing and referencing contemporary design practice can help them to make their own work. They are encouraged to develop effective and appropriate forms of critical discourse about their own work, the work of other students and of current design practice in general.

Students choose themes and promotional strategies that best suit their own individual interests, skill base and preferred fields of design practice. They will investigate print and communication design briefs such as logo and poster design. Other possible areas include double page spread design, brochures, website design and other collateral design solutions. They can also explore related art and design fields such as installation, paper engineering, packaging and spatial design.

All students will use a range of techniques and processes based on individual preference, such as photography, typography and digital illustration in Photoshop and other digital design apps. The course provides opportunities to investigate a future in the design field, including communication design, digital design and animation, as well as other new emerging fields of design practice. Marketing, branding, advertising and communication studies are further related fields.

Course Costs: \$130 for materials and resources. Students will require personal materials and equipment.

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91445	Use drawing to demonstrate understanding of conventions appropriate to design	Internal	4
91450	Systematically clarify ideas using drawing informed by established design practice	Internal	4
91455	Produce a systematic body of work that integrates conventions and regenerates ideas within design practice	External	14
Total Credits			22

Visual Arts Paint

Level 3

Prerequisites: Prior experience in the Visual Arts to Level 2 required or entrance is at the discretion of the Head of Visual Arts.

Outline of Course

This course aims to enable students to acquire a sound foundation for independent practical study, which is consistent with established practice in the field of painting. Students will learn how to become creative thinkers and makers. Students will develop their ideas using a wide range of practical and theoretical skills. The focus is to translate individual creative potential into practice through the provision of quality resources and learning experiences.

Students will develop conceptually based projects within the field of study. Each student undertakes a course that is negotiated, clarified and agreed during the year to best meet each student's individual learning and creative needs. The aim of this approach is to help students learn about and find the areas of their greatest interest in current painting practice. Students are then well prepared to discover the most appropriate and effective way to express their ideas through increasingly self-directed learning.

Students are also encouraged to develop effective and appropriate forms of critical discourse about their own work and current art practice in general. The emphasis is on investigating how ideas are developed and conveyed, interpreting meaning and context and understanding how referencing artistic exemplars can help them to make original and innovative art works. This includes investigating the traditions of painting, developing their own ideas and applying knowledge and understanding of materials and techniques, traditional and contemporary painting conventions and established painting practice to their own art making practice. The two internal standards are delivered as an integrated unit. The cumulative evidence is presented in an A3 workbook or as a digital journal. The external standard is presented on a portfolio of three A1 panels. Scholarship consists of a 8 page A3 workbook to accompany the portfolio.

Course Costs: \$130 for materials

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91446	Use drawing to demonstrate understanding of conventions appropriate to painting	Internal	4
91451	Systematically clarify ideas using drawing informed by established painting practice	Internal	4
91456	Produce a systematic body of work that integrates conventions and regenerates ideas within painting practice	External	14
Total Credits			22

Visual Arts Photography

Level 3

Prerequisites: Level 2 Photography, or entrance is at the discretion of the Head of Visual Arts or the Teacher in Charge of Photography.

Students must have a subscription to Adobe CC on their laptop, and a digital SLR camera (with a minimum of 24 mega pixels) from the start of Term One. Once enrolled in photography students should contact the art department office to collect a specification sheet on suitable equipment.

Outline of Course

In this course students will select their own theme to work on for the year. Learning from both theory and practice they will explore, develop, clarify and extend their theme guided by pictorial issues and established practice. Students will develop thinking and decision making skills and be able to document their ideas clearly and sequentially. Advanced studies are individually constructed, focusing on projects concerned with expressive aspects of the medium, and students are encouraged to see their work, and to examine it critically, within its historical and sociological context. Students are also encouraged to develop effective and appropriate forms of critical discourse about their own work, the work of other students and current art practice in general. The emphasis is on the development of ideas and working processes, utilisation of media and understanding how referencing artistic exemplars can help them to make art works. Students will work towards proficiency in the use of Adobe Photoshop as the key means of reviewing, editing and sequencing their photographs. Adobe InDesign and Lightroom are optional additions to the CC suite to assist students with flexibility of layout solutions. The course is assessed both internally and externally, with all unit tasks directly informing the next in a fully integrated year programme. On the completion of the course students will submit a portfolio for their external grading. They will have the choice to either present a two-dimensional printed portfolio on three panels, or a three-minute digital portfolio incorporating moving image and possible sound investigations. Students will be encouraged to choose the option that best suits their own individual interests, skill base and preferred fields of photography practice.

Course Costs: \$130 for materials.

NZQF STANDARDS

	Title	Ext / Int	Credits
91447	Use drawing to demonstrate understanding of conventions appropriate to photography	Internal	4
91452	Systematically clarify ideas using drawing informed by established photography practice	Internal	4
91457	Produce a systematic body of work that integrates conventions and regenerates ideas within photography practice	External	14
Total Credits			22

Visual Arts Print

Level 3

Prerequisites: Prior experience in the Visual Arts to Level 2 required or entrance is at the discretion of the Head of Visual Arts.

Outline of Course

This course aims to enable students to acquire a sound foundation for independent practical study, which is consistent with established practice in the field of printmaking. Students will learn how to become creative thinkers and makers. Students will develop their ideas using a wide range of practical and theoretical skills. The focus is to translate individual creative potential into practice through the provision of quality resources and learning experiences.

Students will develop conceptually based projects within the field of study. Each student undertakes a course that is negotiated, clarified and agreed during the year to best meet each student's individual learning and creative needs. The aim of this approach is to help students learn about and find the areas of their greatest interest in current Printmaking practice. Students are then well prepared to discover the most appropriate and effective way to express their ideas through increasingly self-directed learning.

This includes research into the traditions of print, developing ideas and applying knowledge and understanding of materials and techniques, print-making conventions and established practice. Students will extend their investigation into individual art making and personal expression. Print-making is concerned with the reproduction of images and like other studio areas, is founded on the practice of drawing. Students are also encouraged to develop effective and appropriate forms of critical discourse about their own work and current art practice in general. The emphasis is on the development of ideas and working processes, utilisation of media and understanding how referencing artistic exemplars can help them to make art works. Print-making approaches included in this course range from the traditional print-making procedures of etching, relief, lithography and screen printing to use new technologies including digital media. Students are encouraged to develop their particular interests in a wide variety of contemporary art practices and experimental approaches such as photographically derived methods and the use of computer generated imagery. The two internal standards are delivered as an integrated unit. The cumulative evidence is presented in an A3 workbook or as a digital journal. The external standard is presented on a portfolio of three A1 panels. Scholarship consists of a 8 page A3 workbook to accompany the portfolio.

Course Costs: \$130 for materials

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91448	Use drawing to demonstrate understanding of conventions appropriate to print-making	Internal	4
91453	Systematically clarify ideas using drawing informed by established print-making practice	Internal	4
91458	Produce a systematic body of work that integrates conventions and regenerates ideas within print-making practice	External	14
Total Credits			22

Design and Visual Communication

Level 3

Prerequisites: 14 Credits in Level 2 Design and Visual Communication.

Design and Visual Communication allows students to think creatively and to apply design thinking when solving design briefs. Students are encouraged to explore a variety of solutions, think diversely and to take risks to progress viable solutions to authentic problems broadly linked to both product design and spatial design. Students will explore their ideas by applying techniques in visual communication. The course grows student's visual literacy through developing skills in sketching, rendering, instrumental drawing and modelling (both physically and through using Computer Aided Design CAD).

Course Outline

This course extends knowledge and skills established in Years 11 and 12, applying these to a single design project that focuses on either product or spatial design. The project is student driven, allowing for work in particular areas of interest. Students will develop well-articulated ideas and design thinking, using a variety of appropriate techniques that apply project specific knowledge via experimentation and exploration. Students will compile a design portfolio that demonstrates they have creatively worked through a development process that could support tertiary applications to design-related courses, such as architecture, landscape design, interior and industrial/product design as well as civil engineering. Students will develop an exhibition of their design as a culmination of their study of DVC at school.

Course Costs: \$90 to cover copying, modelling materials costs and course costs.

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91627	Initiate design ideas through exploration	External	4
91268	Develop a visual presentation that exhibits an outcome to an audience	Internal	6
91629	Resolve a spatial design through graphic practice	Internal	6
OR			
91630	Resolve a product design through graphics practice	Internal	6
91631	Produce working drawings to communicate production details for a complex design (Optional)	Internal	6
			Minimum Credits
			16

Digital Technologies

Level 3

Prerequisites: Digital Technologies at Level 2 or approval of the Head of Faculty. A laptop computer of appropriate specification is required for this course.

Outline of Course

The course at Year 13 allows students to develop their interests in computer science, programming, robotics, business computing and digital media applications. Students will typically work on a major project over the course of the year, or have two smaller projects that allow them to develop digital outcomes that can be assessed against a range of the new standards from the table below.

Students will be expected to negotiate a programme of work for the year with their teacher that will see them develop a range of outcomes that could include mobile applications, business applications, animations, character design, website design or gaming programs.

A typical course will feature one external and a range of other standards making a course of at least 16 credits.

NZQF STANDARDS

	Title	Ext / Int	Credits
91900	Conduct an inquiry to propose a digital technologies outcome	Internal	6
91901	Apply user experience methodologies to develop a design for a digital technologies outcome	Internal	3
91902	Use complex techniques to develop a database	Internal	4
91903	Use complex techniques to develop a digital media outcome.	Internal	4
91906	Use complex programming techniques to develop a computer program	Internal	6
91907	Use complex processes to develop a digital technologies outcome	Internal	6
91908	Analyse an area of computer science	External	3
91909	Present a reflective analysis of developing a digital outcome	External	3
		Min Credits	16

Food Design Technology

Level 3

Prerequisites: Experience in Technology at Year 11/Year 12 is essential – or in consultation with the Teacher in Charge.

Outline of Course

Level 3 Food Design Technology is a demanding course structured to scaffold the learning and pressure experienced during tertiary study. Food choices and eating habits continue to evolve in order to reflect our changing social landscape. Students will have the opportunity to design and create innovative food products that recognise these behavioural shifts. As students explore the context of global food, their perceptions of food and their relationship with food, they will be encouraged to challenge the validity of nutritional messages, consider ethical issues and critique social responsibility regarding food availability and safety. Students will examine current food trends and analyse the impact these have on our social, physical and environmental wellbeing. Students will be encouraged to think critically as they use research, knowledge and practical applications to navigate and find solutions to complex issues.

Course Costs: \$250 per year. As there is a considerable amount of individual practical food preparation in the course a fee is charged to cover the cost of materials.

NZQF STANDARDS

	Title	Ext / Int	Credits
91608	Undertake brief development to address an issue with a determined context	Internal	4
91611	Develop a prototype considering 'fitness for purpose' in its broadest sense	Internal	6
91612	Demonstrate understanding of how technological modelling supports technological development and implementation	External	4
91643	Implement complex procedures to process a specified product	Internal	6
Total Credits			20

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

Material Design Technology

Level 3

Prerequisites: Experience in Material Design Technology at Year 11/Year 12 is essential – or in consultation with the Teacher in Charge of Material Design Technology.

Outline of Course

Technology is defined as intervention by design to expand human possibilities. This course establishes students as innovative material designers who are confident and creative practitioners.

Students will employ previous knowledge, skills and experience with a range of textiles and varied materials to work independently in a design studio environment. Students are required to identify an authentic issue and an opportunity in the New Zealand material design industry (fashion and textiles) to develop their own garment and/or product. This approach allows students to work within contexts that are meaningful to them.

Year 13 Material designers will:

- Explore the context of diversity within design.
- Identify authentic issues to inspire design focus.
- Be encouraged to be divergent and innovative in the way they create.
- Learn a range of fabrication techniques in order to realise their designs and consider the message of their brand.
- Work closely with their client and stakeholders to realise their full design potential.
- Reflect on their own personal design style, philosophy and vision to build a portfolio that will benefit them in applications for tertiary design related courses.

Course Costs: \$50. Students may choose to purchase additional materials used to complete projects.

NZQF STANDARDS

	Title	Ext / Int	Credits
91610	Develop a conceptual design considering fitness for purpose in the broadest sense	Internal	6
91617	Undertake a critique of a technological outcomes design (4)	External	4
91621	Implement complex procedures using textile materials to make a specified product	Internal	6
91623	Implement complex procedures to create an applied design for a specified product	Internal	4
Total Credits			20

Media Studies

Level 3

Prerequisites: Students should have achieved 16 Credits in Level 2 Media Studies; or in consultation with the Teacher in Charge of Media Studies.

Outline of Course

Media Studies examines the dynamic role of the media in society, how the media constructs messages about individuals, communities, and cultures and how media products are produced, controlled, and distributed. Level 3 Media Studies aims to give students the skills essential for communicating and understanding communication in an increasingly complex and technological world. Students are challenged to enjoy the cinematic art and craft of moving image at the same time as considering the complexities of the commercial agenda of the entertainment industry. Students are challenged to navigate their “information age” and question and create to take part in the global media community. Students apply media concepts across a range of contexts to develop their understanding of media language. They explore the relationship between society and a media genre, explore variant readings of a film and develop a concept and treatment in the pre and post production of a short film. Their study requires an understanding of the way society and media work in a dynamic relationship. Students are prompted to consider what role they play in accepting or changing the nature of that relationship.

NZQF STANDARDS

	Title	Ext / Int	Credits
91491	Demonstrate understanding of the meaning of a media text through different readings	Internal	3
91493	Demonstrate understanding of a relationship between a media genre and society	External	4
91495	Produce a media product to meet the requirements of a brief	Internal	6
91496	Demonstrate understanding of a significant development in the media	Internal	3
91497	Write a media text to meet the requirements of a brief	Internal	3
Total Credits			19

English - Written Language

Level 3

Prerequisites: Students must have achieved 8 external credits in English at Level 2 and achieved Standard 91101. Students who do not meet this prerequisite can only enter for Level 3 English at the discretion of the Head of Faculty.

Outline of Course

English Written Language has a focus on reading and writing. Students will continue to expand reading and writing skills. Mastery of essay writing skills and the ability to analyse and critically evaluate material are essential skills at this level. Students prepare for the external NZQF examinations in literature and responding to unfamiliar texts.

Course Costs: Students may have the opportunity to purchase their literature text(s).

NZQF STANDARDS

	Title	Ext / Int	Credits
91472	Respond critically to specified aspects of studied written text(s), with supporting evidence	External	4
91473	Respond critically to specified aspects of visual or oral text(s), with supporting evidence	External	4
91474	Respond critically to unfamiliar written texts through close reading, using supporting evidence	External	4
91475	Produce a selection of fluent and coherent written texts which develop, sustain and structure ideas	Internal	6
91479	Develop an informed understanding of literature and/or language using critical texts	Internal	4
Total Credits			22

English - Visual/Oral Language

Level 3

Prerequisites: Students must have achieved 8 external credits in English at Level 2 and commit to completing Standard 91476. Students who do not meet this prerequisite can only enter for Level 3 English at the discretion of the Head of Faculty.

Outline of Course

English Visual/Oral Language has a focus on the Visual/Oral strands of the curriculum. This course offers an alternative to focus on producing writing of English Written. This course offers the level of thinking and writing required for students to succeed at tertiary level through the medium of Visual and Oral language. (NB: It does still involve writing essays and reports.)

Course Costs: Students may have the opportunity to purchase their literature text(s).

NZQF STANDARDS

	Title	Ext / Int	Credits
91472	Respond critically to specified aspects of studied written text(s), with supporting evidence	External	4
91473	Respond critically to specified aspects of visual or oral text(s), with supporting evidence	External	4
91476	Create and deliver a fluent and coherent oral text which develops, sustains and structures ideas	Internal	3
91477	Create a fluent and coherent visual text which develops, sustains and structures ideas using verbal and visual language	Internal	3
91478	Respond critically to significant connections across texts, supported by evidence	Internal	4
91480	Respond critically to significant aspects of visual and/or oral text(s) through close reading	Internal	3
Total Credits			21

English Excel for Language Learners

Level 3

Prerequisites: For English Language or emergent bi-lingual students in Year 13. This pathway is a two year programme.

