WELCOME TO THE 2019 CURRICULUM HANDBOOK

This curriculum handbook contains information on all courses, programmes and qualifications offered at St Cuthbert’s from Year 7-13. The courses offered are outlined with a brief description of the course, assessment methods, any additional costs and recommended prior achievement levels. Information on all courses and qualifications is grouped according to year levels (7-10) and then, by NCEA and International Baccalaureate (IB) Diploma qualifications.

Our curriculum and academic philosophy draw on the values of the school compass and are infused by our motto By Love Serve.

Planning for courses in 2020 is very important as students move through the school and eventually beyond St Cuthbert’s to tertiary education. We believe that students should consider their interests, loves and abilities to help them choose their pathways.

From Year 7-10 students experience many different subjects so that they can develop literacy, numeracy, technological and social, emotional skills. Specifically, students in Year 7 and 8 complete a wide range of core subjects including Languages.

At Year 11 (NCEA Level 1) we recommend that students maintain a broad range of subjects with an appropriate level of challenge. This might mean that students study subjects that give them breadth (and depth) to their learning and help them experience a wide range of opportunities as well as developing skills. Students study six academic subjects, as well as participating in the HUB programme and the health and wellbeing programmes offered at the school.

In Year 12 and 13, students will either continue with NCEA or do IB. These decisions are personal for each student and advice and guidance is available for every student to ensure they choose the qualifications pathway best suited to their personality, skill level and interests.

The HUB programme runs in Year 7-13 ensuring students experience aspects of financial literacy, university information, women’s health, global citizenship, health and wellbeing and preparation for life beyond school, building Learning Power, values and service, philosophy, careers and study skills.
Advice is available for students choosing their courses during Term 3. Students and their parents are advised to discuss their ideas and suggested programmes with any of the following people – all of whom will be able to help with decision making:

- Head of Careers, Mrs Rhonda Vink (rhonda.vink@stcuthberts.school.nz)
- Deans of Houses

There will be a number of opportunities available for students and parents to hear more about options over Term 3.

In the first three weeks of term there are a series of information sessions for students where Heads of Faculties will give a brief overview about courses to students. These talks are held in school time and give students a hint of what is on offer for the following year.

There is a follow-up evening when parents and students can come into the school to hear from teachers about the courses that are on offer.

In addition, students can come to talk with the Head of Careers in a drop in programme during the school day – parents are welcome to attend these short meetings to discuss courses for the following year. Students will be sent information about available times and can book appointments to take up these opportunities.

We hope that this handbook will start you thinking about the various avenues open to students in 2020 and beyond.

Choosing your options:

These are some important things to think about when choosing your options:

- Consider your abilities – could you do well in these subjects?
- Are you interested in the material being taught in the subject area?
- Will your option choices provide you with a range of opportunities so you can study at tertiary institutes?
- Will there be any career implications?
- Talk it over with others
- Is the decision yours?

Your choice of courses will dictate our option structure. We would like you to consider carefully the courses open to you and to let us know what you would like to study as soon as possible by completing an electronic option form no later than Friday 30 August 2019. This will be emailed to all current and prospective students on 16 August 2019.

Please Note:
Senior students who are new to a course at Year 11, 12 or 13 or do not meet recommended prior achievement levels must obtain the permission of the Head of Faculties to take that particular course.

Every effort will be made to enable you to take the subject you wish but not every combination can be guaranteed. Some subjects may not be offered if numbers opting for them are too small.

Any students making returns after 30 August 2019 may find that some courses are full and that an alternative must be chosen. The same will apply to any student who wishes to change options. This will be possible only if courses are not full and the new choices fit the option blocks.
# St Cuthbert's College Curriculum Handbook

## COURSE STRUCTURE 2020 - IB PATHWAY

### GROUP 1 – STUDIES IN LANGUAGE AND LITERATURE

<table>
<thead>
<tr>
<th>Year 7 and 8</th>
<th>Year 9 and 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Year 13</th>
<th>Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
<td>SL or HL English</td>
<td>SL or HL English</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SL or HL Chinese</td>
<td>SL or HL Chinese</td>
<td>Not possible</td>
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</tbody>
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### GROUP 2 – LANGUAGES

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9 and 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Year 13</th>
<th>Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>French</td>
<td>French</td>
<td>French</td>
<td>SL or HL</td>
<td>French</td>
<td>French</td>
</tr>
<tr>
<td>Chinese</td>
<td>Chinese</td>
<td>Chinese</td>
<td>Chinese</td>
<td>SL or HL</td>
<td>Mandarin</td>
<td>Chinese</td>
</tr>
<tr>
<td>Latin</td>
<td>Latin</td>
<td>Latin</td>
<td>Latin</td>
<td>SL or HL</td>
<td>Latin</td>
<td>Latin</td>
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<tr>
<td>Spanish</td>
<td>Spanish</td>
<td>Spanish</td>
<td>Spanish</td>
<td>SL or HL</td>
<td>Spanish</td>
<td>Spanish</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AB Initio</td>
<td>AB Initio</td>
<td>SL English</td>
<td>B</td>
<td>SL English B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>French SL</td>
<td>French</td>
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</table>

### GROUP 3 – INDIVIDUALS AND SOCIETIES

<table>
<thead>
<tr>
<th>Year 7 and 8</th>
<th>Year 9 and 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Year 13</th>
<th>Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Geography</td>
<td>SL or HL</td>
<td>Geography</td>
<td>SL or HL</td>
</tr>
<tr>
<td>History</td>
<td>History</td>
<td>History</td>
<td>SL or HL</td>
<td>History</td>
<td>SL or HL</td>
</tr>
<tr>
<td>Economics</td>
<td>Economics</td>
<td>Economics</td>
<td>SL or HL</td>
<td>Economics</td>
<td>SL or HL</td>
</tr>
<tr>
<td>Business Innovation and Enterprise (full year option)</td>
<td>Business Management</td>
<td>SL or HL</td>
<td>Business Management</td>
<td>SL or HL</td>
<td>Business Management</td>
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### GROUP 4 – EXPERIMENTAL SCIENCES

<table>
<thead>
<tr>
<th>Year 7 and 8</th>
<th>Year 9 and 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Year 13</th>
<th>Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>Science</td>
<td>Production Science</td>
<td>SL</td>
<td>Environmental Systems and Societies</td>
<td>SL</td>
</tr>
<tr>
<td>Core Science</td>
<td>Core Science</td>
<td>SL</td>
<td>Biology</td>
<td>SL</td>
<td>Biology</td>
</tr>
<tr>
<td>Combined Sciences</td>
<td>Combined Sciences</td>
<td>SL or HL</td>
<td>Biology</td>
<td>SL</td>
<td>HL</td>
</tr>
<tr>
<td>Technology</td>
<td>Technology</td>
<td>Core Technology Elective Design &amp; Visual Communications (DVC)</td>
<td>Design &amp; Visual Communications (DVC)</td>
<td>Level 1</td>
<td>Design Technology (SL)</td>
</tr>
</tbody>
</table>

### GROUP 5 – MATHEMATICS

<table>
<thead>
<tr>
<th>Year 7 – 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Year 13</th>
<th>Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>SL Mathematics</td>
<td>SL Mathematics</td>
<td>Not recommended</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>SL</td>
<td>Mathematics</td>
<td>HL Mathematics</td>
<td>Calculus and/or Statistics and Modelling</td>
</tr>
</tbody>
</table>

### GROUP 6 – ARTS

<table>
<thead>
<tr>
<th>Year 7 and 8</th>
<th>Year 9 and 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Year 13</th>
<th>Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Art</td>
<td>Art</td>
<td>SL or HL</td>
<td>Visual Arts</td>
<td>SL or HL</td>
</tr>
<tr>
<td>Music</td>
<td>Music</td>
<td>Music</td>
<td>SL or HL</td>
<td>Music</td>
<td>SL or HL</td>
</tr>
<tr>
<td>Drama</td>
<td>Drama</td>
<td>Drama</td>
<td>SL or HL</td>
<td>Theatre Arts</td>
<td>SL or HL</td>
</tr>
<tr>
<td>SL Film and Media</td>
<td>SL Film and Media</td>
<td>SL</td>
<td>Film and Media</td>
<td>SL</td>
<td>Film and Media</td>
</tr>
</tbody>
</table>
## Health and Physical Education

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8 - 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Year 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Physical Education</td>
<td>Health and Physical Education</td>
<td>Wellbeing - includes physical fitness, health, careers and Religious Education</td>
<td></td>
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</tr>
</tbody>
</table>

*Hauora: Wellbeing (this is separate to the PE/Health programme and is taught over the two years by homeroom teachers in Year 7 and 8.)*

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<thead>
<tr>
<th></th>
<th>Year 11</th>
<th>Year 12</th>
<th>Year 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education (Level 1)</td>
<td>Health and PE is not an aspect of the IB programme</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Students must complete a course in Physical Education until the end of Year 11.
- The Wellbeing programme is a non-assessed course of Health and Physical Education - compulsory for all Year 11 students.

## HUB

<table>
<thead>
<tr>
<th>Year 7 and 8</th>
<th>Year 9 and 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Year 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Learning Power, values and service, philosophy, global citizenship, financial literacy, careers and study skills</td>
<td>Religious Education, Study Skills, Financial Literacy, Values and Philosophy, Mind and Body</td>
<td>Future Focus, Study Skills, Financial Literacy, Values and Philosophy, Mind and Body</td>
<td>Future Focus, Financial Literacy, Values and Philosophy, Mind and Body</td>
<td>Future Focus, Financial Literacy, Values and Philosophy, Mind and Body</td>
</tr>
</tbody>
</table>

SL = Standard Level, HL = Higher Level, Ab Initio = Beginners’ Class
# COURSE STRUCTURE 2020 - NCEA PATHWAY

## ENGLISH

<table>
<thead>
<tr>
<th>Year 7 and 8</th>
<th>Year 9 and 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Year 13</th>
<th>Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English (Level 2)</td>
<td>English Literature (Level 3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>Visual English (Level 2)</td>
<td>Visual English (Level 3)</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>English Literature and Writing (Level 2)</td>
<td>English Literature and Writing (Level 3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing for Publication (Level 1)</td>
<td></td>
<td>English for Academic Purposes (Level 3)</td>
<td>Not recommended</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Film and Media (Level 2)</td>
<td>Film and Media (Level 3)</td>
<td>Media Studies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Students must complete a course in English until the end of Level 2.

## MATHEMATICS

<table>
<thead>
<tr>
<th>Year 7-9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Year 13</th>
<th>Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics (Level 1)</td>
<td>Mathematics</td>
<td>Mathematics with Calculus or Statistics (Level 2)</td>
<td>Mathematics - Calculus and/or Statistics and Modelling (Level 3)</td>
<td>Calculus or Statistics and Modelling</td>
<td></td>
</tr>
<tr>
<td>Mathematical Studies (Level 1)</td>
<td>Mathematical Studies (Level 2)</td>
<td>Mathematical Studies (Level 3)</td>
<td></td>
<td>Not recommended</td>
<td></td>
</tr>
<tr>
<td>Mathematics (Level 1)</td>
<td>Mathematics (Level 2)</td>
<td>Mathematics - Calculus OR Statistics and Modelling (Level 3)</td>
<td>Mathematics - Calculus OR Statistics and Modelling (Level 3)</td>
<td>Calculus OR Statistics and Modelling</td>
<td></td>
</tr>
</tbody>
</table>

- Students must complete a course in Mathematics until the end of Level 1.

## SCIENCE

<table>
<thead>
<tr>
<th>Year 7 and 8</th>
<th>Year 9 and 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Year 13</th>
<th>Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>Science</td>
<td>Production Science (Level 1)</td>
<td>Production Science (Level 2)</td>
<td>Production Science (Level 3)</td>
<td>Horticultural Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Core Science (Level 1)</td>
<td>Biology (Level 2)</td>
<td>Biology (Level 3)</td>
<td>Biology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Combined Sciences (Level 1)</td>
<td>Chemistry (Level 2)</td>
<td>Chemistry (Level 3)</td>
<td>Chemistry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physics (Level 2)</td>
<td>Physics (Level 3)</td>
<td></td>
<td>Physics</td>
</tr>
</tbody>
</table>

- Students must complete a course in Science until the end of Level 1. Students choose ONE of Production Science, Core Science or Combined Sciences. Some students can choose to do 11SCP in consultation with the Academic Director.