Outline of Course

This course offers English Language Learners an alternative to the Year 13 English programme. It is predominantly internally assessed and geared towards students for whom English is a second language. For many students this will be the final year of a two year programme focusing on achieving University Entrance Literacy credits in Year 12, and English Level 3 credits in year 13. Precise course structure and standards offered may vary according to language ability.

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91472	Respond critically to specified aspect(s) of studied written text(s), supported by evidence	External	4
91473	Respond critically to specified aspect(s) of studied visual or oral text(s), supported by evidence	External	4
91476	Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas	Internal	3
91478	Respond critically to significant connections across texts, supported by evidence	Internal	4
91480	Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence	Internal	3
EAP 22749	Write a text under test conditions in English for an academic purpose	Internal	5
EAP 22750	Write a crafted text for a specified audience using researched material in English for an academic purpose	Internal	6
Total Credits			29

English Max

An alternative English course for Year 13 students who do not meet the prerequisites above. This course will be tailored to meet the needs of students in the class and may include both Level 2 and Level 3 Achievement Standards in English. It is unlikely to provide the 14 credits at Level 3 required to count towards University Entrance, but will support Year 13 students who do not yet have University Entrance Literacy.

Health Science and Psychology

Level 3

Prerequisites: 15 Credits in Level 2 in Health Science and Psychology or at the discretion of Head of Faculty with a commitment to a summer learning recap around fundamental Psychology theory.

Outline of Course

Health Science and Psychology involves students developing a greater understanding of the predominant health issues New Zealand and the world faces. Through their engagement in this subject, students examine a range of health issues, at a national and international level, learning to critique differing perspectives. Students examine the the major underlying concepts of health that may contribute to the issue and consider health enhancing actions to promote wellbeing. Students will also deepen their understanding of psychological approaches analysing how the interaction between approaches may impact aggressive behaviour. Critical thinking, understanding research and writing academic reports are some of the fundamental skills acquired in this course.

Topics likely to be offered in 2025:

- How does violent media impact aggressive behaviour?
- An evaluation of health practices currently used in New Zealand.
- Methamphetamine use in New Zealand, is this a national issue?
- A health issue that is of international concern.

Course Costs: Approximately \$150 for health practice experiences

NZQF STANDARDS

	Title	Ext / Int	Credits
91461	Analyse a health issue for a particular group within NZ society	Internal	5
91462	Analyse an international health issue	External	5
91463	Explain a range of health practices currently used in New Zealand	Internal	5
91872	Analyse the interaction between pyschological approaches	Internal	6
Total Credits			21

Sport and Exercise Science

Level 3

Prerequisites: 15 Credits in Level 2 in Sport and Exercise Science or at the discretion of Head of Faculty with a commitment to a summer learning recap around fundamental biophysical knowledge.

Outline of Course

Level 3 Sport and Exercise Science involves students learning in, through and about movement in a range of different physical activity environments. The course may include the disciplines of functional anatomy, exercise physiology, sport psychology, skill acquisition and biomechanics, which are applied to critically evaluate physical activities, skills or events. Students will also develop a greater understanding of the sociology of sport, developing the socio-cultural knowledge necessary to critically evaluate their own, others' and societal involvement in physical activity. Critical thinking, understanding research and reaching coherent judgements are some of the fundamental skills acquired in this course.

Topics likely to be offered in 2025:

- Devise and trial strategies for a physical activity outcome using knowledge of biophysical principles related to Squash performance.
- Evaluate using a range of biophysical and sociocultural factors a performance improvement programme related to Squash performance.
- Two physical activity contexts Scuba Diving (with optional SSI Open Water Diver certification) and Squash are offered to the students and practised and performed in an applied setting.
- Examining the issue of Gender Bias in Athletic Training: Overlooking female physiology and its impact on New Zealand society.
- Analysing swimmers of mixed ability evaluating the freestyle stroke using biomechanical knowledge, including drag, buoyancy, and levers.

The students will be informed of the options for the practical contexts involved in the units of work and will be able to have input into which ones they would prefer to better suit their needs.

Course Costs: Approximately \$200 for physical activity experiences.

Optional: Scuba camp North out of Russell, stay two nights, includes accommodation, all meals, two days of diving from the beach and boat or all boat dives, equipment. Approximately \$650 and \$295 optional SSI Open Water Diver certification.

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91499	Analyse a physical skill performed by self or others	Internal	3
91500	Evaluate the effectiveness of a performance improvement programme	Internal	4
91501	Demonstrate quality performance of a physical activity in an applied setting	Internal	4
91502	Examine a current physical activity event, trend, or issue and its impacts on New Zealand society	Internal	4
91789	Devise strategies for a physical activity outcome	Internal	4
Total Credits			19

YEAR 13 – LANGUAGES

Click [here](#) for an overview of Languages

Chinese

Level 3

Prerequisites: Level 2 Chinese (a sound level required). Consult your teacher if you are uncertain.

Outline of Course

Students will continue to expand their listening, reading, writing and speaking skills, as well as their grammatical knowledge. The emphasis at this level will be on exploring and justifying varied ideas and perspectives in different situations.

Culture aspects are fully integrated into the language programme.

Topics covered during the year include Chinese speaking communities, Youth World, Communication and Media, Travel and Tourism.

Course Costs: \$38

Girls are encouraged to sit the Chinese Proficiency Test, an international exam, in April or July. (optional) The cost varies according to the level from \$35-\$75.

NZQF Standards

	Title	Ext / Int	Credits
91533	Demonstrate understanding of a variety of extended spoken Chinese texts	External	5
91534	Give a clear spoken presentation in Chinese that communicates a critical response to stimulus material	Internal	3
91535	Interact clearly using spoken Chinese to explore and justify varied ideas and perspectives in different situations	Internal	6
91536	Demonstrate understanding of a variety of extended written and/or visual Chinese texts	External	5
91537	Write a variety of text types in clear Chinese to explore and justify varied ideas and perspectives	Internal	5
		Total Credits	24

French

Level 3

Prerequisites: Level 2 French (a sound level required). Consult your teacher if you are uncertain.

Outline of Course

Students will continue to develop their listening, reading, writing and speaking skills, as well as their grammatical knowledge. Literature and individualised reading are again part of the programme and the emphasis at this level is on discussing ideas and expressing opinions.

Cultural aspects are fully integrated into the language programme.

The Course covers topics under 5 themes:

- Identities (Health & wellbeing, Beliefs, Subcultures, Language)
- Experiences (Leisure activities, Holidays, Customs and Traditions)
- Human Ingenuity (Entertainment, Communication & Media, Technology)
- Social Organisation (Social relationships, Education, Work, Law & Order)
- Sharing the Planet (Environment, Equality, Globalisation, Human Rights)

Course Costs: \$85

Girls are encouraged to sit the French Government DELF exam in August (optional). The cost \$120 includes coursebook and exam fee

NZQF STANDARDS

	Title	Ext / Int	Credits
91543	Demonstrate understanding of a variety of extended spoken French texts	External	5
91544	Give a clear spoken presentation in French that communicates a critical response to stimulus material	Internal	3
91545	Interact clearly using spoken French to explore and justify varied ideas and perspectives in different situations	Internal	6
91546	Demonstrate understanding of a variety of extended written and/or visual French texts	External	5
91547	Write a variety of text types in clear French to explore and justify varied ideas and perspectives	Internal	5
Total Credits			24

German

Level 3

Prerequisites: Level 2 German (a sound level required). Consult your teacher if you are uncertain.

Outline of Course

Students will continue to expand their skills in reading, speaking, writing and listening to German in more advanced contexts and using more complex language. They will continue to give and support their ideas and opinions, broadening their grammatical knowledge. Texts are discussed at a level which requires students to make their own inferences about the opinions and viewpoints presented.

The program includes current topics, such as the life of young people today, social problems, discrimination, the environment, and the politics and history of Germany and the world.

Course Costs: \$50

NZQF STANDARDS

	Title	Ext / Int	Credits
91548	Demonstrate understanding of a variety of extended spoken German texts	External	5
91549	Give a clear spoken presentation in German that communicates a critical response to stimulus material	Internal	3
91550	Interact clearly using spoken German to explore and justify varied ideas and perspectives in different situations	Internal	6
91551	Demonstrate understanding of a variety of extended written and/or visual German texts	External	5
91552	Write a variety of text types in clear German to explore and justify varied ideas and perspectives	Internal	5
Total Credits			24

Japanese

Level 3

Prerequisites: Level 2 Japanese (a sound level required). Consult your teacher if you are uncertain.

Outline of Course

Students will continue to expand their listening, reading, writing and speaking skills with an emphasis on providing an opinion on topical issues, broadening their grammatical knowledge and extending their use of Kanji characters. Topics covered during the year include: The Land and People of Japan, Social Issues, Travel and Tourism, Technology and Japan at Work.

Please click [here](#) for more detailed information

Course Costs: \$20

NZQF STANDARDS

	Title	Ext / Int	Credits
91553	Demonstrate understanding of a variety of extended spoken Japanese texts	External	5
91554	Give a clear spoken presentation in Japanese that communicates a critical response to stimulus material	Internal	3
91555	Interact clearly using spoken Japanese to explore and justify varied ideas and perspectives in different situations	Internal	6
91556	Demonstrate understanding of a variety of extended written and/or visual Japanese texts	External	5
91557	Write a variety of text types in clear Japanese to explore and justify varied ideas and perspectives	Internal	5
Total Credits			24

Latin

Level 3

Prerequisites: Level 2 Latin (a sound level required). Consult your teacher if you are uncertain.

Outline of Course

The Level 3 course develops skills learned at Level 2:

- The ability to translate and understand Latin texts. Each student is given a glossary of all the words used in the Latin passages to consult in the examination room
- The ability to demonstrate appreciation of Latin literature (prose and verse) from various Roman authors
- The ability to show understanding of the attitudes and values of the ancient Romans, through exploration of the wider context of some of their literature.

Students may also sit the American National Latin Examination in March.

Course Costs: \$25

NZQF STANDARDS

	Title	Ext / Int	Credits
91506	Translate authentic Latin text into English demonstrating understanding	External	6
91507	Analyse authentic Latin text demonstrating understanding	External	5
91508	Analyse studied Latin literary text(s)	Internal	6
91510	Analyse the influence of Latin text(s) on subsequent culture(s)	Internal	3
Total Credits			20

Spanish

Level 3

Prerequisites: Level 2 Spanish (a sound level required). Consult your teacher if you are uncertain.

Outline of Course

Students will continue to develop their ability to communicate in Spanish on big picture issues, in particular those issues relating to Hispanic culture. They will further develop their listening, speaking, reading, and writing skills. They will explore a new range of case studies and topics that sit under the broader themes of Identity, Experiences, Human Ingenuity, Social Organisation and Sharing the Planet. They will further develop their skills and knowledge of complex language structures to be able to express and justify their own viewpoints effectively, while acknowledging and challenging those from different perspectives.

Scholarship

The Scholarship examination requires students to think globally and respond to a big picture issues spoken text in Spanish and a reading text in English. Students are then required to prepare a spoken presentation on a question around a key issue presented in either or both texts.

To prepare for this examination, students will work through a series of questions Scholarship style tasks to build the necessary skills

Course Costs: \$30

NZQF STANDARDS

	Title	Ext / Int	Credits
91568	Demonstrate understanding of a variety of extended spoken Spanish texts	External	5
91569	Give a clear spoken presentation in Spanish that communicates a critical response to stimulus material	Internal	3
91571	Demonstrate understanding of a variety of extended written and/or visual Spanish texts	External	5
91572	Write a variety of text types in clear Spanish to explore and justify varied ideas and perspectives	Internal	5
Total Credits			18

Te Reo Māori

Level 3

Prerequisites: Students has achieved a Level 2 external standard.

Outline of Course

Nau mai haere mai ki tō tau tuarima e ako ana ki tō tātou reo rangatira. The Year 13 course is a mix of two Achievement standards and one External exam. The topics that the internal exams are centred around have been chosen to facilitate a wide and deep insight into aspects of Māori culture as well as the language. In focusing on only three assessments in the year, it is expected that you will take advantage of this spaciousness by pushing for your own personal best and aiming for some grades that you will personally feel proud of.

The standards offered each year will depend on the learning needs of the individual and the cohort. The kaiako will work with the students to confirm two internal standards and one external standard to complete the programme.

Some years there are opportunities to complete projects that will gain the student unit standards eg. Toimanawa Tāonga workshops.

Course Costs: \$120 for an overnight stay, \$15 for Polyfest trip

NZQF STANDARDS

	Title	Ext / Int	Credits
91651	Kōrero kia whakamahi i te reo o te ao whānui	Internal	6
91652	Pānui kia mōhio ki te reo o te ao whānui	Internal	6
91654	Waihanga tuhinga auaha i te reo o te ao whānui	External	6
		Total Credits	18

Calculus

Level 3

Prerequisites: Students should have 14 Level 2 Mathematics credits, including a Merit in both the external standards Calculus 91262 and Algebra 91261. Otherwise, students need to discuss entry with the Head of Faculty.

Outline of Course

The work involves much more in-depth study of Level 2 work. The biggest changes are in the quantity of work and the ability to recall learnt data and apply it logically in a variety of circumstances.

Course Costs: Approximately \$60

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91575	Apply trigonometric methods in solving problems	Internal	4
91577	Apply the algebra of complex numbers in solving problems	External	5
91578	Apply differentiation methods in solving problems	External	6
91579	Apply integration methods in solving problems	EXternal	6
Total Credits			21

Statistics

Level 3

Prerequisites: Students should have 14 Level 2 Mathematics credits, including a Merit in Probability 91267 and either Merit in Algebra 91261 or Inference 91264. Otherwise, students need to discuss entry with the Head of Faculty.

Outline of Course

The work involves much more in-depth study of Level 2 work on Statistics. The biggest changes are in the quantity of work and the ability to apply a range of statistical concepts to a given context..

Course Costs: Approximately \$70

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91581	Investigate bivariate measurement data	Internal	4
91582	Use statistical methods to make a formal inference	Internal	4
91585	Apply probability concepts in solving problems	External	4
91586	Apply probability distributions in solving problems	External	4
Total Credits			16

Advanced Mathematics

Level 3

Prerequisites: Students should have 14 Level 3 Mathematics credits, including Merit in both Differentiation 91578 and Integration 91579.

Outline of Course

The level 3 Advanced course is intended for those students who are very capable at mathematics and are intending to undertake further study at university that demands a high level of mathematics and/or enrolled in sitting scholarship calculus.

Course Costs: Approximately \$50

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91259	Apply systems of simultaneous equations in solving problems	Internal	3
91573	Apply the geometry of conic sections in solving problems	Internal	3
91574	Apply linear programming methods in solving problems	Internal	3
91576	Apply critical path analysis in solving problems	Internal	2
91586	Apply probability distribution in solving problems	External	4
Total Credits			15

Mathematics

Level 3

Prerequisites: Students should have 14 Level 2 Mathematics credits, including Merit in any two Level 2 achievement standards or at the discretion of the Teacher in Charge.

Outline of Course

Mathematics in Year 13 provides an opportunity for those students who would like to continue their learning of mathematics but are not intending to undertake further study of Mathematics at university. This course does not give endorsement in Mathematics.

Course Costs: Approximately \$40

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91574	Apply linear programming in solving problems	Internal	3
91580	Investigate time series data	Internal	4
91583	Conduct an experiment to investigate a situation using experimental design principles	Internal	4
91587	Apply systems of simultaneous equation in solving problems	Internal	3
Total Credits			14

Religious Studies

Level 3

Prerequisites: None.

Outline of Course

In the Level 3 Religious Studies course, we explore ultimate questions central to religion and philosophy. We explore the mysterious Book of Revelation and analyse the principles of Just War Theory. From contrasting worldviews to deciphering symbolic biblical passages, this course promises to be intellectually stimulating.

Ultimate Questions:

In this unit, we address two of the most foundational questions that have captivated human minds for millenia: does God exist and is there life after death. Our focus will centre on the perspectives of two contrasting world views: Catholicism and secular humanism.

Biblical Interpretation:

The *Book of Revelation*, nestled at the very end of the New Testament, is a mysterious and enigmatic text. Its vivid imagery, apocalyptic visions, and symbolic language have fascinated scholars and theologians. In this unit, we seek to unravel its hidden meanings and explore various interpretive methods used by biblical scholars, as well as considering the wider implications for people and society that arise from these interpretations.

Just War Theory:

Just War Theory has historically sought to establish criteria for determining when war is morally justifiable and how it should be conducted. Developed over centuries, it combines elements of philosophy, theology, and international law. In this unit, students will become familiar with the concepts of *jus ad bellum* (justice in going to war) and *jus in bello* (justice in conducting war), and how they might be applied to specific scenarios.

NZQF STANDARDS

No.	Title	Ext / Int	Credits
90826	Analyse the response of a religious tradition to a contemporary moral issue	Internal	6
90827	Analyse the key beliefs of a religious tradition and a secular world view in relation to ultimate questions	Internal	6
91725	Analyse the meanings in a sacred text within a religious tradition	Internal	6
Total Credits			18

Biology

Level 3

Prerequisites: Achievement in all 3 external standards in Level 2 Biology, as well as one internal assessment at merit or higher, or at the discretion of the Head of Biology.

Outline of Course

The Year 13 Biology course consists of four areas of Biology. During the year both theory and practical skills are assessed. The four areas covered in the Biology course are:

- Genetics
- Evolution and Human Evolution – including a possible visit to the Zoo.
- Animal Behaviour and Plant responses
- Biotechnology

Course Costs: \$100 for class workbook, exams book, study guide and access to Education Perfect, approximately \$22 for field trip to Auckland Zoo.

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91602	Integrate biological knowledge to develop an informed response to a socio-scientific issue	Internal	3
91603	Demonstrate understanding of the responses of plants and animals to their external environment	External	5
91604	Demonstrate understanding of how an animal maintains a stable internal environment	Internal	3
91605	Demonstrate understanding of evolutionary processes leading to speciation	External	4
91606	Demonstrate understanding of trends in human evolution	External	4
Total Credits			19

Chemistry

Level 3

Prerequisites: One Merit and two Achieved external standards and one Merit internal standard in Level 2 Chemistry or at the discretion of the Head of Faculty

Outline of Course

Chemistry is not just about what happens in laboratories – it is about life, our food and clothing, the air we breathe – in fact everything around us.

Topics are:

- Atomic Structure and Bonding
- Thermochemistry
- Equilibrium and Solubility
- Oxidation and Reduction
- Organic Substances
- Acids and Bases.

Scholarship

The Chemistry scholarship class provides students with an opportunity to delve deeper into the Level 3 Chemistry curriculum and push the boundaries of their understanding! You will be required to invest extra time outside the classroom to establish a solid foundation of knowledge from the Level 3 Chemistry course and unravel complex questions which challenge you to think deeper and apply your understanding to solve unfamiliar problems.

It currently involves one additional lesson per cycle where you will be provided with questions aimed to challenge you, to get you thinking more broadly about what you cover in your Level 3 classes. The extra lesson provides an opportunity for you to ask questions and discuss with your peers concepts that are beyond the scope of the Level 3 programme. Students who are successful in the scholarship programme are independent learners who invest time outside of the classroom to build a solid foundation of knowledge and develop resilience to tackle demanding questions where answers aren't always readily apparent but find it rewarding to explore potential possibilities to solve a question.

Any student who would like to dedicate themselves to develop a deep and thorough understanding of the Level 3 Chemistry programme and challenge themselves is welcome to apply for the scholarship programme.

Course Costs: \$78 for workbooks, study guides and access to Education Perfect

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91388	Demonstrate understanding of spectroscopic data in chemistry	Internal	3
91390	Demonstrate understanding of thermochemical principles and the properties of particles and substances	External	5
91391	Demonstrate understanding of structure and reactivity of organic compounds	External	5
91392	Demonstrate understanding of equilibrium principles in aqueous systems	External	5
91393	Demonstrate understanding of oxidation-reduction processes	Internal	3
Total Credits			21

Earth and Space Science

Level 3

Prerequisites: 12 Level 2 Science credits or teacher recommendation.

Outline of Course

This course offers the students the opportunity to carry out an investigation into an aspect of Earth and Space Science as well as investigate a socio-scientific issue in the ESS context. The other standards explore evidence related to dating geological events, the processes of the ocean and of the solar system. The Level 3 standards in this course build on some of the concepts covered in the Level 2 ESS course but completion of the 12ESS course is not a prerequisite for entry into the Level 3 course. Students who are interested will have the opportunity to sit the ESS scholarship examination.

Course Costs: \$60 for learning workbook, Education Perfect licence and field trip

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91410	Carry out an independent practical Earth and Space Science investigation	Internal	4
91411	Investigate a socio-scientific issue in an Earth and Space Science context	Internal	4
91412	Investigate the evidence related to dating geological event(s)	Internal	4
91414	Demonstrate understanding of processes in the atmosphere system	External	4
91415	Investigate an aspect of astronomy	Internal	4
		Total Credits	20

Physics

Level 3

Prerequisites: One Merit and two Achieved external standards and the internal standard from Level 2 Physics or at the discretion of the Head of Faculty. Students also need to have good mathematical skills.

Outline of Course

Physics, the most fundamental physical science, is concerned with the basic principles of the universe. It is the foundation upon which the other physical sciences – astronomy, chemistry and geology are based. The beauty of physics lies in the simplicity of the fundamental physical theories and the manner in which the subject can expand our view of the physical, technological and biological world. The course includes practical and research work.

The course includes theoretical, practical and investigative work in the fields of Mechanics, Waves, Modern Physics and Electricity.

Course Costs: \$98 for workbooks, a field trip and access to Education Perfect.

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91523	Demonstrate understanding of wave systems	External	4
91524	Demonstrate understanding of mechanical systems	External	6
91525	Demonstrate understanding of modern physics	Internal	3
91526	Demonstrate understanding of electrical systems	External	6
Total Credits			19

Accounting

Level 3

Prerequisites: Minimum of 12 credits Level 2 Accounting or at the discretion of the Teacher in Charge of Accounting.

Outline of Course

The purpose of accounting is to provide financial and non-financial information to assist decision making in the management of, and investment in, public and private sector organisations. The major roles of an accountant are to identify, measure, interpret and communicate information relevant to these decisions. In addition the study of accounting is designed to promote critical thinking and develop practical competencies, and prepare students for university education and a wide variety of careers. Students are taught to interpret the annual report and explain the relevant financial and non-financial information, which may be found in the current annual report and other media related to a New Zealand reporting entity for an external user such as a shareholder or a potential shareholder.

This course takes the introductory accounting studied at Levels 1 and 2 and moves it into the sphere of partnerships and companies. Concepts are applied to these businesses; processing is undertaken and statements are prepared.

Course Costs: \$70

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91406	Demonstrate understanding of company financial statement preparation	External	5
91407	Prepare a report for an external user that interprets the annual report of a New Zealand reporting entity	Internal	5
91408	Demonstrate understanding of management accounting to inform decision making	External	4
91409	Demonstrate understanding of a job cost subsystem for an entity	Internal	4
		Credits	18
91404	Optional Standard available Demonstrate understanding of accounting concepts for a reporting entity This standard is offered as an optional standard to students, and is strongly recommended for scholarship candidates	External	4

Business Studies

Level 3

Prerequisites: To take this course, a student must have taken at least Level 1 or Level 2 Business Studies, Economics OR Accounting. A level of business knowledge is required which can be gained from these subjects.

Outline of Course

The Level 3 Business Studies course will offer students the opportunity to learn and extend their knowledge from Business Studies at Levels 1 and 2. The students will be able to investigate, develop and use their own experience of business on a personal and global scale.

Topics offered in 2025:

- Demonstrate understanding of how internal factors interact within a business that operates in a global context
- Develop a marketing plan for a new or existing product
- Carry out, with consultation, an innovative and sustainable business activity

Internal factors include:

A typical learning context is a New Zealand registered business operating in a global context that allows students to demonstrate their understanding of how internal factors interact. Students are expected to demonstrate understanding of the following business knowledge, concepts and content: quality management, innovation, change management and intellectual property management.

Business Activity includes:

This is a long term project which requires students in small groups or as sole traders, to establish an innovative business and take it to market. Emphasis is placed on the economic and environmental sustainability of the business and the promotion of innovation and enterprise. This activity is operated alongside the Young Enterprise Scheme business competition.

Marketing Plan includes:

Students will research a product and the market it exists in, and then develop a marketing strategy and action plan taking budgets and contingencies into consideration. This is designed so that students can use their own products from the Business Activity assessment.

Māori concepts that relate to these achievement standards include: tikanga, putake, turanga, kaitiakitanga, rangatiratanga.

Course Costs: \$70 for learning workbook and Young Enterprise Scheme registration costs

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91379	Demonstrate understanding of how internal factors interact within a business that operates in a global context.	External	4
91382	Develop a marketing plan for a new or existing product	Internal	6
91384	Carry out, with consultation, an innovative and sustainable business activity	Internal	9
Total Credits			19

Classical Studies

Level 3

Outline of Course

Classical Studies is certainly more than just ancient history! Classics is everywhere.

In today's world of constant political and social change, ethical challenges and eternal questions about how to live well, Year 13 Classics offers students the chance to broaden their historical and social knowledge base and to examine important human ideas through a critical lens. It remains popular at school and university level around the world because it encourages examination of students' own perspectives as well as being aware of the perspectives from the past which continue to have both positive and negative influence today.

Classics goes beyond just historical events. It is the study of the lifestyle, leading figures, art and architecture, literature, politics, mythology and philosophy of the ancient Greeks and Romans. The influence of these two civilisations on many aspects of contemporary life such as medicine, law, language, art, literature, science and philosophical thought is undeniable as well as having a continuing impact on aspects of popular culture including advertising and film.

At Level 3 our focus is on the influence that certain aspects of the Greek and Roman worlds have had across time including on art and architecture, social, ethical and political thought and literature. We also look at the influence that key figures such as Emperor Augustus had on their societies as well as understanding the lives and attitudes of the time.

Students are engaged in learning through a variety of methods and use vital skills of formal response writing, critical and evaluative thinking, presenting and oral discussion, viewing and examining concepts from a number of viewpoints, interpreting primary source materials as well as seeing and understanding the deep and significant connections which run between the Greek and Roman worlds and today. In class, as part of their learning, students might also find themselves applying their knowledge of Greek art to a design of their own or a group haiku, debating the merits of Fate vs self-determination, participating in a symposium party, competing in a quiz, critiquing the portrayal of The Rock as Hercules or creating a meme for The Aeneid.

Topics offered in 2025 will include:

- Endlessly Important – the place of heroes in societies across time
- The Aeneid: Virgil's epic masterpiece traces the journey of the Trojan Prince Aeneas as he follows his destiny. Is Aeneas a true hero or a victim of fate and circumstances? Is love for country more important than one's personal relationships? How powerful a tool is propaganda? How do leaders and nations attempt to justify war, expansion and power grabbing actions?
- A thing of beauty: Greek vase painting : Are these vases valuable and beautiful masterpieces or simply painted pots?
- Deal with It!: An examination of the philosophy of Stoicism -the ancient world guide for life's up and downs.

Optional Cost: Many senior students purchase their own set texts. Many senior students find it useful to annotate their own copy. The total cost of the texts ranges approximately between \$15 and \$50 depending on the number of texts students choose to buy. All texts will otherwise be supplied by the school.

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91394	Analyse ideas and values of the classical world	External	4
91395	Analyse the significance of a work of art in the classical world	External	4
91397	Demonstrate understanding of significant ideology(ies) in the classical world	Internal	6
91398	Demonstrate understanding of the lasting influences of the classical world on other cultures across time	Internal	6
Total Credits			20

Economics

Level 3

Prerequisites: Students who have studied Economics at Level 1 or 2 will have an advantage, however students who have not studied economics may still be accepted at the discretion of the Teacher in Charge of Economics.

Outline of Course

Economics at Level 3 is where school meets university. Many of the concepts developed and applied are also used in business undergraduate courses in tertiary education. This course looks at the three main areas in economics as a precursor to study of most business and commerce courses at university level

Students move into microeconomics, which focuses on the economics of individual markets and how the characteristics of and influences on these markets affect their ability to efficiently answer the central economic problem of scarcity. Here we look at how economics builds more complicated models, looking at extending the ideas behind demand and supply.

Pollution, inequality and market dominance all hinder the market and its ability to allocate efficiently. In the final section we study the role of government as a solution to the problems of that market system.

Course Costs: \$30 for a workbook

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91399	Demonstrate understanding of the efficiency of market equilibrium	External	4
91400	Demonstrate understanding of the efficiency of different market structures using marginal analysis	External	4
91401	Demonstrate understanding of micro-economic concepts	Internal	5
91402	Demonstrate understanding of government interventions to correct market failures	Internal	5
Total Credits			18

Geography

Level 3

Prerequisites: None. Geography can be studied at this level for the first time. Students will be expected to put independent time into developing the skills taught at Level 1.

Outline of Course

Geography is the study of the environment as the home of people. It seeks to interpret the world and how it changes over time - the relationship between people and the land they live on. It is also about why things are where they are. Geography investigates the ways in which features are arranged on the earth's surface. It also looks at how people interact with their environment now and into the future.

The Geography course is designed to give students conceptual understanding of change, place, processes, patterns, sustainability and perspectives. Students of Geography apply skills and methodology to understand current contemporary issues and global studies. Research and fieldwork is an important component of our studies and allows for the synthesis of resources to come to justified conclusions. It is a highly relevant discipline that seeks to understand and solve important issues facing the world we live in today.

Please click [here](#) for further information

Topics offered in 2025:

- Analysing the processes and impacts of tourism development in Hawaii
- Use Geographic Information Systems (GIS) to identify a key contemporary issue such as human trafficking.
- Students will conduct independent research focused around sustainable tourism in Rotorua.
- Analysing the contemporary geographic issue of plastic pollution in our oceans and the impacts on people.

Course Costs: \$30 - covers course booklets. Field trip to Rotorua to be confirmed.

NZQF STANDARDS

	Title	Ext / Int	Credits
91427	Demonstrate understanding of how a cultural process shapes geographic environment(s)	External	4
91430	Conduct geographic research with consultation	Internal	5
91431	Analyse aspects of contemporary geographic issue	Internal	3
91432	Analyse aspects of a geographic topic at a global scale	Internal	3
91433	Apply spatial analysis, with consultation, to solve a geographic problem	Internal	3
Total Credits			18

History

Level 3

Prerequisites: None. Many students begin history for the first time at this level.

Outline of Course

“The Price of Power” is the theme for Level 3 History and allows students the opportunity to choose from a number of modules on offer. One module will cover the fascinating historical movement of fascism in Nazi Germany that culminated in the Holocaust. History at this level teaches students the vital, advanced essential skills of planning and carrying out independent research which are sought after skills in many fields other than history such as in the sciences. Further, students will be encouraged to be creative in the presentation of material, to evaluate conflicting viewpoints, to interpret evidence and to write essays. There is also plenty of opportunity for discussion and debate and for participating in more artistic, dance and dramatic representations.

History is highly valued by universities as it teaches students the essential skills of independent study. These oral and written skills are vital for many future careers in all professions including law, public relations, journalism and media work, marketing and event management, education and medicine.

There will also be an opportunity for students to carry out independent research on a topic of their choice. Students have often taken this opportunity to delve more deeply into family history and areas of their particular interest and curiosity.

Topics which may be offered in 2025:

- Origins of antisemitism
- Rise and rule of the Nazi state
- Origins of the Second World War
- Profiles of individual Nazi leaders
- Analysing historical debates linked to the causes of the Holocaust
- The liberation of camps
- The Nuremburg trials and denazification
- The creation of Israel
- Legacy of the Holocaust
- Special non-assessed module on Second Wave Feminism with university style seminar sessions

Course Costs: Course Fee \$80 includes booklets and Field trips.

NZQF STANDARDS

	Title	Ext / Int	Credits
91434	Research an historical event or place of significance to New Zealanders, using primary and secondary sources	Internal	5
91435	Analyse a historical event or place	Internal	5
91437	Analyse different perspectives of a contested event of significance to New Zealanders	Internal	5
91438	Analyse the causes and consequences of a significant historical event	External	6
Total Credits			21

Tourism

Level 3

Outline of course

This course is designed for students considering a career in the tourism industry and will provide them with knowledge about the industry, its history, tourism as an economic, socio-cultural and physical process, and an in depth look at some specific destinations. The course also covers communication skills (written and verbal) and basic information technology skills.