## SOCIAL SCIENCES

<table>
<thead>
<tr>
<th>Year 7 and 8</th>
<th>Year 9 and 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Year 13</th>
<th>Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Geography (Level 1)</td>
<td>Geography (Level 2)</td>
<td>Geography (Level 3)</td>
<td>Geography</td>
</tr>
<tr>
<td></td>
<td></td>
<td>History (Level 1)</td>
<td>History (Level 2)</td>
<td>History (Level 3)</td>
<td>History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Classical Studies (Level 2)</td>
<td>Classical Studies (Level 3)</td>
<td></td>
<td>Classical Studies</td>
</tr>
</tbody>
</table>

- Students must complete a course in Social Studies until the end of Level 1.
## Health and Physical Education

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8 - 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Year 13</th>
<th>Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Physical Education</td>
<td>Health and Physical Education</td>
<td>Wellbeing - includes physical fitness, health, careers and Religious Education (compulsory)</td>
<td>Physical Education (Level 1)</td>
<td>Physical Education (Level 2)</td>
<td>Physical Education (Level 3)</td>
</tr>
</tbody>
</table>

Hauora: Wellbeing (this is separate to the PE/Health programme and is taught over the two years by homeroom teachers in Year 7 and 8.)

- Students must complete a course in Physical Education until the end of Year 10.
- The Wellbeing programme is a non-assessed course of Health and Physical Education compulsory for all Year 11 students unless student is selected for PELS.

## Languages

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9 and 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Year 13</th>
<th>Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>French</td>
<td>French</td>
<td>French (Level 1)</td>
<td>French (Level 2)</td>
<td>French (Level 3)</td>
<td>French</td>
</tr>
<tr>
<td>Latin</td>
<td>Latin</td>
<td>Latin (Level 1)</td>
<td>Latin (Level 2)</td>
<td>Latin (Level 3)</td>
<td>Latin</td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>Spanish</td>
<td>Spanish (Level 1)</td>
<td>Spanish (Level 2)</td>
<td>Spanish (Level 3)</td>
<td>Spanish</td>
<td></td>
</tr>
<tr>
<td>Te Reo Māori</td>
<td>Te Reo Māori</td>
<td>Te Reo Māori (Level 1)</td>
<td>Te Reo Māori (Level 2)</td>
<td>Te Reo Māori (Level 3)</td>
<td>Te Reo Māori</td>
<td></td>
</tr>
</tbody>
</table>

- In 2020 students will study te reo Māori for a full year and Chinese, French, Latin and Spanish for a term each.
- French or Chinese is compulsory at Year 8 in 2020 unless a student is selected for PELS or ESOL.
- Students can continue French or Chinese at Year 9; pick up another language or do French or Chinese with another language.
- Everyone in Year 9 MUST study a language (some students will do PELS or ESOL instead of a language at Year 9).

## Technology

<table>
<thead>
<tr>
<th>Year 7 - 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Year 13</th>
<th>Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology (compulsory)</td>
<td>Textile Technology (full year option)</td>
<td>Textile Technology (Level 1)</td>
<td>Textile Technology (Level 2)</td>
<td>Textile Technology (Level 3)</td>
<td>Technology</td>
</tr>
<tr>
<td>Textile Technology (Level 1)</td>
<td>Digital Technology (full year option)</td>
<td>Digital Technology (Level 1)</td>
<td>Digital Technology (Level 2)</td>
<td>Digital Technology (Level 3)</td>
<td></td>
</tr>
<tr>
<td>Digital Technology (Level 1)</td>
<td>Design and Visual Communications (full year option)</td>
<td>Design and Visual Communications (Level 1)</td>
<td>Design and Visual Communications (Level 2)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Arts

<table>
<thead>
<tr>
<th>Year 7 and 8</th>
<th>Year 9 and 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Year 13</th>
<th>Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art (full year course)</td>
<td>Art (half year course)</td>
<td>Art (Level 1)</td>
<td>Art (Level 2)</td>
<td>Painting (Level 3)</td>
<td>Painting</td>
</tr>
<tr>
<td>Art (Level 1)</td>
<td>Design (Level 1)</td>
<td>Design (Level 2)</td>
<td>Design (Level 3)</td>
<td>Printmaking (Level 3)</td>
<td>Printmaking</td>
</tr>
<tr>
<td>Music (full year course)</td>
<td>Music (Level 1)</td>
<td>Music (Level 2)</td>
<td>Music (Level 3)</td>
<td>Music</td>
<td></td>
</tr>
<tr>
<td>Drama (full year course)</td>
<td>Drama (Level 1)</td>
<td>Drama (Level 2)</td>
<td>Drama (Level 3)</td>
<td>Drama</td>
<td></td>
</tr>
<tr>
<td>Dance (full year course)</td>
<td>Dance (Level 1)</td>
<td>Dance (Level 2)</td>
<td>Dance (Level 3)</td>
<td>Dance</td>
<td></td>
</tr>
</tbody>
</table>

- At Year 9 and 10 students MUST choose TWO of the above Arts courses for half a year each.
- Students may choose ONE full year Arts course at Year 9 and 10.
## COURSE STRUCTURE 2020 - NCEA PATHWAY

### COMMERCE

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>Level</th>
<th>Year</th>
<th>Course</th>
<th>Level</th>
<th>Year</th>
<th>Course</th>
<th>Level</th>
<th>Year</th>
<th>Course</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Business and Personal Finance (full year option)</td>
<td></td>
<td>10</td>
<td>Business Innovation and Enterprise (full year option)</td>
<td></td>
<td>11</td>
<td>Accounting (Level 1)</td>
<td></td>
<td>12</td>
<td>Accounting (Level 2)</td>
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### HUB

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<td>Future Focus, Study Skills, Financial Literacy, Values and Philosophy, Mind and Body</td>
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COURSE OVERVIEW

In Year 7-10 students enjoy a wide range of experiences including compulsory core classes such as English and Mathematics. They take courses in Technology (digital, food, product design and soft materials); Arts (Art, Dance, Drama and Music) and Languages.

In Year 7-10, students take a compulsory programme of:

- English
- Hauora: Wellbeing in Year 7 and 8 only
- Languages
- Mathematics (accelerated pathways available)
- PE and Health
- Religious Education
- Science
- Social Studies
- Technology
- All students will take part in the HUB programme (which includes aspects of Building Learning Power, values and service, philosophy, global citizenship, financial literacy, careers and study skills in Year 7 and 8, and in Year 9-13 religious education, values and philosophy, mindfulness, study skills, financial literacy and wellbeing)

Students will definitely get their first choice (it is important that they rank them accordingly) and depending on numbers will be given their second or third choice. Please note: Food Technology numbers are limited.

**Year 9 Technology**

All students complete one term of the following:

- Digital Technology
- Product Design Technology
- Food Technology
- Textiles Technology

To ensure students feel connected and part of the St Cuthbert’s community from their first day in Year 7, we deliberately have a homeroom environment for delivery of much of the curriculum, which is well-supported by specialists in key subjects. The homeroom tutor teacher teaches core curriculum subjects, and the girls attend specialist classes. By Year 8, students are taught all subjects by specialist subject teachers.

At Year 7 and 8 the following arts subjects are compulsory: Drama and Dance, Art and Music. Girls learn about Building Learning Power, values and service, philosophy, global citizenship, financial literacy, careers and study skills. By Year 8, students are taught all subjects by specialist subject teachers.

In Year 9 and 10 students can choose to continue these as part of the semester (compulsory) or option programmes.

In Year 9-13 girls learn about Building Learning Power, values and service, philosophy, global citizenship, financial literacy, careers and study skills.

**Year 10 Technology**

Students may choose two of the four Technology subjects:

- Digital Technology
- Product Design Technology
- Food Technology
- Textiles Technology

At Year 9 and 10 within the compulsory programme students select TWO arts courses that they complete for half a year each:

- Art
- Dance
- Drama
- Rock Music
ENGLISH YEAR 7–10

English is the study, use and enjoyment of the English language and its literature, communicated orally, visually, and in writing, for a range of purposes and audiences and in a variety of text forms. Learning English encompasses learning the language, learning through the language, and learning about the language.

Understanding, using and creating oral, written, and visual texts of increasing complexity is at the heart of English teaching and learning. By engaging with text-based activities, students become increasingly skilled and sophisticated speakers and listeners, writers and readers, presenters and viewers.

YEAR 7

Students entering Year 7 encounter the demands of a greater breadth and depth of content across the curriculum.

Students will gain an increased understanding of:
• Purpose and audience – text structures
• Ideas within, across and beyond texts
• How language features are used for effect within and across texts
• How to communicate ideas on a range of topics

During the year students will:
• Develop an understanding of the grammar and conventions of English
• Begin to respond critically to, and to think critically about, the conventions of a range of texts, including both fiction and non-fiction
• Explore language through the writing and reading of poetic and transactional texts
• Develop a love of reading and become proficient users of a broad range of information resources – students will keep an electronic reading log
• Understand the importance of communication skills with a focus on developing confidence in the use of voice, delivering speeches and listening

YEAR 8

Students entering Year 8 will consolidate and build on their knowledge and skills across the curriculum.

Students will:
• Be exposed to a variety of written texts, build on their knowledge of written language features and apply close reading skills
• Practise different styles of writing and how to communicate clearly. Grammar, spelling, punctuation and sentence construction will be studied
• Practise different styles of writing and how to communicate clearly. Grammar, spelling, punctuation and sentence construction will be studied.
• Develop verbal communication skills through discussion, speech making and listening
• Study visual language features and explore how these are used to create meaning in static and moving images
• Continue to develop their personal reading with regular library times

COURSE OVERVIEW

Languages are an integral part of the Year 7-10 programme.

In Year 7 students will study te reo Māori for the whole year. They will also study Chinese, French, Latin and Spanish for a term each.

At Year 8 in 2020 the following subjects are offered:
• Chinese
• French

Students continue the language studied in Year 7 in 2019.

In Year 9 and 10 students can continue these languages and/or try some new ones, which are introduced. These languages available from Year 9 include Te Reo Māori, Latin and Spanish.

All Year 9 students must choose ONE language from the list below, which they study for a full year:
• Chinese
• French
• Spanish
• Te Reo Māori

Please note: Students can do two languages.

In addition, students may choose ONE other full year option from the following list:
• Chinese
• French
• Latin
• Spanish
• Te Reo Māori
• Business and Personal Finance
• Art
• Dance
• Drama
• Music

If an arts course is selected for the full year option it must NOT be one of the half year arts courses selected in the arts line.

In Year 10 students must choose TWO full year options from the following list:
• Art
• Business, Innovation and Enterprise
• Chinese
• Dance
• Digital Product Design Technology
• Drama
• French
• Latin
• Music
• Spanish
• Textiles Technology
• Te Reo Māori

Some students will be asked to join the Personalised Learning Support class (PELS) or the English for Speakers of other Languages (ESOL) class (ELL) instead of studying a language if they need additional support in core curriculum areas. Students may not start a new language in Year 10, except by prior approval.

Across Year 7–10 there are opportunities for diverse learners to take part in group activities including Quest, Future Problem Solving, Philosophy and Writers’ Groups, as well as many other enrichment programmes.
ENGLISH YEAR 7–10

YEAR 9
In Year 9, students should be able to engage with and enjoy language in all its varieties; understand, respond to and use oral, written and visual language in a range of contexts.

Students will:
- Read a variety of written texts: novels, short stories, poetry, drama and non-fiction. Close reading will help them to think critically and explore language. They will learn how to use the library more effectively.
- Practise both formal and creative writing and work towards developing clear communication skills. Grammar, spelling, punctuation and sentence construction are important and will be studied.
- Contribute to discussion, take part in speech and drama, learn to listen more effectively.
- Study aspects of the media such as film, television and magazines, and explore how visual features are used to create meaning in static images such as advertisements and posters.

Assessment:
Assessment will include:
- Creative writing
- Produce a media presentation
- Formal writing
- Deliver a speech in a formal situation and two written examinations
- Reading portfolio

YEAR 10
Students will develop the skills gained in Year 9. A particular focus is understanding, responding to and using oral, written and visual language in a range of contexts. More formal study of literary genres will include: short stories, non-fiction, novels, poetry, and drama, but the emphasis will be on wide reading.