This course is designed to be taken over two years if students want to gain the National Certificate in Tourism, Level 2. Different units of work are offered in each of the two years.

This course does not contribute to University Entrance as it is not a University approved subject.

The assessment for this course is based on unit standards. There is no external examination, and so students cannot earn subject endorsement.

Course Costs: A lot of the course is delivered via e-books and workbooks, and the cost of these is approximately \$150 a year. Field trips within Auckland costing approximately \$30 may be undertaken as part of the course. A two or three day field trip to Rotorua will be offered to the Year 13 students taking this course, the cost of this will be approximately \$350.

NZQF STANDARDS

	Title	Ext / Int	Credits
18211	Destination Australia	Internal	5
3727	Destination South Pacific	Internal	5
24725	Economic significance of tourism	Internal	4
24726*	Social and cultural impacts of tourism	Internal	2 (L2)
24727*	Impacts of Tourism on the Physical Environment	Internal	3 (L2)
24733	Pure New Zealand	Internal	4
Total Credits			19 (L3) 5 (L2)

*These two Level 2 standards are compulsory for the students who have completed the Level 2 programme and wish to gain the Certificate in Tourism

The International Baccalaureate

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through inter-cultural understanding and respect.

To this end the organisation works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB Diploma Programme [information booklet](#) and the parent/student [information evening](#) presentation provide an overview of the programme. You can view the IB Diploma Programme in a Dio context in this [video](#)

The International Baccalaureate (IB) Diploma Programme

The IB Diploma Programme is designed as an academically challenging and balanced programme of education which prepares students for success at university and life beyond. The programme is taught in Years 12 and 13 and has gained the respect of the world's leading universities.

The programme has:

- Provided an education that balances subject depth and breadth, and considers the nature of knowledge across the disciplines through the unique theory of knowledge course
- Encouraged international mindedness in students starting with a foundation in their own language and culture
- Developed a positive attitude to learning that prepared students for university education
- Gained a reputation for its rigorous external assessment with published global standards
- Emphasised the development of the whole student - physically, intellectually, emotionally and ethically.

Who should study the IB Diploma Programme?

A Diploma student should have the following qualities:

- Demonstrated enthusiasm for academic learning
- Self-motivation and a desire to be challenged
- Independent learning skills
- Organisational and time management skills
- A desire to have subject depth and breadth
- An interest in an international perspective
- Creative and innovative thinking

Assessment

At the end of the programme students take written examinations, which are marked by external IB examiners. Students also complete internal assessment tasks in the school, which are initially marked by teachers and then moderated by external moderators or assignment tasks that are sent directly to external examiners.

The marks awarded for each course range from 1 (lowest) to 7 (highest). Students are also awarded up to three additional points for their combined results for Theory of Knowledge (TOK) and the Extended Essay (EE). 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 (CAS) requirement. The highest total that a Diploma Programme student can be awarded is 45 points.

Costs:

The IB Diploma Programme is an international programme with administration and examination entrance fees.

To cover these fees there is a course fee of \$235.00 per term.

Diploma Programme Curriculum





Course Selection

The IB programme aims to develop students who have an excellent breadth and depth of knowledge. The course is consequently divided into six groups and ideally you should choose one subject from each group. If your future tertiary studies and/or career require a more specialised course it can be accommodated but you need to discuss these options with the Diploma Coordinator.

Most subjects can be studied at two levels – Higher Level and Standard Level. Students choose three subjects at higher level, and three subjects at standard level, total of SIX subjects. You do not have to make a final decision about HL versus SL when you select your course for Year 12, except for Mathematics, but you should consider whether you would have three viable HL subjects. You must select SL or HL for Mathematics at the time of selecting your subjects.

Higher Level subjects require intensive, in depth study over the two years, with a minimum of 240 hours teaching time. These generally reflect a student's areas of interest and academic strength. Standard Level subjects are less demanding, require a lesser degree of specialised knowledge and understanding, and take a minimum of 150 hours teaching time.

Answer the following questions before choosing subjects:

- Which subjects have I enjoyed in the past? Why have I enjoyed them?
- Which subjects have I previously studied most successfully?
- What careers am I considering? What do I want to study at University? What relationship is there between my academic success and my future plans?

Now follow these steps to make your choices

1. You must choose a Group 1, Group 2 and Group 5 subject
2. If you want to choose 2 subjects from Group 2, 3, or 4, you must drop a Group 6 subject first. This means you cannot do two Group 2, 3 or 4 subjects and a Group 6 subject.
3. You can choose up to three Group 4 subjects (Sciences)
4. You cannot choose two Group 6 subjects
5. You must select your Group 5 Mathematics course and level at the time of completing your option form. It is advisable to consult with your maths teacher and read the course prerequisites in the Mathematics section of the option book before making this selection.
6. Finally you should consider which subjects you may choose for HL. You can change your mind during Year 12 but make sure you are confident you have three viable HL subjects.

Diploma Subjects

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
English Literature A HL/SL	Chinese B HL/SL	Economics HL/SL	Biology HL/SL	Mathematics Analysis & Approaches HL/SL	Dance HL/SL
Chinese Literature A HL/SL	English B HL	Geography HL/SL	Chemistry HL/SL	Mathematics Application & Interpretation HL/SL	Film HL/SL
	French B HL/SL	History HL/SL	Physics HL/SL		Music HL/SL
	German B HL/SL	Digital Society HL/SL			Theatre Studies HL/SL
	Japanese B HL/SL	Psychology HL/SL			Visual Arts HL/SL
	Latin HL/SL				
	Spanish B HL/SL				
	French <i>ab initio</i> SL				

Note:

The timetable will be constructed in an attempt to fit the subject selections of all students. However, while every attempt is made to do this, it is not always possible, and it may be the case that some students will be asked to re-select if necessary . Some courses may not run due to insufficient numbers.

English Literature

Aims

- Engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
- Develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- Develop skills in interpretation, analysis and evaluation
- Develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- Develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings
- Develop an understanding of the relationships between studies in language and literature and other disciplines
- Communicate and collaborate in a confident and creative way
- Foster a lifelong interest in and enjoyment of language and literature

Syllabus Outline (Higher and Standard Level)

- Readers, writers and texts
- Time and space
- Intertextuality: Connecting texts

Higher Level: the study of 13 literary works, including works in translation.

Standard Level: the study of 9 literary works, including works in translation

Assessment Outline

HIGHER LEVEL

External Assessment			80%
Written Paper 1	2¼ hours	Literary Commentary	35%
Written Paper 2	1¾ hours	Comparative Essay	25%
Higher Level Essay	1,200 - 1,500 words	Literary Essay	20%
Internal Assessment			20%
Individual Oral	15 Minutes	Prepared Literary Response	20%

STANDARD LEVEL

External Assessment			70%
Written Paper 1	1¾ hours	Guided Literary Analysis	35%
Written Paper 2	1¾ hours	Comparative Essay	35%
Internal Assessment			30%
Individual Oral	15 Minutes	Prepared Literary Response	30%

Ability/prior study required

Level 1 English external standards with Achieved grades. For HL English it is preferred to have achieved Level 1 with Excellence Endorsed but you can discuss with the Head of English faculty if you have a Merit endorsement.

Chinese Literature

Aims

- Engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
- Develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- Develop skills in interpretation, analysis and evaluation
- Develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- Develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings
- Develop an understanding of the relationships between studies in language and literature and other disciplines
- Communicate and collaborate in a confident and creative way
- Foster a lifelong interest in and enjoyment of language and literature

Syllabus Outline (Higher and Standard Level)

- Readers, writers and texts
- Time and space
- Intertextuality: Connecting texts

Higher Level: the study of 13 literary works, including works in translation.

Standard Level: the study of 9 literary works, including works in translation

Course Costs: Approximately \$70. Students will be provided a reading list to purchase their own texts in hardcopy and/or electronic copy.

Assessment Outline

HIGHER LEVEL

External Assessment			80%
Written Paper 1	2¼ hours	Guided Literary Analysis	35%
Written Paper 2	1¾ hours	Comparative Essay	25%
Higher Level Essay	1,500 - 1,800 Chinese Characters	Literary Essay	25%
Internal Assessment			20%
Individual Oral	15 minutes	Prepared Literary Response	20%

STANDARD LEVEL

External Assessment			70%
Written Paper 1	1¾ hours	Guided Literary Analysis	35%
Written Paper 2	1¾ hours	Comparative Essay	35%
Internal Assessment			30%
Individual Oral	15 minutes	Prepared Literary Response	30%

Ability/prior study required

To do this option you must meet some or all of the following criteria:

- Native speaker of Chinese;
- Experienced in using Chinese in an academic context, having had sufficient years of 语文/國文 (Chinese Language and Literature) education;
- Achieving a satisfactory level in the DCHIA Entrance Test (to be sat by all candidates)

The final decision will be made by the TIC Chinese A.

Click [here](#) for an overview of Languages

Language B: Chinese, English, French, German, Japanese, Spanish

Aims

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students' awareness of the importance of language in relation to other areas of knowledge.
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Foster curiosity, creativity and a lifelong enjoyment of language learning.

Syllabus Outline (Higher and Standard Level)

Five prescribed themes are common to the syllabuses of Language B and Language ab initio; the themes provide relevant contexts for study at all levels of language acquisition in the Diploma, and opportunities for students to communicate about matters of personal, local or national, and global interest.

The five prescribed themes are:

- identities
- experiences
- human ingenuity
- social organisation
- sharing the planet.

Literature (HL only)

The study of two literary works originally written in the target language is a requirement at HL in Language B. HL students are expected to understand fundamental elements of the literary works studied, such as themes, plot and characters. It must be emphasized that literary criticism is not an objective of the language B course. In language acquisition courses, specifically Language B HL, literature is intended as a stimulus for ideas to be explored, principally through oral assessment.

Assessment Outline

STANDARD LEVEL

External Assessment 3 Hours			75%
Written Papers			
Paper 1	1¼ hours	Productive Skills	25%
Paper 2	1¾ hours	Receptive Skills	50%
Internal Assessment			25%
Individual Oral Assessment			25%

HIGHER LEVEL

External Assessment 3 hours 30 Mins			75%
Written Papers			
Paper 1	1½ hours	Productive Skills	25%
Paper 2	2 hours	Receptive Skills	50%
Internal Assessment			25%
Individual Oral Assessment			25%

Course Costs: Chinese \$130.00, French \$25.00, German \$120.00, Japanese \$20, Spanish \$120

French: Girls are encouraged to sit the French Government DELF exam in August (optional). The cost of \$120 includes coursebook and exam fee.

Language Ab Initio: French

Aims

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students' awareness of the importance of language in relation to other areas of knowledge.
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Foster curiosity, creativity and a lifelong enjoyment of language learning.

Syllabus Outline (Standard Level)

In the language ab initio course, students develop the ability to communicate in the target language through the study of **language, themes** and **texts**. In doing so, they also develop **conceptual understandings** of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course.

Five prescribed themes are common to the syllabuses of Language B and Language ab initio; the themes provide relevant contexts for study at all levels of language acquisition in the Diploma, and opportunities for students to communicate about matters of personal, local or national, and global interest.

The five prescribed themes are:

- identities
- experiences
- human ingenuity
- social organisation
- sharing the planet.

Please click [here](#) for more detailed Ab Initio French information

Assessment Outline

External Assessment 2 Hours 45 Mins			75%
Written Papers			
Paper 1	1 hour	Productive Skills	25%
Paper 2	1¾ hours	Receptive Skills	50%
Internal Assessment			25%
Individual Oral – Interactive Skills			25%

Course Costs: \$40

Girls are encouraged to sit the French Government DELF exam in August. The cost includes coursebook and exam fee

Cost \$120.00 (optional)

Choosing a Language Course

You must choose a language course that, as far as possible, is most suited to your needs and that will provide you with an appropriate academic challenge.

Language B HL: For the foreign language learner who has had in excess 4–5 years' experience of the language, and may intend to pursue study of the language for a future career. It is likely the student will have also had significant exposure to the language (eg. lived in the country for a period of time/the language is spoken at home etc).

Language B SL: For the foreign language learner who has 2–5 years' experience of the language, and may not intend to pursue study of the language for a future career.

Language ab initio: For the beginner with little previous experience. If you have studied the SL language in either Year 10 or Year 11 you are not eligible to take the ab initio course.

Language B: Classical Language: Latin

Aims

- enable students to develop knowledge and skills to engage with, use, and enjoy the classical language
- enable students to understand and make connections between texts written in the classical language
- provide students with an appreciation of both the classical world and the perspectives of Roman and ancient Greek people
- develop students' appreciation of the ongoing relevance and the literary merits of classical texts and the issues raised in them
- develop students' ability to engage in inquiry that involves both texts in the classical language and other products of classical cultures or their traditions
- improve students' understanding of their own language(s) and other languages as a basis for work and for further study.

Syllabus Outline (Higher Level and Standard Level)

1. Study of the Language
Students answer questions on an unseen extract that demonstrate both their understanding of the mechanics of the classical language and the text itself.
2. Study of Literature
Students answer questions that demonstrate their understanding of a prescribed core text. In an extended response, they demonstrate their understanding of the other texts they have read during the course.
3. Individual Study
A research dossier – Students' annotations of primary sources in the classical language demonstrate they understand their contents.

Assessment Outline

HIGHER LEVEL

External Assessment			80%
Written Papers			
Paper 1	2 hours	Reading comprehension, translation, and guided analysis questions based on a set of two unseen extracts	30%
Paper 2	1½ hours	Short answer questions based on an extract from a prescribed core text and an extended response based on a prompt.	30%
Composition		Students submit an original composition in prose Latin or Classical Greek guided by intentions and informed by classical sources and additional research	20%

Internal Assessment		20%
Individual project: a research dossier		

STANDARD LEVEL

External Assessment			70%
Written Papers			
Paper 1	1½ hours	Reading comprehension and translation questions based on an unseen extract	35%
Paper 2	1½ hours	Short answer questions based on an extract from a prescribed core text and an extended response based on a prompt.	35%

Internal Assessment		30%
Individual project: a research dossier		

Course Costs: \$60.00

Economics

Aims

The aims of the economics course at SL and HL are to enable students to:

- Develop a critical understanding of a range of economic theories, models, ideas and tools in the areas of microeconomics, macroeconomics and the global economy
- Apply economic theories, models, ideas and tools and analyse economic data to understand and engage with real-world economic issues and problems facing individuals and societies.
- Develop a conceptual understanding of individuals' and societies' economic choices, interactions, challenges and consequences of economic decision-making.

Syllabus Outline (Higher and Standard Level)

1. Introduction to Economics
2. Microeconomics
3. Macroeconomics
4. The Global Economy

Course Costs: \$110 Text Book

there may be a field trip to Wellington to visit government agencies and local businesses with an approximate cost of \$450 depending on airfares.

Assessment Outline

HIGHER LEVEL

External Assessment			80%
Written Papers			
Paper 1	1¼ hours	Extended response paper	25%
Paper 2	1¾ hours	Data response paper	35%
Paper 3	1 hour	Policy paper	20%
Internal Assessment			20%
Students produce a portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media. (Maximum 800 words x 3)			

STANDARD LEVEL

External Assessment			70%
Written Papers			
Paper 1	1¼ hours	Extended response paper	30%
Paper 2	1¾ hours	Data response paper	40%
Internal Assessment			30%
Students produce a portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media. (Maximum 800 words x 3)			

Ability/prior study required

No prior study necessary, however Year 11 Economics would be an advantage. You should be interested in current affairs and world issues and should be willing to take an active role in your learning environment.

Geography

Aims

The aims of the geography course at SL and HL are to enable students to:

- develop an understanding of the dynamic interrelationships between people, places, spaces and the environment at different scales
- develop a critical awareness and consider complexity thinking of geographic issues, including population change, climate change, impact of pandemics and famines, the future of extreme environments, overconsumption of resources.:
- understand and evaluate the need for planning and sustainable development through the management of resources at varying scales to mitigate potential issues in the future..

The relevance of Geography

“IB Geography looks at current real world examples such as managing pandemics, climate change, the impacts of famine, global trade, tourism, globalisation, ageing populations etc. Geography focuses on different places, processes happening around the world, who has the power to make change and the possibilities for now and the future. “

Please click [here](#) for further information

Syllabus Outline:

Part 1: Geographic Themes

Two themes are studied at SL and three themes are studies for HL

1. Extreme Environments
2. Food and Health
3. Geophysical Hazards

Part 2: Geographic Perspectives – global change (HL and SL)

1. Population distribution – changing populations
2. Global Climate – vulnerability and resilience
3. Global resource consumption and security

Part 3: Geographic Perspectives – global interactions (HL)

1. Power, place and networks
2. Human development and diversity
3. Global risks and resilience

Field work (internal assessment)

SL and HL field work based in Auckland. Field data will be collected which will enable students to present data visually and write a written report based on a field work question, information collection and analysis with an evaluation.

Course Cost: \$45 (course booklets)

Assessment Outline**HIGHER LEVEL**

External Assessment			80%
Written Papers			
Paper 1	1½ hours	Geographic themes- three options	35%
Paper 2	2 hours	Geographic perspectives- global change	25%
Paper 3	1 hour	Geographic perspectives- global interactions	20%
Internal Assessment – Fieldwork			20%
One written report (2500 words)			

STANDARD LEVEL

External Assessment			75%
Written Papers			
Paper 1	1½ hours	Geographic themes- three options	35%
Paper 2	1 hour 20 mins	Geographic perspectives- global change	40%
Internal Assessment – Coursework			25%
One written report (maximum 2500 words)			

Ability/prior, study required

The geography course requires no specific prior learning. No particular background in terms of specific subjects studied for national or international qualifications is expected or required. The skills needed for the geography course are developed within the context of the course itself.

History

Aims

- Develop an understanding of, and continuing interest in, the past
- Encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments
- Promote international-mindedness through the study of history from more than one region of the world
- Develop an understanding of history as a discipline and to develop historical consciousness including a sense of chronology and context, and an understanding of different historical perspectives
- Develop key historical skills, including engaging effectively with sources
- Increase students' understanding of themselves and of contemporary society by encouraging reflection on the past

Syllabus Outline (Higher and Standard Level)

Prescribed Subject: The move to global war

- Japanese expansion in East Asia (1931-1941) - Case Study 1
- German and Italian expansion (1933-1940) - Case Study 2

This topic is divided into two case studies from different regions of the world. It is linked to the world history topics and to the three sections covered in the History of Europe paper.

Twentieth Century World History Topics:

Causes and effects of twentieth century war

- First World War
- Second World War
- Chinese Civil War 1927 - 1937 and 1946 - 1949
- Spanish Civil War 1936 - 1939

Authoritarian States (20th century)

- China - Mao Zedong 1911 - 1976; Nationalist China under Jiang Jieshi; China under Deng Xiaoping and Jiang Jemin
- Germany - the rise and rule of Hitler 1933 -45
- Italy - the rise and rule of Mussolini 1922 - 1943

Regional Option for Higher Level only:

History of Asia and Oceania

- China and Korea - 1910 - 1950
- The People's Republic of China (1949 - 2005)

Course Costs: \$100 Booklets and Field Trips.

Assessment Outline**HIGHER LEVEL**

External Assessment			80%
Written Papers			
Paper 1	1 hour	A document – based paper set on Global War 1931 - 1941	20%
Paper 2	1½ hours	A paper based on the 20th Century world history topics	25%
Paper 3	2½ hours	A paper based on the regional option - Asia and Oceania	35%
Internal Assessment			20%
Historical Investigation			

STANDARD LEVEL

External Assessment			75%
Written Papers			
Paper 1	1 hour	A document – based paper set on Global War 1931 - 1941	30%
Paper 2	1½ hours	A paper based on the 20th Century world history topics	45%
Internal Assessment			25%
Historical Investigation			

Ability/prior, study required

No prior study is necessary – students should be interested in historical issues, current affairs and world issues. They should also be curious about how the past influenced and is still influencing the present. They should also be willing to take an active role in their learning.

Digital Society

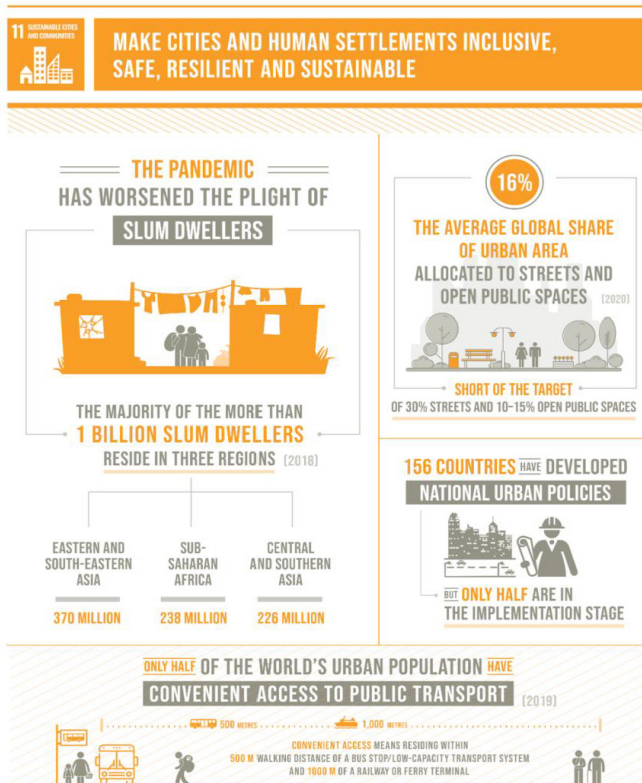
We are in a digital revolution that is changing the way people communicate, create and connect. Digital society invites students and teachers to work together to explore the challenges and changes faced today in technology, media, ethics and policy through conceptual and contextual lenses.

The subject includes an explicit inquiry model as well as a skills-based toolkit to support student success. Subject topics are open-ended rather than limited and can evolve according to new developments, examples, and emerging technologies. This new subject is adaptable to teacher and student interest allowing for “big ideas”.

At the heart of the course is the opportunity as a learner to address serious issues confronting both local and global communities. Challenge topics involve pressing complex issues with far reaching impacts and implications for large numbers of people. Challenge topics are widespread, persistent and often transnational and transgenerational. In Digital Society, these challenge topics are

intertwined with digital systems. Students explore these topics with the idea that they will propose interventions that attempt to mitigate, intercede, support or resolve aspects of the challenge topic.

As an example, the United Nations have 17 sustainable development goals, Goal 11 of which is related to safe, sustainable cities and is depicted in the graphic. Any current news bulletin or newspaper article in New Zealand is headlined by issues related to congestion, overcrowding, pandemic, socio-economic divide, gang violence, poor public transport, unsafe city centre and more. As a Digital Society student you will explore some of these issues and propose how digital technologies may provide solutions or partial solutions to some of the issues.



Digital Society provides a pathway for students interested in the following career opportunities:

STEM related fields	Computer science Medicine Applied engineering Data science
Social sciences, humanities and related fields	Law History Sociology Public policy
Interdisciplinary fields	Science, technology and studies Digital arts and media Global challenges

Assessment Outline**HIGHER LEVEL**

External Assessment			80%
Written Papers			
Paper 1	2¼ hours	Six questions in two sections that address syllabus topics and real-world examples in an integrated way. Section A Students answer two of four structured questions on the common SL and HL syllabus. Section B Students answer one of two extended response questions based on the HL extension.	35%
Paper 2	1¼ hours	Four source based questions that address the common SL and HL syllabus in an integrated way. Sources may include text, audio, visuals, data, diagrams and/or infographics. Students answer all four questions.	20%
Paper 3	1¼ hours	Questions that address an intervention related to an HL extension challenge topic. A brief statement indicating the real-world nature of a selected challenge topic will be released prior to the examination. Students answer all four questions.	25%
Internal Assessment			20%
Inquiry Project (30 hours)			
Students conduct an inquiry into impacts and implications of digital systems for people and communities. The submission for the project include:			
<ul style="list-style-type: none"> • An inquiry process document not to exceed 1500 words • A recorded multimedia presentation not exceeding 10 minutes • A list of references 			

STANDARD LEVEL

External Assessment			70%
Written Papers			
Paper 1	1 hours	Four structured questions that address the common SL and HL syllabus and real world examples in an integrated way. Students answer two or four structured questions.	40%
Paper 2	1¼ hours	Four source based questions that address the common SL and HL syllabus in an integrated way. Sources may include text, audio, visuals, data, diagrams and/or infographics. Students answer all four questions.	30%
Internal Assessment			30%
Inquiry Project (30 hours)			
Students conduct an inquiry into impacts and implications of digital systems for people and communities. The submission for the project include:			
<ul style="list-style-type: none"> • An inquiry process document not to exceed 1500 words • A recorded multimedia presentation not exceeding 10 minutes • A list of references 			

Ability/prior, study required

No prior requirements

Psychology

At the core of the DP psychology course is an introduction to three different approaches to understanding behaviour: the biological, cognitive and sociocultural approaches. Students study and critically evaluate the knowledge, concepts, theories and research that have developed the understanding in these fields.

The interaction of these approaches to studying psychology forms the basis of a holistic and integrated approach to understanding mental processes and behaviour as a complex, dynamic phenomenon, allowing students to appreciate the diversity as well as the commonality between their own behaviour and that of others.

The contribution and the interaction of the three approaches is understood through the four options in the course, focusing on areas of applied psychology: abnormal psychology, developmental psychology, health psychology, and the psychology of relationships. The options provide an opportunity to take what is learned from the study of the approaches to psychology and apply it to specific lines of inquiry.

Aims

- develop an understanding of the biological, cognitive and socio-cultural factors affecting mental processes and behaviour
- apply an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour to at least one applied area of study
- understand diverse methods of inquiry
- understand the importance of ethical practice in psychological research in general and observe ethical practice in their own inquiries
- ensure that ethical practices are upheld in all psychological inquiry and discussion
- develop an awareness of how psychological research can be applied to address real-world problems and promote positive change

Syllabus Outline

Core

- Biological approach to understanding behaviour
- Cognitive approach to understanding behaviour
- Sociocultural approach to understanding behaviour
- Approaches to researching behaviour

Options

- Abnormal psychology
- Developmental psychology
- Health psychology
- Psychology of human relationships

Assessment Outline**HIGHER LEVEL**

External Assessment			80%
Written Papers			
Paper 1	2 hours	Three short answer questions on the core. One essay from a choice of three on the biological, cognitive and sociocultural approaches. Essays will reference additional HL topic.	40%
Paper 2	2 hours	Two questions; one each from a choice of three on two options	20%
Paper 3	1 hour	Three short answer questions on approaches to research	20%
Internal Assessment			20%
A report on an experimental study undertaken by the student.			

STANDARD LEVEL

External Assessment			75%
Written Papers			
Paper 1	2 hours	Three short answer questions on the core. One essay from a choice of three on the biological, cognitive and sociocultural approaches	50%
Paper 2	1 hour	One question from a choice of three on one option.	25%
Internal Assessment			25%
A report on an experimental study undertaken by the student.			

Ability/prior, study required

No prior requirements

Biology

Through studying biology students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes these subjects.

The aims enable students, through the over arching theme of the Nature of Science, to:

- Develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
- Acquire and apply a body of knowledge, methods, tools and techniques that characterize science
- Develop the ability to analyse, evaluate and synthesize scientific information and claims
- Develop the ability to approach unfamiliar situations with creativity and resilience
- Design and model solutions to local and global problems in a scientific context
- Develop an appreciation of the possibilities and limitations of science
- Develop technology skills in a scientific context
- Develop the ability to communicate and collaborate effectively develop awareness of the ethical, environmental, economic, cultural and social impact of science.

Syllabus Outline (Higher and Standard level)

1. The Living Planet
2. Units of Life
3. Enzymes - Breaking it down
4. Health Science
5. Body Communication
6. DNA and Inheritance
7. Plant Life
8. Biodiversity and Evolution
9. Human Impact

Practical work

Practical activities

Internal Assessment (Independent Scientific Investigation)

Collaborative Sciences Project

Assessment Outline**HIGHER LEVEL**

External Assessment			80%
Written Papers			
Paper 1	2 hours	1A multiple choice questions 1B Data-based questions (four questions that are syllabus related, addressing all themes)	36%
Paper 2	2½ hours	Section A Data based and short answer Section B Extended response questions	44%
Internal Assessment			20%
The internal assessment consists of one task: the scientific investigation. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course			

STANDARD LEVEL

External Assessment			80%
Written Papers			
Paper 1	1½ hours	1A multiple choice questions 1B Data-based questions (four questions that are syllabus related, addressing all themes)	36%
Paper 2	1½ hours	Section A Data based and short answer Section B Extended response questions	44%
Internal Assessment			20%
The internal assessment consists of one task: the scientific investigation. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course			

Ability/prior study required

You should have a keen interest in Biology. For HL Biology you should have Excellence in S90948 (Genetics) or B90929 or B90927. For SL Biology you should have a Merit in either S90948 (Genetics) or B90929 or B90927.

Course Costs: \$80.

Chemistry

Aims

Through studying chemistry students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes these subjects.

The aims enable students, through the over arching theme of the Nature of Science, to:

- Develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
- Acquire and apply a body of knowledge, methods, tools and techniques that characterize science
- Develop the ability to analyse, evaluate and synthesize scientific information and claims
- Develop the ability to approach unfamiliar situations with creativity and resilience
- Design and model solutions to local and global problems in a scientific context
- Develop an appreciation of the possibilities and limitations of science
- Develop technology skills in a scientific context
- Develop the ability to communicate and collaborate effectively
- Develop awareness of the ethical, environmental, economic, cultural and social impact of science.

Syllabus Outline (Higher and Standard Level)

Structure 1. Models of the particulate nature of matter

Structure 2. Models of bonding and structure

Structure 3. Classification of matter

Reactivity 1. What drives chemical reactions?

Reactivity 2. How much, how fast and how far?

Reactivity 3. What are the mechanisms of chemical change

Practical work

Practical Work

Collaborative Sciences Project

Scientific Investigation

Assessment Outline**HIGHER LEVEL**

External Assessment			80%
Written Papers			
Paper 1	2 hours	1A multiple choice questions 1B Data-based questions (four questions that are syllabus related, addressing all themes)	36%
Paper 2	2½ hours	Section A Data based and short answer Section B Extended response question	44%

Internal Assessment		20%
The internal assessment consists of one task: the scientific investigation. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course		

STANDARD LEVEL

External Assessment			80%
Written Papers			
Paper 1	1½ hours	1A multiple choice questions 1B Data-based questions (four questions that are syllabus related, addressing all themes)	36%
Paper 2	1½ hours	Section A Data based and short answer Section B Extended response question	44%

Internal Assessment		20%
The internal assessment consists of one task: the scientific investigation. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course		

Ability/prior study required

You should have a keen interest in Chemistry. For HL Chemistry you should have Excellence in S90944 (Acids and Bases), C90934 (Chemical Reactions) or C90932 (Carbon Chemistry).

For SL Chemistry you should have Merit in S90944 (Acids and Bases) or C90934 (Chemical Reactions). Physical Science would be an advantage. If you are considering higher level Chemistry you must be proficient in Mathematics.

Course Costs: \$45.

Physics

Aims

Through studying physics, students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes these subjects.