Students will develop essay related skills for use in formal writing and literature analysis, as well as more formal speech-making skills. They will learn how to storyboard and produce a short film and they will study a feature film in detail.

Assessment:
Assessment will include:
- Creative writing
- Produce a media presentation
- Formal writing
- Deliver a speech in a formal situation and two written examinations
- Reading portfolio

MATHMATICS YEAR 7–10

YEAR 7
The skills, concepts and understandings of the content strands of Number and Algebra, Geometry and Measurement, and Statistics are developed at the appropriate level for each student. The aim is to ensure the girls are numerate, have opportunities to be innovative in solving problems and making decisions, and are able to communicate their findings effectively.

A major emphasis is the teaching of mathematics as a sense making process. This is facilitated through developing understanding and encouraging the students to make informed decisions as to what is the most efficient and appropriate strategy to solve mathematical problems.

The Number framework is used to develop students’ knowledge and strategies. Strong knowledge ensures students can broaden their strategy base. Using more advanced strategies helps students to develop their number knowledge.

Financial literacy provides the context in some number and algebra units. Problem solving is taught throughout the year and students participate in the Otago Problem Solving Challenge. The Australasian Problem Solving Mathematics Olympiad is offered as part of the Mathematics Extension Programmes. Mathletics and Education Perfect are used as a homework tool to reinforce the in-class programme.

YEAR 8
The skills, concepts and understandings of the content strands of Number and Algebra, Geometry and Measurement, and Statistics are further developed at the appropriate level for each student. Problem solving and communicating mathematical ideas using logic and reasoning remain a key focus in Year 8.

The aim in Year 8 is for all students to be operating at stage eight (ratios and proportion). Students are grouped based on pre-test data using a range of assessments.

Programmes are tailored to students’ specific learning needs. Individual and collaborative problem solving as the girls become more articulate in their communication of mathematical ideas and formalise concepts. The Australian Mathematics Competition and Otago Junior Maths are offered as part of the Mathematics Extension Programme. Mathletics and Education Perfect continue to be used as a home study tool to ensure students get the additional support they need as they become more independent learners.

YEAR 9
A problem solving approach is used to develop understanding in Mathematics and Statistics. Numeracy strategies enhance thinking and form a strong link between strands. An emphasis on maintaining and developing skills is balanced with practical applications, investigations and problem solving. Students learn to think mathematically, to reason and to communicate mathematical ideas clearly.

Assessment:
- Internal test on each topic
- Two written internal examinations

YEAR 10
A problem solving approach is used to develop understanding in Mathematics and Statistics. Trigonometry, Quadratic Algebra and Graphs and Statistical Inference are introduced. Numeracy strategies are used to encourage fluent skill. Problem solving, developing logic and reasoning and communicating mathematical ideas unify the course and enhance mathematical thinking. Mathematical investigations are used to prepare students for solving unfamiliar problems.

Assessment:
- Internal test on each topic
- Two written internal examinations
The aim of Health and PE is to foster attitudes and values that endorse health-enhancing practices. The four concepts underpinning the programme are health and wellbeing, attitudes and values, understanding a socio-ecological perspective (relationships and beliefs within family, community and society) and finally a health promotion perspective.

Students are encouraged to develop a positive attitude towards lifelong physical activity as well as gaining knowledge and the personal and interpersonal skills needed for maintaining wellbeing of themselves, of other people, and of society through learning in health-related and movement contexts.

YEAR 7

Learning in PE will help equip students for participation in many physical activities, sports, and pursuits through developing generic skills (striking, kicking, throwing, catching and passing) in a wide range of contexts. Students will begin to develop their understanding of generic game strategies. Learning contexts include orienteering, creation of a warm-up, fitness, aquatics, gymnastics, athletics, striking games, touch rugby, international games and tennis.

Respect for Others: The students will develop observation skills to improve their ability to give helpful feedback and this will enhance their ability to take personal responsibility for their learning. This course is designed to extend the interpersonal skills needed to interact positively with others.

In Sexuality Education girls will learn about attitudes and values toward sexuality. This programme aspect aims to develop students' respect for and understanding of the stages of growth and change.

YEAR 8

The Year 8 course will help students to enhance their range of skills and they will learn to apply decision-making in varied contexts. Students are given increased opportunities to take responsibility in group work, thereby gaining confidence and developing resilience. Learning contexts include fitness, athletics, creative movement, mini-Olympics, basketball, cricket, soccer, badminton, adventure-based learning activities, aquatics and self-defence.

The Thinking Player: The aim is to build students understanding of successful game play. Skills need to be applied in more complex situations where strategy is important so that team decision-making becomes a key factor for success. Interpersonal skills for inclusiveness and effective decision-making are fostered to build effective teams.

In Sexuality Education the Year 8 programme is called ‘discovering me’. This programme aims to explore attitudes and values towards sexuality. The focus is to develop students’ respect for and understanding of pubertal change and the functions of the human body.
HEALTH AND PE YEAR 7–10

YEAR 9
PE and Health at Year 9 has a focus on Hauora, teamwork and challenge. The course introduces students to sport science theories that underpin training.

Modules:
• Total Wellbeing (Hauora): an introduction to Hauora and its relevance to all modules covered this year.
• Sport Science: using the Fitness suite and a range of other venues to enhance the learning of sport science concepts in the lead up to an aquathon and the school cross country event. Further concepts are explored in the athletics module.
• Accept the Challenge: building on personal strengths to increase confidence and perform skills in gymnastics and to train for an aquathon.
• Together Everyone Achieves More (TEAM): relating to others and contributing to team membership in volleyball, touch rugby, netball and synchronised swimming.
• Health Education: a critical examination of health themes with a focus on body image and sexuality.

YEAR 10
PE and Health at Year 10 has a focus on preparing students to take personal and collective responsibility across a range of contexts.

Modules:
• Adventure Challenge: This module encompasses a range of units that prepare students for their extended camp at Kahunui Outdoor Education Campus as well as future adventures in the outdoors. In the lead up to, and after Kahunui, students will increase competence, confidence and cooperation during the water safety, team-building and challenge activities. They will also develop knowledge to improve fitness in land / water based settings as part of the conditioning unit.
• The Strategic Player: Students will devise attacking and defensive strategies to improve game play in badminton, lacrosse and other invasion games. Through experiential learning, students will gain awareness and build empathy towards those with a disability and then explore game strategies that can be inclusive of players with a disability.
• Dance across the Ages: Students will apply interpersonal skills when choreographing a creative dance sequence that reflects an historical period of movement culture dating from 1915 to contemporary dance forms of the 1980s.
• Future Pathways: Students will participate in taster sessions to gain an insight into NCEA Physical Education and career pathways for the subject.
• Health Education: Students will apply critical thinking to issues around sexuality and drug education.
RELIGIOUS EDUCATION YEAR 7 AND 8

YEAR 7
The theme for Year 7 Religious Education is Belonging. Students are made to feel welcome and gain confidence within their class groups and explore how they can participate practically in the life of a community which has By Love Serve as its guiding principle. There is a focus on the message at the heart of the Christian gospel and the love shown in the life, teaching and example of Jesus Christ.

St Cuthbert’s journey is reflected upon as an example of a life of faith. The significance of central Christian festivals is explored. Students are encouraged to think critically and to make connections between what they believe and what they do, and to reflect on their own ongoing spiritual journeys. The Year 7 Dean teaches Religious Education and the school Chaplain, takes the girls for Chapel regularly in tutor time.

YEAR 8
In Year 8 students are invited to think through their ideas critically, and to articulate concepts and understandings clearly. They build upon Year 7 as they reflect on the implications of religious belief for daily life and action.

Students work towards communicating effectively and openly with each other as they explore their understanding of religion. A culture of acceptance of a diversity of viewpoints is encouraged as the students begin to consider what religious practice might involve within a diversity of faith traditions and beliefs. The life, teaching and example of Christ is further considered.

Classes begin with a time of quiet reflection, and a simple ritual of prayer and the lighting of a candle. Students are encouraged to explore their images and concept of God, and to reflect upon their own unfolding spiritual journeys.

RELIGIOUS EDUCATION AND HUB YEAR 9 AND 10

YEAR 9 AND 10
In Year 9 and 10, classes will be taught in core classes with an emphasis on religious education, study skills, mindfulness, career, financial literacy and subject planning.

The aim of this course is to:
• Encourage critical and caring thinking about issues that affect students in this changing world
• Help students understand the world around us
• Provide ways for students to cope with the challenges that life, inevitably, throws at us
• Prepare students for life beyond the school – career development and university planning
• Develop excellent communication skills
• Encourage students to maintain a healthy body and mind
• Equip students with the tools they need to live a productive and fulfilling life
• Develop financial literacy and capability amongst students
• Develop useful study skills so students are able to achieve success in all that they do
• Develop successful and safe digital citizens
• Encourage students to think widely about ethical issues
• Develop empathy with others
• Develop leadership skills
Science is an important subject that leads on to a diverse range of career paths. Students are exposed to a wide range of topics, which aim to give a broad understanding and knowledge of the world around them. Students acquire different skills through enquiry that give them the confidence to understand and communicate effectively using correct scientific terminology. This prepares them for aspects of Biology, Chemistry and Physics.

YEAR 7 AND 8

Science aims to develop students’ scientific knowledge and understanding of the world around them. Students are given learning experiences that stimulate curiosity and excitement, both inside and outside the Science laboratory.

Specialist science teachers aim to give the students the confidence and ability to question science ideas and work out solutions to problems.

Students cover a wide range of topics from the four strands of the National Curriculum including Chemistry, Biodiversity, Geology, Sound and microbes. They also have the opportunity to visit Chelsea Sugar Factory, the Auckland War Memorial Museum and an overnight camping experience in Tawharanui.

All Year 7 and 8 students have the opportunity to explore their own interest within the science context by completing science badges. All science lessons are taught in a science laboratory.

YEAR 9

The course aims to develop the students’ knowledge and understanding of a range of scientific concepts. It also develops scientific attitudes and investigative skills that will lead to a better understanding of their everyday world.

The topics covered at this level include: Plants, Human Body Systems, Energy, Light, Astronomy and Atomic Structure and Chemical Reactions.

Students are encouraged to develop problem-solving skills and to undertake an open-ended investigation as part of a Science Fair project. This may also be submitted for a Bronze CREST Award.

Year 9 students will expand their learning with a trip to the Stardome Observatory.

HEALTH YEAR 7 AND 8

YEAR 7

Year 7 begin the year with a series of lessons in the Life Education caravan. The focus is on keeping a balance. In this programme students are encouraged to identify stressors in their lives and establish strategies to maintain a balanced lifestyle.

Hauora Wellbeing: In our Hauora Wellbeing programme, tutor teachers work with their students to develop an understanding of the characteristics of kindness to self and others and identify and develop strategies to build resilience. Tutor teachers use resources developed by the Random Acts of Kindness Foundation. This programme forms an integral part of our pastoral care wrap around our approach in Year 7 and 8.

The Circles programme is also part of the health programme and increases understanding and empathy amongst the girls through regular opportunities for the girls to come together and talk as a class group. During Circles, girls briefly mention what is currently uppermost in their mind, and then progress to discuss the day’s topic question.

YEAR 8

Year 8 begin the year with a series of lessons in the Life Education caravan. The programme they complete is called From the Shadows. This focus is on being kind to others particularly as students cope with their changing bodies and feelings. The unit also explores having reliable information to make decisions. Students will explore the importance and function of the brain, i.e. looking at the synapse and neurotransmitters.

Hauora Wellbeing: In our Year 8 Hauora Wellbeing programme, tutor teachers continue work with their students to develop a deeper understanding of the characteristics of kindness to self and others and identify and develop strategies to build resilience. This programme forms an integral part of our pastoral care wrap around approach and assists our students in dealing with the issues faced during adolescence.
YEAR 10

The course aims to develop the students’ knowledge and understanding of a range of scientific concepts. It also develops scientific attitudes and investigative skills that lead students to a better understanding of their everyday world.

The topics covered at this level are Human Body Systems, Force and Motion, Electricity, Acids and Bases, Genetics and Organic Chemistry. In addition, while the students are at Kahunui the focus of their Science studies will be in the field of Ecology and Astronomy. The last part of the year involves studying the impact of humans.

Students may choose to participate in the Science Fair which could contribute to their silver CREST.

### Assessment:
- Two written internal examinations
- Topic tests

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Social Studies is about how societies work and how people can participate as critical, active, informed and responsible citizens. Topics are drawn from New Zealand and around the world, from the past, present and future. Through the exploration of these topics Social Studies helps students develop knowledge, ideas and skills that will enable them to better understand, participate in, and contribute to communities as well as allowing students to critically engage with societal issues. Students will also explore the bicultural nature of New Zealand society that derives from the Treaty of Waitangi, learn about the economic world and develop understandings about different values, perspectives and viewpoints.

The Social Studies programme aims to enable students to participate in a changing society and to become critical, confident, informed and responsible citizens as they explore how societies operate.

### Themes across the year groups are:
- Year 7: Belonging
- Year 8: Responding to Change
- Year 9: Stand up and be counted
- Year 10: Globalisation

### YEAR 7 AND 8

At Years 7 and 8 Social Studies contributes to students understanding of:
- How people make decisions about access to resources
- How different groups of people make and implement rules and laws
- How people remember and record information in different ways
- How cultural practices vary but reflect different purposes
- How early Polynesian migrations to NZ have continuing significance for tangata whenua and communities

In Year 7, the Social Studies programme aims to develop students’ knowledge and understanding of different cultures, societies and environments, in our city of Auckland.

A focus in Year 8 is developing students’ awareness of current events and issues affecting us all nationally.

Students in Year 7 and 8 will look at an ancient civilization in their courses. This might include Ancient Greek or Incan societies.
YEAR 9 AND 10

At Years 9 and 10 Social Studies contributes to students understanding of:

- Te Tiriti o Waitangi and the rights and responsibilities of a bicultural partnership
- How early British migrations to New Zealand have continuing significance for tangata whenua and communities and had consequences for people and places
- How events have different causes and effects
- Their role in the economy and how economic decisions affect individuals and communities

In Year 9, the Social Studies programme aims to develop students' knowledge and understanding of different cultures, societies and environments from around the Pacific Rim including Asia, Australia and the Americas.

A focus in Year 10 is developing students' awareness of global current events and issues affecting us all.

Field trips and guest speakers' visits to the school are an important part of the Social Studies programme across all levels. Students will take part when appropriate.

Assessment:

A range of different class-based activities including both individual and group tasks, these assess a range of skills and knowledge.

TECHNOLOGY YEAR 7–10

Technology supports and develops creative design thinking. Beginning with a need or opportunity, new products and systems are developed through the fields of Digital, Product Design (DVC), Food, and Textiles Technology.

The aim of technology education is for students to develop a broad technological literacy – to gain skills, knowledge, and understanding that will enable them to thoughtfully use, critique, and contribute to the technological developments that shape our lives.

Technology students will develop:

- a broad understanding of how a technological solution functions
- solutions that meet the needs of different contexts
- designs using applied knowledge and practiced skills
- critical evaluation skills when reflecting on others and their own designs/solutions
- the ability to respond to a rapidly changing technological world
- transferable aptitudes for jobs which do not yet exist
DIGITAL TECHNOLOGY YEAR 7–10

YEAR 7 CORE
Theme: Connected Communities
Year 7 Digital Technology enables students to explore coding and computer science concepts.
Girls are responsible for a virtual robot in Minecraft; they must code their robot to build a structure to meet specific task criteria. This unit concludes with all class members presenting their final robot building as part of a collaborative community build.

Computer science concepts and computational thinking concepts are further explored in a unit of work focusing on the unplugged exploration of data (binary) and the representation of programmes as algorithms.

YEAR 8 CORE
Theme: The activist (Protest)
Year 8 Digital Technology continues to build on the computer science concepts, particularly of algorithms and programming using unplugged activities and the meaning of Hex colour codes. Further to this, girls are taught to code using HTML/CSS when they create a multipage hand coded website integrating multimedia, links, data gathering techniques, image creation and design principles.

YEAR 9 CORE
Theme: Culture and Identity
Year 9 Digital Technology enables students to learn key skills in graphics creation and manipulation using Adobe Photoshop and explore computer science concepts such as data sorting and searching.

These characters are designed conceptually, then brought to life using Adobe Character Animator to mirror human movement and this is captured with screen recording software. The character is then finally integrated into a 2D platform game design project involving coding a multilevel game and game theory concepts.

YEAR 10 CORE (CHOICE OF FOUR TECHNOLOGIES)
Theme: Land of the Long White Wasteland
Girls delve into Application development as part of this unit. Girls explore computer science concepts such as user interface design and usability heuristics, then design and create their own app for deployment to the android platform. They may design their own images for use in the app to extend their skills developed in the Year 7-9 programme.

FOOD TECHNOLOGY YEAR 7–10

YEAR 7 CORE
Theme: Connected Communities
Year 7 Food Technology explores the manipulation of materials to meet specific purposes. The unit focuses on eggs, the different methods of preparation, the transformation of an egg’s properties for use in a variety of food products and the combination of eggs with other materials.

YEAR 9 CORE
Theme: Culture and Identity
With a focus on Culture and Identity, the girls will gain a deeper understanding of different cultures and appreciate the influences and traditions based around their diets and how they have evolved over time.

YEAR 10 CORE (CHOICE OF FOUR TECHNOLOGIES)
Theme: Land of the Long White Wasteland
Girls will explore the concept of reducing or reusing food waste created by individuals, families, the food industry and consumer stores e.g. large supermarket chains. They will consider the possibilities of repurposing this waste in a healthy and creative way.
YEAR 7 CORE
Theme: Connected Communities
Year 7’s work with the theme literally and will design and implement a game that aides in connecting people of differing circles. Students will begin with understanding the wider implications of the situation and use critical thinking to define it. Through making, implementing, testing and trialing students will be able to refine their games and judge their success.

YEAR 8 CORE
Theme: The Activist (Protest)
Graphic design principles are learnt as students make their own picket sign to support their chosen topic. Visual literacy is built with students learning about composition, negative space, colour and fonts. All of these will need to be considered as students generate concepts and justify which design will work best.

YEAR 9 CORE
Theme: Culture and Identity
Self-reflection after reinterpreting the meaning of culture to represent more than just your ethnic background. Everyone is expected to explore and understand the different cultural communities they are all a part of. Students will then create a symbolic image, an abstract self-portrait to be made into a jigsaw. Assessment will be on their planning and the ability to skilfully produce a final wooden jigsaw.

YEAR 10 CORE (CHOICE OF FOUR TECHNOLOGIES)
Theme: Land of the Long White Wasteland
Design is a political act, it involves making decisions that will have wider implications on our consumer culture. Designers always have a choice when it comes to how much waste is produced in the production process. Students will understand the economical and environmental of flat-pack furniture, and have their own attempt at creating a working design. Drawing and modelling skills will be utilised to trial and test concepts. With a final scale-model being created on the laser cutter and assembled out of plywood.

YEAR 10 FULL YEAR ELECTIVE COURSE DIGITAL AND PRODUCT DESIGN
Design and Visual Communication (integrating elements of Digital & Product Design)
Explore Technology through an exciting combination of drawing, computer aided design, electronics, laser cutting, 3D printing and applied design skills. Use design development skills to create a product; this can include a building, an experience, a game or a physical product. Skills will be taught around coding, drawing, problem solving and testing of ideas. Students will get a chance to create and market their own table-top game in this course.
Languages are an integral part of the programme offered at Year 7–10.

In Year 7 2020, students will study te reo Māori for the whole year and four other languages, one per term. These languages are Chinese, French, Latin and Spanish. They will go on to continue te reo Māori in Year 8 in 2021 along with their choice of two of the four languages studied in Year 7. They will have two terms of each of these two languages.

In Year 8 2020, students will continue to study the language that they have studied in Year 7, Chinese or French. This is a full year programme.

In Year 9, students will study at least one language for the entire year. They can choose two languages. The languages offered from Year 9 onwards are Chinese, French, Latin and te reo Māori. They may continue their Year 8 language, or they may begin a new language or languages.

In Year 10, students may continue the language or languages that they studied in Year 9.

Some students will be asked to join the Personalised Learning Support class (PELS) or the English for Language Learners class (ELL) instead of studying a language if they need additional support in core curriculum areas.

**CHINESE (MANDARIN) YEAR 7–10**

**YEAR 7**

The topics include classroom language, numbers, introducing myself, basic characters and culture activities. By the end of the course students will be able to recognise some basic Chinese characters and culture activities. By the end of the course students will be able to recognise some basic Chinese characters, communicate simply with people in Mandarin such as greeting others and introducing themselves. They will be able to use and respond to simple classroom language, use numbers. Social-cultural aspects such as festivals are an integral part of the course.

**YEAR 8**

This course offers reinforcement and continuation of the basic characters and communication using Easy Chinese as the textbook.

At the end of this course students should be able to recognise the characters and communicate about topics such as:

- Pinyin and greetings
- Dates, age and telephone numbers
- Family members and occupations
- Time, daily routine and transport
- Colours, clothing and parts of the body

By the end of Year 8, students will have covered most of Level 1 and 2 of the curriculum. Chinese culture will also be introduced during the course.

**YEAR 9**

This course is available for all students in Year 9 who have little or no prior knowledge of Mandarin. The course does not cater for the learning needs of those students who are already speakers of Mandarin. The emphasis is on basic characters and communication. By the end of the course students will be able to recognise some basic Chinese characters, communicate simply with people in Mandarin such as greeting others, introducing themselves and talk about their family and their daily routine. They will be able to use and respond to simple classroom language and use numbers. They will learn Pinyin-Romanised Chinese and how to write basic characters. Sociocultural aspects such as Chinese Zodiac, family values, food customs and festivals are an integral part of the course.

**Assessment:**

- Internal assessment:
  - Common tests assessing each of the four language skills
  - Two written internal examinations

**Recommended prior achievement level:**

This course is open to all students who have little or no prior knowledge of Mandarin.

**Cost:**

Subscription to Education Perfect website approximately $30.00.

**YEAR 10**

This course is for those who have studied Chinese in Year 9. Students will develop the acquisition of listening and speaking skills begun in Year 9, as well as the ability to read and write accurately. Topics include talking about food, drinks, talking about sports and hobbies, describing life at home, and talking about school life and weather.

**Assessment:**

- Internal assessment:
  - Common tests assessing each of the four language skills
  - Two written internal examinations

**Recommended prior achievement level:**

Students must have covered the New Zealand curriculum Level 1 and 2 and at least 100 hours of previous Chinese tuition.

**Cost:**

Subscription to Education Perfect website approximately $30.00.
YEAR 7
In Year 7, all students will spend one term learning French. They will learn to talk about themselves, name, age, where they live, their birthday and their siblings. The language taught will include greetings, numbers up to 60, colours, the alphabet and days of the week and months of the year. They will also acquire some classroom language. They will be working at Level 1 of the New Zealand curriculum.

YEAR 8
The course is a continuation of the Year 7 course. The students will be working at Levels 2 and 3 of the New Zealand curriculum. The emphasis is on communication and by the end of the course the students will be able to communicate in French about themselves and others. They will be able to talk about their school and their timetable and subjects, meals and food, their house and household tasks, the weather and holidays.

Socio-cultural aspects such as the French-speaking world, school in France, carnival in France, food in France, and French-speaking holiday destinations are an integral part of the course.

YEAR 9
Level 3 and 4 of the New Zealand Curriculum are covered in Year 9 French. Topics include describing people and what they are wearing, describing your school, giving and following directions, describing your town and planning outings, making holiday plans, talking about food and drink and talking about sport and hobbies.

Cultural topics covered in the course are aspects of life in France and other French speaking countries related to the language topics. This course continues to develop the four essential language skills of listening, speaking, reading and writing.

Assessment:
- Two common tests in the four language skills (listening, speaking, reading and writing).

Cost:
- Subscription to the Education Perfect website - approximate cost $30.00.
- Workbook provided by St Cuthbert’s $5.00.

YEAR 10
This course is a continuation of Year 9 French, with the emphasis still on the acquisition of listening and speaking skills as well as the ability to read and write accurately in French. The topics cover situations such as leisure activities, the cinema, holidays, what to do when on holiday in Paris, your own identity and regional identity in France, describing your home, food, meals and eating out and talent shows.

Cultural content is linked to the language topics plus extra topics including the French-speaking world and the French Revolution.