The aims enable students, through the over arching theme of the Nature of Science, to:

- Develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
- Acquire and apply a body of knowledge, methods, tools and techniques that characterize science
- Develop the ability to analyse, evaluate and synthesize scientific information and claims
- Develop the ability to approach unfamiliar situations with creativity and resilience
- Design and model solutions to local and global problems in a scientific context
- Develop an appreciation of the possibilities and limitations of science
- Develop technology skills in a scientific context
- Develop the ability to communicate and collaborate effectively
- Develop awareness of the ethical, environmental, economic, cultural and social impact of science

Syllabus Outline (Higher and Standard Level)

A.1 Kinetics

A.2 Forces and momentum

A.3 Work, energy and power

A.4 Rigid body mechanics

A.5 Galilean and special relativity

B.1 Thermal energy transfers

B.2 Greenhouse effect

B.3 Gas laws

B.4 Thermodynamics

B.5 Current and circuits

C.1 Simple harmonic motion

C.2 Wave model

C.3 Wave phenomena

C.4 Standing waves and resonance

C.5 Doppler effect

D.1 Gravitational fields

D.2 Electric and magnetic fields

D.3 Motion in electromagnetic fields

D.4 Induction

E.1 Structure of the atom

E.2 Quantum physics

E.3 Radioactive decay

E.4 Fission

E.5 Fusion and stars

Practical work

Practical activities

Collaborative Sciences Project

Scientific investigation

Assessment Outline**HIGHER LEVEL**

External Assessment			80%
Written Papers			
Paper 1	2 hours	1A multiple choice questions 1B Data-based questions (four questions that are syllabus related, addressing all themes)	36%
Paper 2	2½ hours	Section A Data based and short answer Section B Extended response question	44%
Internal Assessment			20%
The internal assessment consists of one task: the scientific investigation. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course			

STANDARD LEVEL

External Assessment			80%
Written Papers			
Paper 1	1½ hours	1A multiple choice questions 1B Data-based questions (four questions that are syllabus related, addressing all themes)	36%
Paper 2	1½ hours	Section A Data based and short answer Section B Extended response question	44%
Internal Assessment			20%
The internal assessment consists of one task: the scientific investigation. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course			

Ability/prior study required

You should have a keen interest in Physics. For HL Physics you should have Excellence in S90940 (Mechanics) or P90937. For SL Physics you should have a Merit in S90940 (Mechanics) or P90937. If you are considering higher level Physics you must be proficient in Mathematics.

Course Costs: \$60.

Choosing a Mathematics Course:

- Mathematics Analysis and Approaches:** This course can be taken as SL or with more Depth HL and is designed for students who wish to study mathematics as a subject in its own right or to pursue their interests in areas related to mathematics. It will appeal to students who are interested in exploring real and abstract applications of mathematical concepts. They will enjoy problem solving and generalisation. This course is suitable for students who may go on to further study in subjects that have a significant level of mathematics content, for example mathematics itself, engineering, physical sciences or economics
- Mathematics Applications and Interpretation:** This course can be taken as SL or with more depth HL and emphasises the applied nature of the subject and is designed for students who wish to understand how mathematics relates to the real world and to other subjects. This course is suitable for students who may go on to further study in subjects that utilise mathematics in this way such as social sciences, natural sciences, statistics, business, psychology or design.

Ability/prior study required: You are expected to have a sound knowledge of basic mathematical concepts and should have the skills needed to apply simple mathematical techniques correctly.

To study Mathematics HL you should have been in 11 Advanced Mathematics: you also must have gained a minimum of 14 Level 2 Mathematics credits including Merits in Calculus 91262 and Algebra 91261.

To study Mathematics SL you must have 14 Level 1 Mathematics credits, including a Merit in the End of Topic Algebra Test and a Merit in AS91028: Tables, equations & graphs.

You must indicate on your option form the course and level (SL or HL) that you are opting for. Mathematics is the only subject where you are required to commit to SL or HL from the outset.

Mathematics Analysis and Approaches

This course is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology.

Syllabus Outline (Higher and Standard Level)

- Number and Algebra
- Functions
- Geometry and Trigonometry
- Statistics and Probability
- Calculus

Assessment Outline

HIGHER LEVEL

External Assessment			80%
Written Papers			
Paper 1	2 hours	Mixed questions; calculators not allowed	30%
Paper 2	2 hours	Short response and extended answer questions	30%
Paper 3	1 hour	Extended response questions, based on option topic	20%
Internal Assessment			20%
This is an individual exploration. It is a single piece of written work that involves investigating an area of mathematics			

STANDARD LEVEL

External Assessment			80%
Written Papers			
Paper 1	1½ hours	Short response and extended questions calculators not allowed	40%
Paper 2	1½ hours	Short response and extended questions calculators allowed	40%
Internal Assessment			20%
This is an individual exploration. It is a single piece of written work that involves investigating an area of mathematics			

Mathematics Applications and Interpretation

This course provides students with a sound mathematical background for the future and for those students who will follow courses of study which do not require a high level of mathematical understanding. However, students taking this course should be equipped with fundamental skills and a rudimentary knowledge of the basic processes. It is designed for students who enjoy describing the real world and solving practical problems using mathematics, those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics.

Please note that this course though offered, did not run in 2020 and as such if further information is required, please contact the Head of Faculty.

Syllabus Outline

1. Number and Algebra
2. Functions
3. Geometry and Trigonometry
4. Statistics and Probability
5. Calculus

Assessment Outline

HIGHER LEVEL

External Assessment			80%
Written Papers			
Paper 1	2 hours	Mixed questions; calculators not allowed	30%
Paper 2	2 hours	Short response and extended answer questions	30%
Paper 3	1 hour	Extended response questions, based on option topic	20%

STANDARD LEVEL

External Assessment			80%
Written Papers			
Paper 1	1½ hours	Short response, technology required	40%
Paper 2	1½ hours	Extended response questions technology required	40%
Internal Assessment (The Project)			20%
This is an individual exploration. It is a single piece of written work that involves investigating an area of mathematics			

Dance

The curriculum provides students with a liberal arts orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance.

Aims

- understand dance as a set of practices with their own histories and theories, and to understand that these practices integrate physical, intellectual and emotional knowledge
- experience dance as an individual and collective exploration of the expressive possibilities of bodily movement
- understand and appreciate mastery in various dance styles, traditions and cultures familiar and unfamiliar
- recognize and use dance to create dialogue among the various traditions and cultures in their school environment, their society and the world at large.

Syllabus Outline (Higher and Standard Level)

Composition and analysis

The development of the creative aspect of making dances. This involves;

Composing original work

World dance studies

The development of a comparative knowledge of several dance styles from more than one culture and/or tradition. This involves;

Exploring dances, gaining both a physical and theoretical understanding

Individual investigation

Performance

The development of an understanding of and facility in performing dances. This involves developing;

Movement skills appropriate to the dancer’s performance

Clarity in relationship to space, time, dynamics and movement qualities appropriate to the work

Communicative expression in relation to other performers and to the audience

Assessment Outline

HIGHER LEVEL

External Assessment		60%
Composition and analysis	Three dance works (totaling 8-15 minutes) composed by the student, submitted on DVD. Analytical statement on the processes of composition and analysis of one of the dances	35%
Dance Investigation	Formal written report, no more than 2,500 words, analysing the similarities and differences between two dance styles drawn from different dance cultures and/ or traditions, one familiar and one unfamiliar to the student	40%
Internal Assessment		40%
Performance	Two or three dances (solo/ duet/group but at least one must be a solo or a duet) in any style or styles, performed by the student to show proficiency and expressive ability appropriate to the dance, presented at an open showing; total presentation of 6-9 minutes (at least half of which must be devoted to solo and/or duet work), submitted on DVD.	

STANDARD LEVEL

External Assessment		60%
Composition and analysis	Two dance works (totaling 6-10 minutes) composed by the student, submitted on DVD. Analytical statement on the processes of composition and analysis of one of the dances.	40%
Dance Investigation	Formal written report, no more than 1,500 words, analysing the similarities and differences between two dance styles drawn from different dance cultures and/ or traditions, one familiar and one unfamiliar to the student.	30%
Internal Assessment		40%
Performance	One or two dances (solo/ duet/group but at least one must be a solo or a duet) in any style or styles, performed by the student to show proficiency and expressive ability appropriate to the dance, presented at an open showing; total presentation of 3-6 minutes (at least half of which must be devoted to solo and/or duet work), submitted on DVD.	

Ability/prior study required:

NCEA Level 1 Literacy and Year11 Dance or in consultation with the HOD

Film

Aims

- An appreciation and understanding of film as a complex art form
- An ability to formulate stories and ideas in film terms
- The practical and technical skills of production
- Critical evaluation of film productions by the student and by others
- A knowledge of film-making traditions in more than one country.

Syllabus Outline (Higher and Standard Level)

- Part 1: Reading Film
- Part 2: Contextualizing film
- Part 3: Exploring film production roles
- Part 3: (Higher Level only): Collaboratively producing film

The course explores a range of cultures and time periods to allow the student to attain knowledge of film-making traditions in more than one country. The craft of film is powerful, moving, and largely shaping by moving images – to understand and appreciate this craft and its impact throughout history and into today is vital for succeeding in a demanding modern world.

IB Film prompts students to explore this cultural phenomenon often rendered as entertainment – but undoubtedly one of the most ubiquitous and culture shaping art forms.

Assessment Outline

HIGHER LEVEL

External Assessment		40%
Textual analysis	Textual analysis (max 1,750 words) of a prescribed film text based on a chosen extract (max 5 mins), and list of sources.	20%
Comparative study	Recorded multimedia comparative study (max 10 mins), and list of sources	20%
Internal Assessment		60%
Film Portfolio	Portfolio pages (max 9 pages: 3 pages per production role) and list of sources. A film reel (max 9 mins: 3 mins per production role, including 1 completed film).	25%
Collaboratively producing film	Completed film (max 7 mins). Project report (max 2,000 words) and list of sources	35%

STANDARD LEVEL

External Assessment		60%
Textual analysis	Textual analysis (max 1,750 words) of a prescribed film text based on a chosen extract (max 5 mins), and list of sources.	30%
Comparative study	Recorded multimedia comparative study (max 10 mins), and list of sources	30%
Internal Assessment		40%
Film portfolio	Portfolio pages (max 9 pages: 3 pages per production role) and list of sources. A film reel (max 9 mins: 3 mins per production role, including 1 completed film).	

Ability/prior study required:

NCEA Level 1 Literacy. Level 1 Media Studies would be an advantage.

Music

The Diploma Music course has been designed to prepare the 21st century music student for a world in which global musical cultures and industries are rapidly changing. The course is grounded in the knowledge, skills and processes associated with the study of music and offers a strengthened approach to student creativity through practical, informed, and purposeful explorations of diverse musical forms, practices, and contexts. The course also ensures a holistic approach to learning, with the roles of performer, creator and researcher afforded equal importance in all course components.

Aims

- Students explore a range of musical contexts and make links to, and between, different musical practices, conventions and forms of expression
- Student acquire, develop and experiment with musical competencies through a range of musical practices, conventions and forms of expression, both individually and in collaboration with others
- Students evaluate and develop critical perspectives on their own music and the work of others.

Syllabus Outline (Higher and Standard Level)

Composition and analysis

- Exploring music in context
- Experimenting with music
- Presenting Music
- The contemporary music-maker (HL only)

Assessment Outline

HIGHER LEVEL

External Assessment		50%
Exploring music in context	Students select samples of their work for a portfolio submission. Students submit; a)Written work demonstrating engagement with and understanding of diverse, musical material. b)Practical exercises in creating and performing	20%
Presenting Music	Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry. The submission contains; a)Programme notes. b)Presenting as a creator: composition and/or improvisation	30%

Internal Assessment		50%
Experimenting with Music	Students submit an experimentation report with evidence of their musical processes in creating and performing in two areas of inquiry in a local and/or global context. The report provides a rationale and commentary for each process. Students submit: A written experimentation report that supports the experimentation. Practical musical evidence of the experimentation process in creating and performing.	20%
The Contemporary Music Maker	Students submit a continuous multimedia presentation documenting their real-life project which evidences; The project proposal. The process and evaluation. The realized project, or curated selections of it.	30%

STANDARD LEVEL

External Assessment		70%
Exploring music in context	Students select samples of their work for a portfolio submission. Students submit; Written work demonstrating engagement with and understanding of diverse, musical material. Practical exercises in creating and performing.	30%
Presenting Music	Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry. The submission contains; Programme notes. Presenting as a creator: composition and/or improvisation. Presenting as a performer: solo and/or ensemble.	40%

Internal Assessment		30%
Experimenting with Music	Students submit an experimentation report with evidence of their musical processes in creating and performing in two areas of inquiry in a local and/or global context. The report provides a rationale and commentary for each process. Students submit: A written experimentation report that supports the experimentation. Practical musical evidence of the experimentation process in creating and performing.	

Ability/prior study required:

Yr11 Music or in consultation with TIC Music

Theatre Studies

Aims

Higher level and standard level students will:

- Inquire into theatre and its contexts
- Develop and practically apply theatre performance and production skills and elements, led by intentions
- Create, present and evaluate theatre work both independently and collaboratively
- Acquire the perspectives and intentions of an internationally-minded theatre-maker

For HL Only:

- Understand, appreciate and explore the relationship between theory and performance

Syllabus Outline (Higher and Standard Level)

Through the perspectives of creator, designer, director and performer, theatre students investigate the following syllabus areas::

- Staging play texts
- Exploring world theatre traditions
- Collaboratively creating original theatre
- Performing theatre theory (HL only)

Assessment Outline

HIGHER LEVEL

External Assessment		80%
Research Presentation	Students plan and deliver an individual presentation (15 minutes maximum) to their peers in which they present and physically demonstrate their research into a convention of a world theatre tradition they have not previously studied.	20%
Collaborative project	Students collaboratively create and present an original piece of theatre (lasting 13-15 minutes) for and to a specified target audience, created from a starting point of their choice.	25%
Solo Theatre Piece	Students research a theatre theorist they have not previously studied, identify an aspect(s) of their theory and create and present a solo theatre piece (4-8 minutes) based on this aspect(s) of theory and complete an essay that discusses how they've applied the theory and the performance outcome.	35%
Internal Assessment		20%
Production Proposal	Students at SL and HL choose a published play text they have not previously studied and formulate a vision for the design and theoretical staging of the entire play text for an audience.	

STANDARD LEVEL

External Assessment		70%
Research Presentation	Students plan and deliver an individual presentation (15 minutes maximum) to their peers in which they present and physically demonstrate their research into a convention of a world theatre tradition they have not previously studied.	30%
Collaborative project	Students collaboratively create and present an original piece of theatre (lasting 13-15 minutes) for and to a specified target audience, created from a starting point of their choice.	40%
Internal Assessment		30%
Production Proposal	Students at SL and HL choose a published play text they have not previously studied and formulate a vision for the design and theoretical staging of the entire play text for an audience.	

Ability/prior study required:

Level 1 Drama endorsed with Merit or in consultation with the HOD

Other requirements:

Students need to be aware of the rehearsal time commitment in Drama which goes beyond class time. There will be occasions when rehearsals need to be held at lunchtime, after school and in the weekends (with prior notification). Dates will be given to students at the beginning of the year. Assessments may be held in the evening.

Visual Arts

The IB Diploma Programme Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers.

Students will develop conceptually based projects within a cultural and global context to establish a personal art practice.

In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media.

The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through the visual arts.

Aims

- Enjoy lifelong engagement with the arts
- Become informed, reflective and critical practitioners in the arts
- Understand the dynamic and changing nature of the arts
- Explore and value the diversity of the arts across time, place and cultures
- Express ideas with confidence and competence
- Develop perceptual and analytical skills.
- Make artwork that is influenced by personal and cultural contexts
- Become informed and critical observers and makers of visual culture and media
- Develop skills, techniques and processes in order to communicate concepts and ideas.

Option

There is one Visual Arts Option.

Students will begin the course with a skills-based intensive introduction to art making conventions. The objective of this introduction is to provide candidates with sufficient skills to initiate their own projects for in-depth study.

Throughout the course students at both SL and HL are required to maintain a visual arts journal.

Each student produces investigation workbooks during the course of study to function as working documents that support, inform, develop and help to refine their studio practice. The investigation workbooks should incorporate contextual, visual and critical investigation. Students will collate their work into the two categories of comparative studies and a process portfolio from their investigation workbook/journal.

Syllabus Outline (Higher and Standard Level)

The core elements being:

The visual arts core syllabus at SL and HL consists of three equal interrelated areas; Communicating Visual Arts, Visual Arts In Context and Visual Arts Methods.

Students are required to understand the relationship between these areas and how each area informs and impacts their work in visual arts. Students are required to investigate the core syllabus areas through exploration of the following practices:

Theoretical Practice

Examine and compare the work of artists from different times, places and cultures, using a range of critical methodologies, considering the cultural contexts influencing their own work and the work of others.

Curatorial Practice

Develop an informed response to work, with students beginning to formulate personal intentions for creating and displaying their own artworks.

Art-making Practice

Make art through a process of investigation, thinking critically and experimenting with techniques, applying identified techniques to their own developing work.