Assessment:
- Internal assessment includes common tests in some of the four language skills (listening, speaking, reading and writing) towards the end of each module. There are also two internal examinations, which test the four skills.

Recommended prior achievement level:
Students must have studied Year 9 French or Levels 1 – 4 of the New Zealand Curriculum.

Cost:
- Studio 2 workbook approximate cost $10.00.
- Subscription to Education Perfect vocabulary acquisition website approximate cost $20.00.
- Online learning programmes, approximate cost $8.00.
YEAR 7
This course offers an introduction to the language and life of the Romans. Students will study:
• the Latin language, including its basis structure and vocabulary
• the life and customs of the Romans, including mythology
• the use of Latin in the modern world, including Harry Potter
• the contribution of Latin to other languages

YEAR 9
Latin is the language of the ancient Romans. The study of Latin introduces you to the history of western civilisation and the heritage of your own society. Students will learn about not just the language but also the life and civilisation of the Romans.

The Year 9 Latin course follows a semi-factual life story of a real ancient citizen called Caecilius in Pompeii and the adventures of his household before the eruption of Mount Vesuvius.

In following this life story, students will:
• learn to read and translate Latin
• understand the grammatical function of how language works
• meet a wide range of Latin words
• discover the connections between Latin and other languages including English

In addition to the study of the Latin language, students will also be introduced to life in the time of the Romans.

They will learn about aspects of their society such as:
• gladiators
• slavery
• housing
• Pompeii
• daily life

Latin is a subject for those interested in the origins of their own language and for those wanting to explore the fascinating world of ancient Rome.

Assessment:
Four topic tests and end-of-year examination

Recommended prior achievement level:
This is a beginners’ course and is open to all students.

YEAR 10
The Year 10 Latin course consolidates and extends knowledge of Latin acquired in Year 9. It allows students to deepen their understanding of the language and the fascinating culture of the Roman Empire. Students continue the journey of Quintus as he escapes the destruction of Pompeii and travels to Britain and Egypt.

In reading the stories of his adventures, students will:
• revise and expand their knowledge of Latin grammar and vocabulary
• further develop their skills in reading and translating Latin
• acquire a deeper understanding of the relationship between Latin and English

As well as studying the language, students continue to explore the vibrant life of the ancient Romans in different parts of their empire, particularly in Egypt and Britain.

Topics include:
• glassmaking
• Egyptian mythology
• hieroglyphs
• seven wonders of the world
• medicine
• religion
• magic

This is a course for those wanting to deepen their knowledge of the language and life of the ancient Roman empire.

Assessment:
Four topic tests and end-of-year examination

Recommended prior achievement level:
Students must have studied this subject in Year 9 unless by arrangement with the Head of Subject in exceptional circumstances.
SPANISH YEAR 7–10

YEAR 7

All Year 7 students will have the opportunity to do a one-term course in Spanish. The emphasis is on communication of simple ideas, and by the end of the course, students will be able to present themselves.

Students will also be introduced to some aspects of the varied and exciting Hispanic cultures in the world today.

YEAR 9

In this course students are taught to understand simple spoken Spanish in everyday situations and are encouraged to begin to communicate confidently. They learn to share information about themselves, their families and their homes and through role play and creative work, they also begin to acquire the language skills necessary for a visit to a Spanish-speaking country.

Students are introduced to some aspects of the many varied and exciting Hispanic cultures in the world today, including music, dance and film.

Assessment:
- Two oral assessments in the form of a presentation and a role play
- Two written examinations

Recommended prior achievement level:
This is a beginners’ course and is open to all students.

Cost:
$45.00 for digital workbook and Language Perfect vocabulary acquisition programme.

YEAR 10

This course encourages an awareness and understanding of present-day life in Spanish-speaking countries and continues to develop the acquisition of listening and speaking skills begun in Year 9, as well as the ability to read and write accurately. Students continue to learn how to communicate confidently. The focus this year is on the transactional language required to travel in a Spanish-speaking country.

There is a wide range of topics, which include holidays, shopping and markets, food and festive occasions.

Assessment:
- Two oral assessments in the form of a talk and role play
- Two written examinations

Recommended prior achievement level:
Students should have studied this subject at Year 9, or at the discretion of the Head of Subject.

Cost:
$45.00 for digital workbook and Language Perfect vocabulary acquisition programme.
YEARG 7
The emphasis in this course is on understanding basic te reo Māori, including pepeha, mihi, as well as an appreciation for Māori culture and traditions.

YEAR 9
The emphasis in this introductory course is on communication. Students are taught to understand spoken Māori suitable for everyday situations as well as mihi protocol. Students are also introduced to some aspects of Māori life, both traditional and contemporary.

Assessment:
- Internal assessment - include assignments that test the four essential skills (listening, speaking, reading and writing)
- Two internal examinations aligned to reading and writing strands

YEAR 10
This course is a continuation of Year 9.

Communicative skills are still emphasised and students develop further the ability to speak and write about topics of interest to teenagers. These include arranging to go to the movies, telephone conversations, sports and leisure activities, descriptions of people and food. Students gain an extensive vocabulary and structures suitable for everyday communication.

Assessment:
Internal assessment include assignments that test the four essential skills (listening, speaking, reading and writing) which usually occur after each unit of work.

There are two internal written exams.

PERSONALISED LEARNING SUPPORT YEAR 7–10
(for invited students only)

YEAR 7 AND 8
This course is designed to provide personalised support and assistance to students who are struggling with aspects of the curriculum and may need specialised help. This is an invitation only course as participants do not study a language. Learning in other subjects is reinforced to help students succeed in their mainstream classes. Time will be spent preparing for Science. There is an emphasis on writing, developing knowledge and understanding of scientific concepts, reading widely and support with inquiry learning. The course begins with a focus on developing students' organisation, time management and study skills.

The Year 8 course is an extension of the Personalised Learning Support programme offered in Year 7 with the teacher moving with the class so there is continuity over two years. The course structure is similar with a focus on wide reading and writing. Additional assistance with work completed in other subjects, particularly Science continues.

YEAR 9
This course is designed to provide personalised support and assistance to students who are struggling with aspects of the curriculum and are in need of specialised help. This help will be subject specific and learning taking place in other subjects will be reinforced to help students succeed in their mainstream classes. There is an emphasis on developing writing skills, reading widely, formal study of literary genres and developing knowledge and understanding of scientific and mathematical concepts. Time will be spent preparing for exams prior to each examination period.

Assessment:
- Internal assessment
- No examinations are held in this subject

Recommended prior achievement level:
Participation is by invitation only and some students will be required to take this course.

YEAR 10
This course is an extension of the Personalised Learning Support programme offered in Year 9. This help continues to be subject specific as learning taking place in other subjects will be reinforced to help students succeed in their mainstream classes. The course structure is similar in that the pattern of wide reading, essay writing and literature analysis, as well as, the provision of additional assistance with work completed in other subjects, particularly Science and Mathematics continues. Included is an emphasis on developing students' organisation, time management and study skills. Time will be spent preparing for exams prior to each examination period.

Assessment:
- Internal assessment
- No examinations are held in this subject

Recommended prior achievement level:
Participation is by invitation only and some students will be required to take this course.
PERFORMING AND VISUAL ARTS YEAR 7–10

The Performing Arts (Dance, Drama and Music) are a compulsory part of the Year 7 and 8 programme.

In Year 9 and 10 students can choose to complete a full year option course or they can choose to do a semester course (half year) in Dance, Drama and Music.

Art is a compulsory part of the Year 7 and 8 programme.

In Year 9 and 10 students can choose to complete a full year option course or they can choose to do a semester course (half year) in Art.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES YEAR 7–10 (for invited students only)

YEAR 7–10
This course is designed to provide support and assistance to non-native English speakers. There is an emphasis on academic reading, writing, listening, speaking and vocabulary skills across the curriculum to help students to succeed in their mainstream classes.

Participation is by invitation only and some students will be required to take this course. Students will be advised upon enrolment if this is the case.

Learning in, through, and about the arts stimulates creative action and response by engaging the senses, imagination, thinking, and feelings. The study of drama and theatre encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively.

YEAR 7
This course introduces students to improvisation, devised drama and scripted performance. Through collaborative processes students will learn to create dramatic scenarios with others. They will begin to learn how to apply the elements, conventions and techniques of drama to bring to life dramatic scenarios including an original fairy tale and traditional Maori legend. This work aims to develop the skills of leadership, teamwork, communication and confident performance for each student. The year includes a public performance of a scripted play where each student takes on an onstage acting role.

YEAR 8
This course further develops the student's command of collaborative improvisation and devised drama and scripted performance. Through exploration of the Laban technique, students will create a physical dramatisation of a classic poem. They will extend their application of the elements, conventions, and techniques of drama to create an inspiring devised drama about the effects of bullying and the benefits of inclusive behaviour. They will explore the theatre form of clowning and perform in a public performance of a scripted play.

YEAR 9 FULL YEAR PROGRAMME
This is a practical course with the focus on performing and theatre production. Through the process of exploring how actors are societies storytellers the students will explore the world of the theatre and will:

• learn to improvise
• devise work from a provocation
• work with scripts from different theatre styles and periods
• film a ‘green’ screen scene
• perform for an audience

Viewing professional theatre is an important part of this course and the cost is approximately $50.00.

YEAR 9 SEMESTER PROGRAMME
This course is a core offering that runs for two terms. At this level the focus is on developing expressive skills and confidence in performing. Students will work co-operatively and will collaborate together on activities such as:

• working with a script
• devising their own drama using conventions
• exploring the theatre forms such as Melodrama and Greek theatre
• creating performances using the typical conventions of the genre
DRAMA

YEAR 10 FULL SEMESTER PROGRAMME

This is a practical course for keen performers and with the focus on developing skills, creating original work and theatre production.

Through the process of exploring drama and the world of the theatre the students will:

- Devise work from a provocation
- Focus on theatre production - from the page to the stage
- Work with scripts from different theatre styles and periods
- Be introduced to theatre technology
- Explore acting for camera and the audition process
- Perform in a production

Viewing professional theatre is an important part of this course and the cost is approximately $70.00.

YEAR 10 FULL SEMESTER PROGRAMME

Drama is a core offering that provides practical experience in both drama and theatre. It is a performance course that is intended to give students experiences of creating, interpreting and appreciating theatre. Works such as Shaun Tan’s The Arrival or The Lost Thing and selected Shakespearean speeches are the texts used in the course. The focus is on building the students’ expressive skills and creating performances from the students’ own world. Through experiential learning the students explore the concepts of drama and how these create meaning in performance.

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YEAR 9 FULL YEAR PROGRAMME

At this level, the focus is on developing skill and understanding of dance elements in a range of dance styles. Students will explore choreographic devices to give form and meaning to their dance ideas. Students will also identify and record their responses to performance, comparing and contrasting dances from a past and present cultures.

YEAR 9 SEMESTER PROGRAMME

At this level, the focus is on exploring dance through rich tasks in a practical setting. As well as learning a Hip Hop routine, students will study themes and issues raised in the dance, develop choreography in groups and pairs, create a solo and perform as a class. Students will review their own performances to understand the basic elements of dance.

YEAR 8 DANCE

Students will develop movement vocabularies and present dance for specific purposes responding to their own and others’ dance. Students will explore choreographic devices to give form and meaning to their dance ideas. Students will also identify and record their responses to performance, comparing and contrasting dances from a past and present cultures.

YEAR 7 DANCE

Students will explore, select and combine the elements of dance in a range of movement styles through various performance contexts. They will then work independently and collaborate with peers to develop movement sequences, contributing to large class projects. Students will also identify and record their responses to performance, developing an understanding of dance in other cultures.

DANCE

DANCE (Continued)

YEAR 10 FULL SEMESTER PROGRAMME

Dance explores movement as both a discipline and a form of artistic expression. The course utilises a range of dance styles to challenge all students. Students are exposed to professional practices, holding pieces in repertoire and developing rehearsal discipline.

Students experience the art of developing their own choreography to communicate meaning, social commentary, raise questions and explore depth of perceptive thought.

All courses aim at developing:

- Creativity – the ability to respond to challenging situations and to seek new solutions
- Confidence – the ability to act and react positively to situations and people
- Collaboration – the ability to work skillfully with others on a shared event
- Communication – the expression of complex ideas with clarity and skill
- Compassion – the ability to think from another’s point of view, to show empathy
- Critical thinking – the selection and evaluation of evidence to guide informed decision making
- Culture – the exploration of difference and unity, to understand historical and current contexts

Attending professional dance productions is an optional part of this course and the cost is approximately $50.00.

YEAR 10 FULL SEMESTER PROGRAMME

At this level, the focus is on exploring dance through rich tasks in a practical setting. As well as learning a Hip Hop routine, students will undertake three rich task units based on the musicals Hairspray, The Greatest Showman and Matilda. Within each unit students will study themes and issues raised in the dance, develop choreography in groups and pairs, create a solo and perform as a class. Students will review their own performances to understand the basic elements of dance.

YEAR 10 FULL YEAR PROGRAMME

At this level, the focus is on exploring dance through a range of genres in a practical setting. Students will undertake units in Hip Hop, Contemporary, Lindy Hop and Jazz styles. Within each unit students will study themes and issues raised in the dance, develop choreography in groups and pairs, and perform in groups. Students will also demonstrate an understanding of safe dance practices through the development of an exercise and stretching programme.
MUSIC

YEAR 7

The core Music programme is intended to give students musical experience through which they can explore and deepen their understanding of musical elements and is strongly influenced by the pedagogies of Kodaly and Orff.

Practical classroom experiences address all Arts curriculum strands in order to develop:

- Confidence and the healthy use of each student’s unique singing voice
- Aural, music reading/writing, part singing and group music-making skills
- Practical skills with classroom Orff instruments (xylophones, marimbas)
- Awareness of form (often through movement), timbre and recognition of patterning
- Creating/composition skills

Micro musicology units taught in the course may include study of chant, the instruments of the orchestra, Mozart’s opera The Magic Flute and graphic notation group vocal composition. Term 4 also includes work in preparation for the annual Carol Service.

The Year 7 core programme also has a compulsory practical element in the form of a year level band, string group or vocal skills class. This is assessed and further supports the work done in Middle School co-curricular ensembles.

YEAR 8

The core Music programme is intended to give students musical experience through which they can explore and deepen their understanding of musical elements and is strongly influenced by the pedagogies of Kodaly and Orff.

Practical classroom experiences address all Arts curriculum strands in order to develop:

- Confidence and the healthy use of each student’s unique singing voice
- Aural, music reading/writing, part singing and group music-making skills
- Practical skills and improvisation using classroom Orff instruments (mallet percussion), ukulele
- Awareness of form (often through movement), timbre and recognition of patterning
- Creating/composition skills, digital composition - Garageband, editing, improvisation, sequencing and recording

Micro musicology units taught in the course may include study of chant, the instruments of the orchestra, composition. Term 4 also includes work in preparation for the annual Carol Service.

The Year 8 core programme is enriched in the co-curricular Music programme by Year 7 and 8 Concert Band, Black Watch Strings and Song Squad.

YEAR 9 FULL YEAR PROGRAMME

The Year 9 Music course focuses on developing musical skills through a variety of stimulating challenges including songwriting, performance, musicianship and musical history. The class attends several live performances such as ballet, international musical theatre, opera and orchestra.

Units of work include:

- Pop, Rock and Blues
- Romantic Music
- Minimalism
- Musical Theatre
- Opera
- Music of India

YEAR 9 SEMESTER PROGRAMME

Rock Music is an opportunity for students to work and perform in a self-created music group. In this class, students rehearse as a member of a rock band. They develop musical skills through learning and performing songs of their choice.

Students gain first hand experience on a range of instruments including:

- vocals
- guitar
- bass guitar
- drum kit
- keyboard

There is an emphasis on fun and teamwork through the challenge of creating live music. Most bands perform at least 3 - 4 songs over the course of the semester.

Live performances and ongoing assessment of participation and engagement will be the basis of assessment.

YEAR 10 FULL YEAR PROGRAMME

Making and experiencing music to deeper levels is at the heart of Year 10 Music. Students develop their musical skills through Song and Instrumental Writing, Research, Solo and Group Performance, Theory and Listening and Aural Skills. Popular, classical and world music traditions are explored and students attend live concerts as the basis for the study of the music. As always, playing music is the basis for learning music.

Students who have participated in Year 9 Rock Music and are now keen to formalise their learning are invited to join this class. These students are encouraged to begin lessons on their chosen instrument/voice sooner rather than later to ensure they have the practical and theoretical skills to succeed in this course.

Year 9 Music (full year option) students are well-prepared for entrance to this course. Year 10 Music is open to any other Year 10 student who has experience in instrumental playing and/or choral work on the approval of the Director of Music. Private tuition on an instrument or voice is required and participation in at least one College musical group is expected. Students in this class are given priority to attend various concerts, which become available. Costs vary, but attendance is optional.

YEAR 10 SEMESTER PROGRAMME

Urban and Digital Music offers an opportunity for students to explore contemporary performance and creative skills including:

- Rock Band performance
- Songwriting
- Beat looping, mixing/DJing/scratching
- Electronic music production

The course prepares students to take Level 1-3 music, specialising in contemporary musical styles. It has particular value for students who are interested in pursuing careers in IT, multi-media, marketing and the performing arts. The programme has a technology focus and students will use software for creative and recording purposes. Musicianship and notation will be integrated as part of the course.
VISUAL ARTS

YEAR 7 AND 8
This is a general course of study in the visual arts introducing students to various processes, media and techniques within Drawing, Painting, Printmaking and 3D activities.

Students investigate:
• Sources of motivation for making artworks
• Procedures used in making artworks
• Learning about artists and their work

The aim of this practical course is to enable students to:
• Develop a growing command of skill in painting, construction, drawing, etc. for making effective artworks
• Use images effectively to make personal statements
• Develop an interest in art and increased sensitivity to cultural differences
• Show confidence in generating and developing artwork

Specific topics are set allowing the student to investigate established practice. Drawing is fundamental to all studies.

YEAR 9 FULL YEAR PROGRAMME
This practical course is an introduction to all the Senior art programmes. It will introduce students to a range of useful techniques used during examination years.

Through the process of making artworks and a broad range of fields, students will:
• Learn about the position of art in society and culture
• Discuss and analyse their own and others’ work
• Learn appropriate studio processes and procedures
• Develop creativity and individuality

Studies include:
• Drawing Skills
• Painting Styles
• Contexts and Techniques
• Printmaking
• Clay Animation
• Photography
• Design
• Moving Image

YEAR 9 SEMESTER PROGRAMME
This practical course is designed as an introductory sampler programme for students considering studying the Visual Arts in the senior school. Our programmes are all based on the Visual Arts achievement objects described in the Visual Arts curriculum:
• Learning the language/vocabulary of the Visual Arts
• Developing ideas
• Communicating and interpreting meaning in art works
• Understanding Art in context to its making and influences

YEAR 10 FULL YEAR PROGRAMME
This practical Art course develops skills introduced in the Year 9 Art programme and is the foundation for study at senior levels. Students explore a range of personalised projects, where understanding and practical performance is extended through intensive investigation of art styles and concepts. Computers are used to research, facilitate and develop ideas. Particular reference is made to the work of relevant artists and the place of art within our community and society.

Studio studies include:
• Drawing techniques
• Painting styles
• Photography
• Animation
• Sculpture
• Intaglio and Relief printmaking
• Digital composition
• Collaborative work
• Participation in the artist in residence/visiting artist programme.

This course enables students to consolidate knowledge and skills in preparation for both the NCEA and IB visual arts programmes.

YEAR 10 SEMESTER PROGRAMME
This half year option is designed as a sampler experience within the senior art programme. This practical course is all based on the Visual Arts achievement objectives described in the Visual Arts curriculum.

Studio studies include:
• Learning the language/vocabulary of the Visual Arts
• Developing
• Communicating and interpreting meaning in art works
• Understanding Art in context to its making and influences

The Taster programme activities will include:
• Drawing techniques
• Painting
• Printmaking
• Sculptural studies
• Collaborative installation
BUSINESS

Business is about how individuals and groups of people organise, plan and act to create goods and services to satisfy customers. Business is influenced by, and impacts on, the cultural, ethical, environmental, political and economic conditions of the day. Central to the study of business are the issues around globalisation, enterprise, citizenship and sustainability.

Studying business enables students to develop an appreciation of the issues that challenge businesses and stakeholders, and creates the opportunity to understand the place of business as an integral part of society and the economy.

YEAR 9 BUSINESS AND PERSONAL FINANCE

Personal finance involves increasing students’ knowledge about money matters.

Experience-based learning is at the heart of Business and Personal Finance and students will develop financial capability as well as skills such as problem-solving, co-operation, decision-making, negotiation and communication. Ethics and values underlie the decisions students make and the actions they take. The syllabus places a large emphasis on the combining of ideas and skills being taught with the values of fair dealing, honesty, integrity and consideration for others.

The focus in Year 9 is at an individual level and topics studied include:

- Economic concepts such as choice, scarcity, exchange and values
- An introduction to business structures and reasons you would start a business
- Goals of a business, including the quadruple bottom line
- Personal finance such as income, saving and spending, credit and debt, and budgeting
- Consumer law such as rights and obligations, the Consumer Guarantees Act and the Fair Trading Act
- Entrepreneurship and innovation
- Creative thinking

YEAR 10 BUSINESS, INNOVATION AND ENTERPRISE

Experience-based learning is at the heart of Business, Innovation and Enterprise, and students will develop financial capability as well as skills such as problem-solving, co-operation, decision-making, negotiation and communication.

There are eight modules during the year, two of which are practical. Students sit their examination in two out of the three modules in the mid-year examinations and two out of three modules in the end-of-year examinations. It is expected that the students will not complete the module in the examinations that they missed whilst they were at Kahunui.

Topics include:

- Producers, Resources and Production
- Consumer Choice and Demand
- Marketing
- Accounting for Small Businesses
- Personal Financial Management
- Our Economy
- Market Day
- Dragon’s Den

YEAR 10 TEXTILES TECHNOLOGY

The full year elective course of Textiles Technology is the ideal option for students who are thinking of taking Textiles at Year 11, or who really want to develop their design and construction skills, and explore the subject more thoroughly. Unlike the one term course, students in the full year elective course have time to really push the creativity of their ideas, produce higher quality outcomes, and reinforce their theoretical knowledge in a variety of practical settings.

Units of work covered over the full year course are:

- Basic skill development
- Leisurewear
- Fashion throughout history
- Fashion Revolution - #whomademyclothes?
- Thrifted Transformations

This is a fun and practical subject that caters to all learning styles. Students are expected to provide their own materials for the Winter Onesie unit. All other materials and resources will be provided.

YEAR 10 DESIGN AND VISUAL COMMUNICATIONS

Design Visual Communication is the continuation of Product Design and delves more into the skills needed for Year 11. Over the course of the year students will develop a stronger storytelling and better problem solving. By learning to be critical, creative and communicative. Students will work on creating a product, a spatial design and a digital solution. With the extra time of a full year course, students will be pushed further in all the skills as opposed to just a little snippet.

The skills to be developed are:

- Freehand drawing
- Rendering
- Google Sketchup (3D CAD Design)
- Design Thinking
- Critical thinking
- Visual Communication
- Modelmaking/Prototyping

The course will be a mixture of practical and understanding design knowledge. Opportunities will also be provided to develop designs with consultation from industry experts.
Kahunui is our remote campus where every student spends 28 days in Year 10.

Groups of eight students live in and manage their own Houses, supported by House Tutors. Academic lessons continue while students are at Kahunui, with qualified and registered teachers who take English, Social Sciences, Mathematics and Science lessons. Girls also protect and preserve Kahunui for future students by contributing to sustainability projects which include pest control, organic gardens and improving the habitats of native species.

However, we do more at Kahunui than just prepare girls for daily responsibilities after St Cuthbert’s, we challenge and extend them for life.
All students at the school complete Level 1 NCEA and choose to either continue with NCEA (Year 12 and 13) or do IB (Year 12 and 13).

At Year 11 the qualification is the National Certificate of Educational Achievement – **Level 1**. In most subjects there will be a combination of internally and externally assessed Achievement Standards. Each Achievement Standard has a credit value. A full year’s course is worth between 18-24 credits. For a student to be awarded NCEA Level 1 they must achieve 80 credits. Students will be able to attain Achieved, Achieved with Merit or Achieved with Excellence in each Achievement Standard.