Assessment Outline

HIGHER/STANDARD LEVEL

External Assessment		60%
Part 1 Comparative study	Students at SL analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts. HL/SL students submit 10-15 screens, which examine and compare at least three artworks, at least two of which should be by different artists. HL students also submit 3-5 screens, which analyse the extent to which the art and artists have influenced their work and practices examined.	20%
Part 2 Process Portfolio	Students at SL submit carefully selected materials, which evidence their experimentation, exploration, manipulation & refinement of a variety of visual arts activities during the two-year course. SL students submit 9-18 screens, which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For SL students the submitted work must be in at least two art-making forms, each from separate columns of the art-making forms table. HL students submit 13-25 screens, which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For HL students the submitted work must have been created in at least three art-making forms, selected from a minimum of two columns of the art-making forms table.	40%

Internal Assessment		40%
Part 3 Exhibition	Students at SL submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication. SL students submit a curatorial rationale that does not exceed 400 words. SL students submit 4-7 artworks. SL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork. HL students submit a curatorial rationale that does not exceed 700 words. HL students submit 8-11 artworks. HL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork.	

HL/SL students may submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size & scope of the works. While the photographs will not be used to assess individual artworks, they may give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.

Ability/prior study required

Year 10 or 11 Visual Art is required – you should be interested in the visual arts and aesthetic issues and should be self motivated, passionate about creativity and expansive in your critical enquiry.

Course Costs: \$130 per year.

SCHOLARSHIP

Scholarship Subjects

ACCOUNTING

Scholarship accounting gives students a taste of what professional accountants do. It is not about crunching numbers but about understanding financial and business information and problem solving.

The course will cover the Concept standard which means that scholarship students can opt to do an additional standard in the NCEA exam. The assessment is a 3 hour exam, made up of four questions which usually include a question on each of the following:

- i) Concepts and the NZ Accounting Framework
- ii) Statements which include Income Statement, Statement of Financial Position, Cash flow Statement and Statement of Changes in Equity
- iii) a special accounting issue (this changes every year)
- iv) analysis and interpretation of a company's annual report OR management decision OR Job costing for manufacturing firms

Who should do it?

Students who are considering pursuing a Commerce degree or an Accounting degree at tertiary level will benefit hugely from this course as it lays the foundation of the Year 1 university program.

The Accounting scholarship is not offered to Year 12 students as the course content from Level 1 and 2 are inadequate for scholarship.

If a student enjoys independent reflection and extrapolation of information and able to identify trends and relationships that may inform business decisions and has ability to communicate using a variety of techniques, appropriate accounting terminology to clearly conveys the point of view should consider opting for scholarship. The benefits are there will be a greater awareness of accounting and accountability in a broader societal context, and strengthen understanding and lift grades in the Level 3 exams.

Difficulties will be keeping on top of the reading of special issue and doing homework. However, if the student is conscientious in completing homework in the Level 3 course especially for the Statements standard, they would have a quarter of the scholarship course sorted.

ART HISTORY

Art History Scholarship involves the study of a wide range of artists and topics and critically responding to texts about art. Students are expected to pursue their own research of at least three art historical periods, supported by class discussions and the teacher. Successful candidates will use the knowledge of art history to demonstrate exceptional understanding of art works, contexts and theories across periods, styles and media. The course develops analytical and critical thinking skills and provides extensive opportunities for exploring ideas, art works and historical contexts of interest to the student.

BIOLOGY

The Scholarship Biology course is based on the content covered in the NCEA Level 3 Biology course. This means that there is no new content for Year 13 NCEA students to cover in Scholarship. Instead, Scholarship Biology focuses on taking a more cross-standard approach, linking knowledge from multiple topics together within a multifaceted biological context. There is a strong emphasis on creative problem solving and the ability to think about the "big picture" within a question.

Scholarship Biology is assessed through a single three-question examination at the end of the year. Each question requires an essay-style answer, so the ability to write fluent, concise responses is an important skill to develop. The marking style for Scholarship Biology is different from both that found in NCEA and IB, so many of the course activities will focus on familiarisation with the specific requirements of a Scholarship Biology answer.

You should chose Scholarship Biology if;

- You have a passion for the subject and wish to deepen your understanding
- You enjoy problem solving and questions that do not have a "set" answer
- You would like to challenge yourself with you academic writing skills

Important things to consider;

- Due to the content it is not recommended that NCEA students attempt Scholarship Biology before Year 13
- There is a photocopy charge of \$25 for the course materials supplied to successful applicants.
- IB students can attempt Scholarship Biology in Year 12 or Year 13 and are often successful, but need to be aware that the NCEA curriculum does not match the IB curriculum and so they will be required to learn additional content

CHEMISTRY

Scholarship Chemistry suits students with a genuine interest in Chemistry who wish to develop a deeper understanding. At scholarship level, students explore the links between Organic, Inorganic and Physical Chemistry. Scholarship Chemistry requires a solid understanding of the level 3 content and to then apply it to unfamiliar sophisticated contexts. It requires “out-of-the-box” thinking and with an emphasis on critical thinking and problem solving. Those who do well are able to plan out their response and clearly communicate sophisticated ideas in a concise manner. Students, including the most able students will find the course challenging but with perseverance and determination they will come away with a sense of accomplishment.

The Scholarship Chemistry programme is based on the content covered in the NCEA Level 3 Chemistry programme. Technically there is no new content required for Scholarship Chemistry, however, often additional subject knowledge is supplied within the examination question which the student is required to apply within their response. Questions often link knowledge and concepts from multiple achievement standards with a strong emphasis on critical thinking and problem solving.

You will be suited to Scholarship Chemistry if;

- You have a passion for the subject and wish to gain a broader and deeper understanding through independent study
- You are not deterred by questions that have no “set” answer found in a textbook
- You enjoy problem solving and piecing together possible concepts to derive a possible solution

Scholarship Chemistry is not accessible to Year 12 NCEA or Year 12 IB students. There are too many concepts not taught in these Year 12 programmes which are a required to be able to tackle the Scholarship questions.

Year 13 IB students could potentially consider the Scholarship Chemistry programme, however, there is additional content not in the IB syllabus that is required to be learned.

CLASSICAL STUDIES

Scholarship Classical Studies is an extension of the Level 3 Classical Studies course. The examination consists of three essay responses, two of which are based on set topics, with the third being a resource interpretation essay on a topic which changes annually. For the set topics, students write essays on The Aeneid and Greek Vase Painting, while the third is based broadly on culture and identity. Resource interpretation essays may be focused on topics such as relationships between gods and mortals, gender roles, social structures such as marriage and death customs and beliefs, attitudes to social expectations, and power dynamics.

For the two set topic essays, students are expected to analyse their chosen questions with insight, developing a commanding argument based on critical thinking around the ideas and values of Greek and Roman society. The resource interpretation essay requires students to interpret a set of unseen resources, both written and visual, and to create a focused response, integrating evidence from the resources.

At Scholarship level, essay writing style should be fluent and engaging, showing a sophisticated use of terminology, as well as a sense of independent voice and thought.

An ability to interpret questions quickly, select examples from their learning and to formulate a convincing argument decisively are all requirements in order to complete the three essays in the allotted three hour time limit. One challenge for students is the need to read and interpret the resources in the resource booklet and write their essay in one hour.

As two of the three topics are taught in the Level 3 Classical Studies course, examiners expect a rich and broad range of examples and understanding. The questions set for these two set topics are therefore more exacting, rather than the more general or open style of question set in other subjects. This means that it is difficult for students of other levels to undertake the Scholarship course as they would have to learn the Level 3 course materials, as well as the extension work required for Scholarship. Approval for this may be given, but only after a discussion between the student and Ms Woods, TIC Classical Studies

SCHOLARSHIP

DANCE

The Scholarship student will be required to demonstrate knowledge of choreographic and performance processes to create, analyse and critically reflect on their own choreography and performance. Scholarship Dance is a three-part submission. The three aspects that are assessed for Dance Scholarship are:

- Your own choreography. This needs to be choreographed, rehearsed, costumed and performed in front of a live audience.
- A choreographic/reflection journal including your research, ideas and process you engaged in to create your choreographic work.
- A written reflection on a performance you danced in. This is accompanied by a video excerpt of you dancing in this performance. The performance excerpt is not assessed but does provide a context for the reflection of the performance.

All three parts have equal weighting. The best year to do dance scholarship is Year 13 as we can use some work from Level 3 standards for your scholarship submission. Some challenges that girls have found are working consistently on feedback and meeting due dates in order to get further feedback.

More details on what will be required follow:

The digital (video) submission will:

- include one dance of 2-5 minutes, choreographed by the candidate. This choreography must be a complete work. The choreography may be a solo, duet, or group dance and may be work that has been assessed in Level 3
- include, in addition to the dance above, a further total of 2-5 minutes of dance performance. This can be one complete dance or excerpts from one or more dances and/or dance genres, performed by the candidate. The performance(s) may be a solo, duet, or group dance and may be performance work that has been assessed in level 3.

The workbook will:

- be limited to the equivalent of 18 single-sided A4 pages.
- consist of written reflection, and may include sketches, photographs, diagrams, fabric/gel swatches, etc.
- include reflections on the choreographic processes and products (conceptualising, producing and evaluating choreographic decisions, e.g. selecting a stimulus, choosing relevant technologies, developing choreographic intention and choosing an appropriate style or styles and choosing a method to produce movement)
- include reflections on performance processes and production learning (practicing, interpreting, refining movements, applying expressive qualities and evaluating and working with aspects of technology that contribute to a performance)

If you are a creative, organised and self-motivated student with high level skills in choreography, performance and dance analysis this may be suited for you.

DESIGN AND VISUAL COMMUNICATION

Students will use knowledge of design and visual communication to engage more deeply with the Level 3 programme to provide evidence for Scholarship. Submission is made via the portfolio of work which is also presented for the Level 3 externally assessed Achievement Standards. The assessment schedule focuses in developing design ideas through creative processes that integrate knowledge and skills, and are expressed visually, applying presentation techniques and principles. The assessment criteria focus on three key areas:

- Design ideas - Quality of design ideas in terms of creative interpretation or application of aesthetics/function (8 marks)
- Design Practice - idea refinement and resolution in addressing key design considerations relevant to a context (8 marks)
- Visual Communication - Quality of visually communicating design thinking (8 marks)

DRAMA

Portfolio of recorded performances and oral justifications, with supporting evidence

PART 1: Text-based performance

A text or a speech written by an established playwright - for example, from the list of playwrights prescribed for AS91514 (please note this list has been revised in 2019) - is to be selected and prepared before the examination when it is to be performed by the candidate.

'Established' = widely published or critically acclaimed.

The performance of the extract is to be preceded by an oral introductory analysis which explains:

- the significance of the extract in the play
- interpretive choices and performative intentions.

The introductory analysis is to be recorded immediately before the performance. No written prompt may be used. It is suggested that the candidate spend no more than ONE and a HALF minutes on the oral introductory analysis. Candidates will be given a total of FIVE minutes to give their introductory analysis and perform their text-based performance.

Candidates are to give an annotated script of the text-based piece to the Supervisor at the start of the examination.

PART 2: Self-devised piece performance

The self-devised performed piece must illustrate the influence of one established theorist or theatre practitioner or recognised theatre company.

The self-devised performance must be significantly different to the selection made in Part 1.

The performance of the self-devised piece is to be preceded by a prepared oral introductory analysis which:

- identifies the chosen theorist, theatre practitioner, or theatre company
- supplies a rationale for the work
- explains creative and performative choices.

The candidate's oral introductory analysis will be recorded. The candidate will be given a total of SIX minutes to introduce their work and perform their self-devised piece. It is suggested that the candidate spend no more than TWO minutes on their introduction.

Candidates are to give an annotated script of the self-devised piece to the Supervisor at the start of the examination.

PART 3: Impromptu performance

The nationally prescribed task for impromptu performance will require the candidate to demonstrate the ability to control and discuss the elements of drama in a new context. The task will be handed to the candidate and retained by the candidate until after the performance.

The candidate will be given a total of SIX minutes to plan, perform, and justify their performance to the camera.

It is suggested that immediately after the impromptu performance, the candidate re-read the task and consider a justification before presenting to camera.

The justification should explain how requirements of the task have been met, and how drama theory has been integrated into the performance. It may include analytical comments such as an explanation of, or reflection on, their intentions as well as their performance. For example, where a candidate struggled to apply an element, they might explain how they explored and found other solutions; or they might compare their intentions with what happened in performance, and explain the choices they made.

EARTH & SPACE SCIENCE

In Earth and Space Science Scholarship we study the intricately interconnecting planetary systems that combine to support life on Earth. These include the geosphere, hydrosphere, biosphere and atmosphere. Cycles of rock, water and carbon are common themes through these different systems. Understanding the Earth and its place within the Solar system allows us to look out into the universe and consider the conditions on exoplanets and what form life might take in these distant and different environments.

The scholarship exam is a three hour paper with three essay and diagram based questions which must all be answered. A resource sheet is supplied that contains information including maps, photographs and tables of data that must be interpreted and incorporated into the essay style answer. Complex links can also be explained with the use of diagrams; a practice which is recommended at Scholarship level.

Preparation for the examination requires an excellent general knowledge of Earth and Space Science issues so reading widely around the subject is encouraged. Students with a broad interest in science generally will enjoy this course and those studying Earth and Space Science will benefit from the greater depth of understanding that they will develop. Difficulties will be encountered by those who have no prior scientific knowledge or who do not engage with the necessary independent study

ECONOMICS

Scholarship Economics is about applying economic concepts and models to real world events. The exam consists of three compulsory questions, each of which is accompanied by supporting resource material. Students are required to use their knowledge from Levels 1, 2 and 3 Economics OR 12IB and 13IB Economics. Models and concepts will be selected from the following:

Microeconomics:

PPC, Supply and demand, Elasticity, Resource markets (labour market), Internationally traded goods markets, Market structures (perfect competition and monopoly), Lorenz curve, MSC/MSB model (externalities), MSC/MSB model (public goods), Policies to correct market failure.

Macroeconomics:

PPC, Circular flow, AD/AD model, Multiplier effect, Foreign exchange model, Business cycle, Monetary policy, Fiscal policy, Supply-side policies, Government regulation, International trade policies.

You should choose Scholarship Economics if:

- You have consistently achieved at Excellence level in Levels 1 and 2 Economics.
- You are willing to learn additional content that is not covered as part of your regular NCEA Economics courses.
- You have an interest in Economics and like to keep up to date with current events in the New Zealand economy.
- You enjoy the challenge of taking your existing knowledge and applying it to new contexts.
- You can express your ideas well in an essay format.

SCHOLARSHIP

ENGLISH

Scholarship English is a stimulating and fun course, where students get to decide on the texts they wish to study.

The exam is divided into three sections, for which you write three different essays.

Section A: Unfamiliar texts

Section B: Genre

Section C: The study of an issue.

Aside from Section A, it is the choice of the student as to what genre and issue they want to research. Genre covers novel, short story, poetry, film, Shakespeare and more recently, television.

In Section C, students are free to research an issue they are intrigued by and analyse how it appears in a number of different texts.

This course is suited to students who like to read and enjoy a certain level of intellectual independence when it comes to selecting texts to study. Scholarship English will also help to improve your overall essay writing and research skills, as you head into tertiary education.

For Yr12 and 13 Diploma Students, the IB course is also excellent preparation for the Scholarship exam and Diploma students are encouraged to consider sitting English Scholarship.

GEOGRAPHY

Scholarship Geography is about applying geographic concepts and knowledge to a current geographic issue.

A different topic is given each year by NZQA and is studied in the Scholarship class with links to knowledge from Year 12 and 13 NCEA Geography and Year 12 and 13 IB Geography. It is focused around perspectives and concepts that is learnt in Geography classes.

Previous issues have been, Human Migration, Technology in a Geographic Context and Fresh water, Climate change, Urban Settlements, Energy in a global context, Population.

Scholarship Geography is a three-hour exam with three essay and diagram based questions.. The exam will include supporting resource materials which are made up of photos, maps, graphs and written articles. Students will use the resource materials alongside examples studied in class.