For most subjects in **NCEA Level 2** there will be a combination of internally and externally assessed Achievement Standards – each Achievement Standard has a credit value. For a student to be awarded NCEA Level 2 they must achieve 80 credits, 60 of which must be from Level 2 standards. Students will be able to attain Achieved, Achieved with Merit, Achieved with Excellence, in each Achievement Standard in each subject.

At Year 13 the qualification is the National Certificate of Educational Achievement – **Level 3**. In most subjects there will be a combination of internally and externally assessed Achievement Standards. For a student to be awarded NCEA Level 3 they must achieve 80 credits, 60 of which must be from Level 3 standards with the other 20 from Level 2. Students will be able to attain Achieved, Achieved with Merit or Achieved with Excellence in each Achievement Standard in each subject.

For **University Entrance students MUST gain the following:**

**Numeracy**
10 credits from Level 1 or above from specified achievement standards or three specific numeracy unit standards.

**Literacy**
Five credits in reading and five credits in writing at Level 2 and above from specific standards (see various tables).

**Level 3**
Achievement of NCEA Level 3:
60 credits at Level 3, plus 20 credits at Level 2 or above. Students must gain 14 credits from any of **three** approved subjects (below).
NCEA COURSE OVERVIEW

Approved Subjects

Endorsement of certificates
NCEA certificates can be gained with endorsement at Merit and Excellence levels. Students will require 50 credits at Excellence level to gain NCEA Level 1, 2 or 3 certificates endorsed with Excellence, and 50 credits at Merit (or Merit and Excellence), to gain NCEA Level 1, 2 or 3 certificates endorsed with Merit.

These credits may be gained over more than one year.

Credits at a higher level may count towards the endorsement of a certificate at a lower level.

Course endorsements for NCEA
Strengths in individual courses are acknowledged with course endorsement at Excellence or Merit. Students must gain 14 or more credits at Excellence level for endorsement for Excellence or 14 or more credits at Excellence or Merit level for endorsement at Merit.

At least three of these credits must be from externally assessed standards and three from internally assessed standards.

All credits must be achieved in the same year.

In Year 11, students take a core programme of:
- English
- Health and Wellbeing - this course encompasses Health, Physical Education, Careers and Religious Education (6 periods in 10 days)
- Mathematics
- Science (one of four options)

All students will take part in the HUB programme (2 periods in 10 days). This course at Year 11 includes: aspects of values and philosophy, global citizenship, financial literacy, study skills and mind/body sessions.

In addition, students may choose three options from:
- Accounting
- Art
- Business Studies
- Chinese
- Dance
- Digital Technology
- Design and Visual Communication
- Drama
- Economics
- English for Speakers of Other Languages (restricted entry course)
- French
- Geography
- History
- Latin
- Music
- Personalised Learning Support (restricted entry course)
- Physical Education
- Spanish
- Textiles Technology
- Te Reo Māori
- Writing for Publication

In selecting their Year 11 courses, students must also think ahead to Year 12 and 13 or to make sure that they keep their career options open.
In **Year 12**, students take six subjects, one of which must be English. All students must complete a course in Level 2 English.

There are three options for English available at this level (students must choose one): English Literature and Writing, English Literature or Visual English.

A wide range of other subjects are offered. These include:

- Accounting
- Art
- Art History
- Biology
- Business Studies
- Chemistry
- Chinese
- Classical Studies
- Dance
- Design
- Digital Technology
- Design and Visual Communication
- Drama
- Economics
- English for Speakers of Other Languages (restricted entry course)
- Film and Media Studies
- French
- Geography
- History
- Latin
- Music
- Mathematics (a range of options)
- Personalised Learning Support (restricted entry course)
- Photography
- Physics
- Physical Education
- Production Science
- Spanish
- Textiles Technology
- Te Reo Māori

English for Speakers of Other Languages and Personalised Learning Support are also offered as restricted entry courses.

All students will take part in the HUB course (2 periods a week). This course at Year 12 includes: aspects of values and philosophy, global citizenship, financial literacy, future sessions (careers and tertiary study) and mind/body sessions.

In **Year 13**, students take five subjects. No subjects are compulsory.

A wide range of other subjects are offered. These include:

- Accounting
- Art
- Art History
- Biology
- Business
- Chemistry
- Chinese
- Classical Studies
- Dance
- Design
- Digital Technology
- Drama
- Economics
- English (a range of options)
- Film and Media Studies
- French
- Geography
- History
- Latin
- Music
- Mathematics (a range of options)
- Painting
- Photography
- Physics
- Physical Education
- Printmaking
- Production Science
- Spanish
- Textiles Technology
- Te Reo Māori

Specialisation is common at Year 12 and 13 and students should consider carefully the course requirements for their proposed careers or tertiary studies before making their course choices.

Students are advised to discuss option choices with their families, the Academic Director, the Head of Careers or their House Dean to ensure they make considered choices.

This part of the handbook, is organised firstly, alphabetically by subject and then by Level 1 – 3.
**Course Outline:**

The HUB programme is a seven-year programme for every student in the Senior School. This course is delivered each week to every student.

At Years 11–13, students will participate in HUB in cohort groups. These years will focus on maintaining healthy minds and bodies; recognising different ways of seeing the world through guest speakers on ethics and philosophy; developing financially literate citizens; preparing for future careers and life beyond the College; creating successful study habits; relaxation techniques and preparing students for leadership in the College and beyond.

The aim of this course is to:

- Encourage critical and caring thinking about issues that affect students in this changing world
- Help students understand the world around us
- Provide ways for students to cope with the challenges that life, inevitably, throws at us
- Prepare students for life beyond the College – career development and university planning
- Develop excellent communication skills
- Encourage students to maintain a healthy body and mind
- Equip students with the tools they need to live a productive and fulfilling life
- Develop financial literacy and capability amongst students
- Develop useful study skills so students are able to achieve success in all that they do
- Develop successful and safe digital citizens
- Encourage students to think widely about ethical issues
- Develop empathy with others
- Develop leadership skills
ACCOUNTING

Course outline:
Learning Accounting gives vital skills for both running a business and in managing your own money. The three year course of accounting provides a wide range of skills in processing transactions both manually or using accounting software through to producing statements and other management information which can be analysed and used to make business decisions.

Accounting learnt at the College provides knowledge that can be used as a base to launch into a commerce degree or even used directly when self-employed in a profession. Accounting gives a valuable understanding of the processing behind transactions as well as how to analyse information and articulate decisions.

The internal assessments cover a wide range of skills such as managing inventory, using accounting software, processing for statements as well as analysing a company listed on the stock exchange. The external standards cover statements, analysis and decision making and touches on management accounting with break-even analysis and cash budgets. The courses coverage includes accounting for the special needs of sole traders, partnerships and companies.

ASSessment

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>AS9091 (1.6)</td>
<td>Make a financial decision for an individual or group</td>
<td>1</td>
<td>3</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS90977 (1.2)</td>
<td>Process financial information for small entities</td>
<td>1</td>
<td>5</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS90978 (1.3)</td>
<td>Prepare financial statements for sole proprietors</td>
<td>1</td>
<td>5</td>
<td>External</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS90979 (1.4)</td>
<td>Prepare financial information for a community organisation’s annual general meeting</td>
<td>1</td>
<td>4</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS90980 (1.5)</td>
<td>Interpret accounting information for sole proprietors</td>
<td>1</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Cost:
Workbooks and revision resources are provided through the Commerce Department at cost and will be charged to account at the start of the year.

Level 1
Accounting is one of the key business skills and the Level One course is the best time to develop an understanding of the fundamentals of the debits and credits of business. This course will develop students’ understanding of the role of accounting in society and as a financial language. These skills are transferable to managing personal finances later in life. It teaches skills which will enable them to apply financial knowledge to practical situations, end-of-year adjustments and prepare financial statements. Further meaning is given to the financial statements through analysis and interpretation.

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<td>No</td>
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Cost:
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ACCOUNTING

Level 2
The internally assessed standards teach practical business skills such as how to protect and value inventory as well as how to use accounting software such as MYOB to process transactions. This course aims to develop a knowledge and understanding of the processes and systems used in accounting. Further meaning is given to financial statements through analysis and interpretation to allow for decisions to be made.

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<tbody>
<tr>
<td>AS91174 (2.1)</td>
<td>Describe and apply the conceptual basis of accounting</td>
<td>1</td>
<td>4</td>
<td>External</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91175 (2.2)</td>
<td>Demonstrate understanding of accounting processing using accounting software</td>
<td>1</td>
<td>5</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91176 (2.3)</td>
<td>Prepare financial information (statements) for an entity</td>
<td>1</td>
<td>5</td>
<td>External</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91177 (2.5)</td>
<td>Interpret accounting information for an entity</td>
<td>1</td>
<td>4</td>
<td>External</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91386 (2.7)</td>
<td>Inventory Management Subsystem</td>
<td>1</td>
<td>3</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Cost:
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ACCOUNTING

Level 3
Accounting further develops the principles of accounting by examining the unique features of accounting for companies and partnerships.

The course covers the following areas:
- Processing transactions and preparation of financial statements for partnerships and companies
- Decision making including break even graphing and cash budgets
- Job costing: calculating the cost of producing a good/providing a service as it flows through the production process
- Analysing a listed company annual report using ratios and percentages to explain the operations and trends.
- Preparing a report to recommend whether an investor should buy shares in the company

The course is designed to prepare students for a business degree, where in many cases accounting is a compulsory first year subject.

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<tbody>
<tr>
<td>AS91405 (3.2)</td>
<td>Demonstrate an understanding for partnerships</td>
<td>3</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91406 (3.3)</td>
<td>Demonstrate understanding of company statement preparation</td>
<td>3</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91407 (3.4)</td>
<td>Prepare a report that analyses and interprets a company’s financial report for external users</td>
<td>3</td>
<td>4</td>
<td>Internal</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91408 (3.5)</td>
<td>Demonstrate understanding of management accounting to inform decision making</td>
<td>3</td>
<td>4</td>
<td>External</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91409 (3.6)</td>
<td>Demonstrate understanding of a job cost subsystem for an entity</td>
<td>3</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Recommended prior achievement level:
Achieved grades attained in three standards of Accounting at either Level 2.

Cost:
Workbooks and revision resources are provided through the Commerce Department and will be charged to account at the start of the year.
Level 1
This course is the foundation for all senior specialist Art programmes. At this level, study is broad-based, covering Drawing, Painting, Printmaking and Photographic processes. Students are encouraged to respond independently to thematically linked areas of study. They will develop practical skills enabling them to explore, analyse and resolve problems in the Visual Arts.

Art processes are explored through workshops with practicing New Zealand artists. These are extension workshops which are offered in Term 1 and 2 after school. The combination of technique, practice and theory develops sound, creative, critical and lateral thinking skills.

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<tbody>
<tr>
<td>AS90914</td>
<td>(1.2) Use drawing methods and skills for recording information using wet and dry media</td>
<td>1</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS90915</td>
<td>(1.3) Use drawing conventions to develop work in more than one field of practice</td>
<td>1</td>
<td>6</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS90916</td>
<td>(1.4) Produce a body of work informed by established practice, which develops ideas, using a range of media</td>
<td>1</td>
<td>12</td>
<td>External</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Recommended prior achievement level:
This course is open to all students although previous study of art at Years 9 and 10 is recommended.

Cost:
Materials are required for this course. Specialised materials are also available through the Art Department shop at cost and will be charged by account.

Level 2
At Level 2, students work on completely individualised programmes.

Level 2 practical art is still a broad-based subject including Drawing, Painting and Printmaking. Students study and apply the underpinning procedures and processes within these disciplines. They relate their studio practice to that of an established artist or genre and engage in critical evaluation.

Students will select two internal and one external standard from the table below, providing 20 credits in total.

The course is a foundation for any specialist Visual Arts subject at Level 3, Scholarship and/or tertiary level.

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</thead>
<tbody>
<tr>
<td>AS91313</td>
<td>(2.2) Use drawing methods to apply knowledge of conventions appropriate to printmaking</td>
<td>2</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91318</td>
<td>(2.3) Develop ideas in a related series of drawings appropriate to established printmaking practice</td>
<td>2</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91316</td>
<td>(2.3) Develop ideas in a related series of drawings appropriate to established painting practice</td>
<td>2</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91321</td>
<td>(2.4) Produce a systematic body of work that shows understanding of art-making conventions and ideas within painting</td>
<td>2</td>
<td>12</td>
<td>External</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91323</td>
<td>(2.4) Produce a systematic body of work that shows understanding of art-making conventions and ideas within printmaking</td>
<td>2</td>
<td>12</td>
<td>External</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Recommended prior achievement level:
Achieved or better in all Level One Visual Arts Achievement Standards or at the discretion of the HOD.