In the Scholarship class, we focus on the topic that has been selected for the year through a range of videos, discussions and readings. We also link in events happening around the world as Geography is about the now and the future. Students will also be expected to attend the two afternoon workshops at Auckland University, after school in Terms 2 and 3.

You should choose Scholarship Geography if you have an interest in Geography, you are interested in extending your knowledge in Geography, you have strong analytical skills and can think outside the box, you understand geographic concepts and ideas, you can apply knowledge from one setting to another, you are able to express yourself well in an essay format and if you are aware of what is happening in the world around you today.

Year 12 and 13 IB Geography students should consider this course as it is good exam practice and revision and also gives a New Zealand context to your learning.

Year 12 and 13 NCEA history students who wish to extend their knowledge and thinking strategies should consider taking Scholarship Geography.

FOOD DESIGN TECHNOLOGY

Pursuing a Food Technology Scholarship presents students with a valuable opportunity to reflect on their technological practice which demonstrates ability to think creatively and critically.

Students will engage in a thorough assessment process that involves producing a reflective report based on their own experience in developing their technological outcome. This report serves as an organised compilation of evidence, demonstrating the candidate's proficiency in Food Technology.

The assessment criteria encompass three key areas:

- Synthesis and integration of technological experiences (8 marks)
- Justification of technological practices undertaken (8 marks)
- Critical reflection and extrapolation of these experiences (8 marks)

HEALTH & PHYSICAL EDUCATION

In Health and Physical Education scholarship, students have the opportunity to challenge their perceptions further, drawing on their knowledge of health and physical education to critically evaluate information related to health and physical activity through the application of the concepts of hauora, bio-physical principles and socio-cultural factors drawn from learning experiences in, through and about, health-related and human body movement contexts. Students will be required to produce a report that critically evaluates an aspect(s) of a selected document as specified by NZQA. The selected documents are all significant to New Zealand and are underpinned by knowledge, theories, and concepts that are embedded within the Health and Physical Education curriculum. It is expected that candidates use the selected document as a platform for analysis and critical thinking of broad and relevant themes.

The final report must not exceed 26 pages and will be submitted by November. New Zealand Scholarship candidates are expected to demonstrate high-level analysis and critical thinking; integration, synthesis and application of highly developed knowledge, skills, understanding to complex situations; logical development, precision and clarity of ideas. In addition to the requirements of Scholarship, an outstanding scholarship will be awarded to students who demonstrate in a sustained manner, aspects of: perception and insight; sophisticated integration and abstraction; independent reflection and extrapolation; convincing communication. In Scholarship Health and Physical Education, critical evaluation will be expected as a vital component of the report. Scoring by markers will be based around: communication; application of knowledge and critical thinking.

When you choose a topic for a report, you are making a major commitment. Your choice will help determine whether you enjoy the lengthy process of research and writing—and whether your final paper fulfils the scholarship requirements. If you choose your topic hastily, you may later find it difficult to work with your topic. By taking your time and choosing carefully, you can ensure that this assignment is not only challenging but also rewarding.

Each step of a research report requires time and attention. Careful planning helps ensure that you will keep your project running smoothly and produce your best work. Set up a scholarship schedule that shows when you will complete each step. Think about how you will complete each step and what scholarship resources you will use. Resources may include anything from library databases and word-processing software to interview subjects and writing tutorials.

HISTORY

What does the term 'scholarship' mean? It literally means the knowledge resulting from the study or research in a particular field, using the methods, discipline and work of scholars. This is what we will be trying to do in Scholarship class; working like historians on a particular topic that is given to us in the NZQA Specifications at the beginning of the year. We will use the work that you cover in Years 12 & 13 NCEA history or in Year 12 IB history to respond to three general questions based around this topic, using your knowledge gleaned in class. You will also have to respond to a range of sources in the examination paper, synthesising your own knowledge with the key elements of these sources. In the 3 hour examination, you plan and write three responses, usually based on a quotation after spending an hour reading through about 10 sources.

The best way to prepare for History scholarship is to come to all the classes; read broadly around the topics we are studying in classes; and be engaged in classes so that you take part in discussion and activities

You should choose Scholarship History if you are interested in extending your historical knowledge, you are interested in historical questions such as: what is history; why is it significant, important and relevant; how can historical events be interpreted by nations or groups in different ways or how history can be distorted. Year 12 IB history students should consider this course as it is good exam practice, but most importantly, it gives you extra material in handling TOK.

Year 12 and 13 NCEA history students who wish to extend their knowledge and thinking strategies should consider taking Scholarship History

SCHOLARSHIP

LANGUAGES - CHINESE, FRENCH, GERMAN, JAPANESE, SPANISH

See separate entries for Te Reo and Latin

The student will use their knowledge of the language to respond in speech and writing in the target language to complex written and spoken stimulus material in that language

Assessment

There will be an examination in which you will complete two language production tasks (Speaking and Writing) using stimulus material provided in reading and listening texts. The material and tasks will be linked around a theme.

Question 1: This question will require a response written in the target language, to passage(s) spoken in the target language.

Question 2: This question will require a response written in ENGLISH or TE REO MĀORI, to stimulus material written in the target language.

Question 3: Candidates will be required to give a spoken response of 3–4 minutes to a question related to the listening passage(s) and / or the written text(s). The question will be in the target language and ENGLISH, and the response will be in the target language.

Criteria

You will be required to:

- extract information from given material and use this to express and develop ideas in a coherent manner
- communicate accurately and fluently, using a wide variety of complex structures and vocabulary (up to and including Level 8 of the curriculum)

The assessor will look for manipulation of the target language to provide evidence of higher order thinking e.g.

- paraphrasing
- analysis
- synthesis (add your own prior knowledge/opinions to what you have heard/read – distinguish between facts and opinions)
- evaluation/critical evaluation

Potential scholarship students will be given practice in order to prepare them for the examination. This may include:

- a response to a listening or reading task
- summarising
- paraphrasing
- reworking material and not just lifting chunks from texts
- evaluation of situations/issues
- literary evaluation
- evaluation/criticism of film clip/poem/song

Productive Tasks may require you to:

- argue for and against a point of view
- debate the merits of different viewpoints
- find evidence for a point of view
- speculate: what might happen if...
- identify problems and possible solutions

You will also need to organise your ideas and present them in a logical, coherent and convincing way.

LATIN

Scholarship Latin involves translating two previously unseen Latin passages. The first passage will be Latin prose of approximately 120–150 words of literary Latin. The second passage will be Latin poetry of approximately 15–20 lines of Virgil. A vocabulary list of the words used in the passages will be provided. Both passages will also have questions requiring analysis of the way(s) that language and style, and/or content convey the ideas of the author. The difficulty of the passages will be one step above NCEA Level 3. As such, due to the cumulative nature of language study, Scholarship Latin is generally recommended for students in Year 13 (for both NCEA and IB students).

MATERIAL DESIGN TECHNOLOGY

Pursuing a Materials Technology Scholarship presents students with a valuable opportunity to reflect on their technological practice which demonstrates ability to think creatively and critically.

Students will engage in a thorough assessment process that involves producing a reflective report based on their own experience in developing their technological outcome. This report serves as an organised compilation of evidence, demonstrating the candidate's proficiency in Materials Technology.

The assessment criteria encompass three key areas:

- Synthesis and integration of technological experiences (8 marks)
- Justification of technological practices undertaken (8 marks)
- Critical reflection and extrapolation of these experiences (8 marks)

MATHEMATICS WITH CALCULUS

Scholarship Calculus is based on the NCEA Level 3 Maths with Calculus course. It applies the content learnt to a more detailed context.

The Scholarship course in term one covers Simultaneous and Conic Sections as these will be new topics to our students. Term two will cover applications of differentiation and integration to a deeper level of understanding. Terms three and four will cover Complex Numbers and revision of past papers.

To study Scholarship Maths with Calculus you must:

- Be studying at or you have already taken the Level 3 NCEA course or equivalent.
- If you are studying at Level 3 you should have gained predominantly Excellences at the NCEA Level 2. If you have already completed the NCEA Level 3 course again you should have gained predominantly Excellences.
- Have permission from the HOF of Mathematics and your Maths teacher from the previous year.

Year 12 students taking Level 3 or IB can do the Scholarship class with the aim of it being a 2 year programme.

Students taking Scholarship Calculus should:

- Have a passion and enjoy the subject
- Be able to problem solve questions written as real life scenarios.
- Be committed.

MATHEMATICS WITH STATISTICS

It is recommended students have gained at Merit in algebra and Excellence in statistics standards at Level 2.

Scholarship statistics examines all the level 3 achievement standards, which includes ones not in courses at Diocesan School for Girls. It requires no more skills and knowledge than NCEA, but an ability to think for oneself in an unfamiliar context and to link learning across achievement standards.

Students who are successful in Scholarship statistics are confident and able to work like professional statisticians to explain stories presented in data, tables and graphs. They are able to interpret data tables and displays, make concise decisions and justify them fully.

The teaching runs in parallel to the Level 3 statistics course, offering higher level thinking topic by topic throughout the year.

The best way to prepare for statistics scholarship is to come to all the classes, solve more challenging problems from the Sigma textbook and be engaged in classes so that you take a full part in discussion and activities.

MEDIA

Scholarship Media Studies positions the student as the scholar. Consider yourself a producer, critic, consumer, and , expert, applying your existing knowledge from Media Studies from years 11-13 and your own passion into a high level, self-directed study in the broader, deeper, conceptual world of the media

SCHOLARSHIP

MUSIC

The Scholarship Music course allows students to showcase their musical talents and deepen their understanding of music. It is a great stepping stone for those interested in pursuing music at a higher level. Students will be mentored in completing a portfolio in either performance or composition.

For the performance portfolio students must perform a recital of music they have carefully prepared for a live audience. This needs to be 15 minutes long and will be video-recorded for submission. In addition, students must also submit an in-depth critical reflective analysis including a discussion of their choice of repertoire, approach to technical issues and an evaluation of the performance itself, post-performance.

For the composition portfolio, students may submit a single significant work or a selection of shorter compositions. The length of the work needs to be 15 minutes in total and must be submitted as an audio recording. In addition, the compositions must be accompanied by a written critical analysis discussing the development of the works, approach to compositional challenges, and how the work(s) represent the developing skills and style of the composer.

PHYSICS

Scholarship Physics is assessed in a 3 hour written exam principally based upon the Level 3 Physics course content with some aspects of Level 2 Physics also being explored. Consequently, only students studying Level 3 Physics or Year 2 Diploma Physics (Higher level) should attempt the course.

Students are required to analyse data and think critically about familiar and unfamiliar situations. By combining their knowledge from all the physics standards, students are expected to show an appreciation of how theories and models apply to real life situations and demonstrate sound mathematical skills.

The secret to success in Scholarship Physics is about developing familiarity with the language and style of the questions. During lessons we aim to support this by:

- unpacking and scaffolding questions as a class;
- engaging in small group discussions;
- peer sharing; and,
- experimentation.

But ultimately success comes down to the intrinsic drive of the scholar and the importance of attempting past scholarship questions on a regular and consistent basis during the year.

RELIGIOUS STUDIES

Format of the assessment

The examination will have one section.

Candidates are required to analyse and interpret a single question that draws from a previously advised area of learning, with reference to Religious Studies.

Candidates are expected to answer in essay format

Outcome Description

The students will use their understanding and skills in their study of religion to respond critically in coherent and informed discussion.

Scholarship Performance Descriptor

The student will demonstrate aspects of high level:

- analysis and critical thinking
- integration, synthesis, and application of highly developed knowledge, skills, and understanding to complex situations
- logical development, precision and clarity of ideas.

Outstanding Performance Descriptor

- In addition to the requirements for Scholarship, the student will also demonstrate, in a sustained manner, aspects of:
- perception and insight
- sophisticated integration and abstraction
- independent reflection and extrapolation
- convincing communication.

TE REO MĀORI SCHOLARSHIP

He Kōrero Whakamārama mō Te Hiranga Te Reo Rangatira

Me noho ngā whakautu mō Te Hiranga Te Reo Māori ki te reo Māori anake. E toru haora te roa o tēnei whakamātautau ā-waho, ā, e rua ngā wāhanga e whakamahi ana i ngā pūkenga reo torohū, me ngā pūkenga reo whakaputa o te ākongā.

Ngā Rauemi

Kotahi anake te pukapuka mō tēnei whakamātautau ā-waho. Kei roto i te pukapuka ēnei whakamārama e whai ake nei: • ngā tohutohu mō ngā wāhanga e rua

- ngā mahi mō ia tūmahi
- ngā whārangī e wātea ana mō te tuhinga roa
- tētahi whārangī whakamahere whakaaro.

Mā te kura te nuka me te pūmanawa tautono e tuku atu kia taea ai te whakarongo ki te wāhanga kōrero, kia taea ai hoki te hopu i ngā whakautu ā-waha a ngā ākongā.

Te Wāhanga Tuatahi: Te Pānui me te Tuhituhi

I tēnei wāhanga ka whakaatu te ākongā i tōna tohungatanga ki te whakamahi i ōna pūkenga reo torohū (pānui), i ōna pūkenga reo whakaputa hoki (tuhinga roa) hei āta whakaō i ngā kaupapa huhua.

Te Tūmahi Tuatahi: He Pānui aroā

- Pānuihia te tuhinga roa, ka whakautu ai ngā pātai.
- He reo ā-iwi te momo, ā, he kāupapa whānui e pā ana ki tētahi tikanga, he kaupapa rānei nō te ao Māori.

Te Tūmahi Tuarua: He Tuhinga

- Mā te ākongā e whiriwhiri tētahi kaupapa hei tuhinga roa māna.
- Kia kua e iti iho i te rima rau kupu te roa o te tuhinga.

Te WĀHANGA TUARUA: Te WHAKARONGO me te KŌRERO

I tēnei wāhanga ka whakaatu anō te ākongā i tōna tohungatanga ki te whakamahi i ōna pūkenga reo torohū (whakarongo), i ōna pūkenga reo whakaputa hoki (kōrero) hei āta hao i ngā tini kaupapa.

Te Tūmahi Tuatoru: He Mahi Whakarongo (He Pāohotanga)

- Ka toru ngā pāohotanga o te kōrero hei whakarongo mā te ākongā.
- He kōrero tautohe te hanga.
- Ka tukuna te tekau mā rima meneti ki te ākongā ki te whakarāpopoto i te kōrero, nō reira me arohaehae, me tīpako te ākongā i te matū o ngā taha e rua.
- Mā te kaiwhakahaere ngā pukapuka katoa e kōhi.

Te Tūmahi Tuawhā: He Kōrero ā-Waha

- He kōrero tene te hanga, ā, e rima meneti te roa o te whakaputa kōrero.
- Ka haere te ākongā ki rūma ke ki te hopu i tōna reo ki te kōpae.
- Mā te ākongā e waitohu tana kōpae.
- Mā ngā kura e tuku mai ngā kōpae kōrero a te ākongā.

SCHOLARSHIP

VISUAL ARTS- DESIGN, PAINTING & PHOTOGRAPHY

Entry to Scholarship for all Visual Art subjects also requires entering for the level 3 external standard for each field.

Students can take more than one Visual Arts subject for Scholarship.

The Scholarship component consists of the preparation of a workbook to go with the three panel portfolio.

The candidate must send with the portfolio, a workbook consisting of 8 pages in an A3 clear file. The external standard is worth 14 credits, assessment is standard based and solely on the evidence presented on the portfolio. The portfolio is assessed first. There is no ranking or moderation.

The workbook is then considered with the portfolio, however, although it is assessed against the Scholarship criteria, only a preset percentage will gain a Scholarship based on the number of entries. It is also ranked.

The three areas assessed for Scholarship are: Analysis, Synthesis and Communication

There are no set guidelines to the order of the 8 pages or even to the content. However, it is very important that the criteria for scholarship is studied in depth and fully understood and the outline for the workbook is developed from that understanding.

The candidate's workbook should:

- Present an individually conceived and designed proposal (plan or framework) for the Studio Practice which will be presented on their portfolio. The proposal (plan or framework) sets out the boundaries and the nature of the project to be worked upon.
- Include extensive research into art and artworks (including procedures, processes and techniques)
- Document a range of technical and practical experiments that explore the extension, regeneration and synthesis of ideas.
- Explore and document alternative approaches or options.
- Demonstrate ownership of the idea and be authentic.