Cost:
Materials are required for this course. Specialised materials are also available through the Art Department shop at cost and will be charged by account.

Other Visual Art Courses for Level 2 and 3:
Other Visual Art courses for Level 2 and 3 can be found under Design, Painting, Photography and Printmaking.
Art History is a subject that seeks to understand different cultures and ideas through the study and analysis of art as a means of communication. We exist in an environment that is filled with the artifacts of human history, architecture, painting, and sculpture. Art History offers the tools to recognize and to understand these forms. It encourages humanity and sympathy by teaching about other individuals and societies through their visual expression. Art History provides intellectual confidence gained through learning how to recognise, order, and interpret facts. It trains us to think and write clearly and to read carefully.

Level 2
This course introduces students to a visual language and set of skills to read art works and relate their making to historical, social and cultural contexts that gave rise to the works. The main topic of study is 19th century French Painting, Sculpture and Architecture from the French Revolution to Post Impressionism.

Themes explored include:
• Political and cultural change
• Depictions of women and men
• Leisure and entertainment
• Modern life

Further study in the classroom will be supported by visits to art galleries and art sites when and where possible.

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<tbody>
<tr>
<td>AS91180 (2.1)</td>
<td>Examine the effects of formal elements of art works</td>
<td>2</td>
<td>4</td>
<td>External</td>
<td>No</td>
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<tr>
<td>AS91181 (2.2)</td>
<td>Examine the meanings conveyed by art works</td>
<td>2</td>
<td>4</td>
<td>External</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91183 (2.4)</td>
<td>Examine how media are used to create effects in art works</td>
<td>2</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91184 (2.5)</td>
<td>Communicate understanding of an art history topic</td>
<td>2</td>
<td>4</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91185 (2.6)</td>
<td>Communicate a considered personal response to art works</td>
<td>2</td>
<td>4</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
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</tbody>
</table>

Level 3
Art History examines art within its social and historical contents. Students will learn to recognise artists and styles while exploring the way in which art is made and valued. Students will be given an overview of key artistic developments leading up to a major study in Modern Art and Post-Modernist Art, including USA and New Zealand from 1950.

Topics covered:
• Abstract Expressionism
• Pop Art
• Modernism in New Zealand Art
• Women’s Movement and Feminist Art

Art history knowledge enhances many subjects including English, Classicals Studies, Media Studies, History, Visual Art and Photography and encourages analytical thought, creative expression, effective research and communication skills.

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<tbody>
<tr>
<td>AS91482 (3.1)</td>
<td>Demonstrate understanding of style in art work</td>
<td>3</td>
<td>4</td>
<td>External</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91483 (3.2)</td>
<td>Examine how meanings are communicated through art works</td>
<td>3</td>
<td>4</td>
<td>External</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91485 (3.4)</td>
<td>Examine the impact of media and processes on art works</td>
<td>3</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91486 (3.5)</td>
<td>Construct an argument based on interpretation of research in art history</td>
<td>3</td>
<td>4</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91487 (3.6)</td>
<td>Examine the different values placed on art works</td>
<td>3</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Recommended prior achievement level:
This course is open to all students.

Cost:
Optional extension trips may be offered on weekends for art events that occur during the year.
Biology is the scientific study of living things. Biologists and students studying biology seek evidence to explain the nature of living things, and to understand where and how life is evolving, how evolution links life processes and ecology, and the impact that humans have on all forms of life.

Through learning in biology, students discover that life involves interactions at all levels of organisation: cells interact with their environment and with each other, so do organs, organisms and ecosystems. No living thing exists in isolation from its environment.

The Year 12 and 13 course Biology programmes are based on three main themes of life processes, ecology and evolution.

Students will learn the language of biology as well as experience the practical and experimental nature of this subject.

The Biology course is not just designed for students wishing to be biologists. It helps students gain a variety of skills including:

- Logical thinking
- Research skills
- Communication

**Level 1**
(see Science)

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
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<th>EXTERNAL OR INTERNAL</th>
<th>LITERACY</th>
<th>NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS91154 (2.2)</td>
<td>Analyse the biological validity of information presented to the public</td>
<td>2</td>
<td>3</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91156 (2.4)</td>
<td>Demonstrate understanding of life processes at the cellular level</td>
<td>2</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91157 (2.5)</td>
<td>Demonstrate understanding of genetic variation and change</td>
<td>2</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91158 (2.6)</td>
<td>Investigate a pattern in an ecological community, with supervision</td>
<td>2</td>
<td>4</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91159 (2.7)</td>
<td>Demonstrate understanding of gene expression</td>
<td>2</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

**Level 2**

This year you will:

- Understand organisms’ life processes at the cellular level
- Understand that DNA and the environment interact in gene expression
- Be able to explain how the interaction between ecological factors and natural selection leads to genetic change within populations
- Explore ecological distribution patterns and explain possible causes for these patterns
- Analyse the biological validity of information presented to the public
- Carry out a practical investigation in a biology context

**Assessment:**

**Optional Standard:**
This may be offered to students in 2020.

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<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>TITLE</th>
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<th>WRITING</th>
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<tbody>
<tr>
<td>AS91153 (2.1)</td>
<td>Carry out a practical investigation</td>
<td>2</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Recommended prior achievement level:**
In order to enrol in Level 2 Biology students must have either done Core Science, Combined Science or Level 1 Production Science.

**Cost:**
Approximately $30.00 for Biology workbook.
BIOLOGY

Level 3
This course builds on the work covered in Level 2 Biology. It aims to:

- extend students’ understanding of Biology
- investigate the various ways plants and animals respond to their external environment
- understand the complex systems in animals using a systems approach so that this understanding may be applied to a novel situation in a resource-based examination question
- understand evolutionary processes leading to speciation
- understand new ideas and historical evidence of the biological and cultural evolution of the human species
- understand human manipulations of genetic transfer and its biological implications
- integrate biological knowledge to develop informed response to a socio-scientific issue

Assessment:

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>TITLE</th>
<th>LEVEL</th>
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<th>UE LITERACY WRITING</th>
<th>NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS91603 (3.3)</td>
<td>Demonstrate understanding of the responses of plants and animals to their external environment</td>
<td>3</td>
<td>5</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>AS91604 (3.4)</td>
<td>Demonstrate understanding of how an animal maintains a stable work environment</td>
<td>3</td>
<td>3</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
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<tr>
<td>AS91605 (3.5)</td>
<td>Demonstrate an understanding of evolutionary processes leading to speculation</td>
<td>3</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>AS91606 (3.6)</td>
<td>Demonstrate understanding of trend in human evolution</td>
<td>3</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91607 (3.7)</td>
<td>Demonstrate understanding of human manipulations of genetic transfer and its biological implications</td>
<td>3</td>
<td>3</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
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</table>

Optional Standard:
This may be offered to students in 2020.

<table>
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<th>ASSESSMENT STANDARD</th>
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</thead>
<tbody>
<tr>
<td>AS91602 (3.2)</td>
<td>Integrate biological knowledge to develop an informed response to a socio-scientific issue</td>
<td>3</td>
<td>3</td>
<td>Internal</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
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</table>

Recommended prior achievement level:
Achieved or higher in 14 credits of Level 2 Biology standards.

Cost:
Approximately $30.00.

BUSINESS

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

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

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

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

Level 1
Students will gain knowledge, skills, and experience to:

- Understand how, as a result of internal and external factors, small business owners make operational decisions that have consequences for the success of their business.
- Plan, carry out, and then review a one-off business activity, basing recommendations for the future on market feedback.

The learning objectives are explored within the context of a small-to-medium business with up to 20 employees, of local or community significance (or focus), and connected to students’ lives; for example, a local farm, tourist operator, retail outlet, franchise, or early childcare centre.

Contexts will allow students to:

- demonstrate their understanding of the internal features of a small business and the external factors influencing their success
- demonstrate their understanding of the marketing mix to the development a new or existing product
- demonstrate their understanding of aspects of the human resource process
- develop and carry out a business plan for a product-based business, within a safe environment such as a classroom/akomanga or department/hai/faculty

Māori concepts that relate to this learning objective include:

- tikanga
- putake
- twanga
- kaitiakitanga
- rangatiratanga

Field trips are an integral part of Business. In 2020 there will be a day trip within the Auckland region.
BUSINESS

Recommended prior achievement level:
This course is open to all students.

Level 2
Students will gain knowledge, skills, and experience to:
• explore how and why medium-large businesses in New Zealand make operational decisions in response to internal and external factors
• plan, take to market, review and then refine a business activity incorporating a community wellbeing focus, basing recommendations for the future on market feedback.

The learning objectives are explored within the context of medium and large businesses of more than 20 employees, of regional or national significance, and connected to students’ lives; for example, listed company, retail company with multiple outlets, school, local government, large corporate, or bank.

Contexts will allow students to:
• demonstrate their understanding of the internal operations of a large business
• demonstrate their understanding of how a large business responds to external factors
• conduct market research for a new or existing product
• demonstrate understanding of future proofing to ensure business viability
• demonstrate understanding of cash flow forecasting for a business

Field trips are an integral part of Business. In 2019 there will be day trips within the North Island.

Assessment:

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<tbody>
<tr>
<td>AS90837 (1.1)</td>
<td>Demonstrate an understanding of internal features of a small business</td>
<td>1 4</td>
<td>External</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS90838 (1.2)</td>
<td>Demonstrate an understanding of external factors influencing a small business</td>
<td>1 4</td>
<td>External</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS90840 (1.4)</td>
<td>Apply the marketing mix to a new or existing product</td>
<td>1 3</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS90841 (1.5)</td>
<td>Investigate aspects of human resource processes in a business</td>
<td>1 3</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS90842 (1.6)</td>
<td>Carry out and review a product-based business activity within a classroom context with direction</td>
<td>1 6</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Maori concepts that relate to this achievement standard include:
• tikanga
• putake
• turanga
• kaitiakitanga
• rangatiratanga

Field trips are an integral part of Business. In 2019 there will be day trips within the North Island.

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</thead>
<tbody>
<tr>
<td>AS90983 (2.1)</td>
<td>Demonstrate understanding of the internal operations of a large business</td>
<td>2 4</td>
<td>External</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>AS90984 (2.2)</td>
<td>Demonstrate understanding of how a large business responds to external factors</td>
<td>2 4</td>
<td>External</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>AS90985 (2.4)</td>
<td>Conduct market research for a new or existing product</td>
<td>2 3</td>
<td>Internal</td>
<td>No</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AS91865 (2.7)</td>
<td>Demonstrate understanding of future proofing to ensure business viability</td>
<td>2 4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>AS91868 (2.10)</td>
<td>Demonstrate understanding of cash flow forecasting for a business</td>
<td>2 4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Recommended prior achievement level:
This course is open to all students.

Cost:
Field trips approximately $100.00.
BUSINESS

Level 3
Students will gain knowledge, skills and experience to:

• analyse how and why New Zealand businesses operating in global markets make operational and strategic decisions in response to interacting internal and external factors
• plan, take to market, review and then refine an innovative, sustainable business activity; analyse the activity and its market place

The learning objectives are explored within the context of a New Zealand registered business connected to students’ lives operating in global markets (exporters, importers, New Zealand owned multinationals). The business can be small, medium, or large, but should operate in the global market; for example, a New Zealand fashion designer, a web company, an international transport company, dairy company, or an airline company.

Contexts will allow students to:
• demonstrate their understanding of the internal operations of a business that operates in a global context
• demonstrate their understanding of how a business that operates in a global context responds strategically to external factors
• develop a marketing plan for a new or existing product
• carry out an innovative and sustainable business activity
• thoroughly develop a business pitch to highlight the innovative aspects of the activity and present the business case
• engage in consultation with specialist advisors in relation to the innovative, sustainable and ethical aspects of the business activity
• comprehensively evaluate the business activity against desired economic, social, cultural (including ethical) and environmental outcomes using an analytical tool such as the quadruple bottom line

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</tr>
</thead>
<tbody>
<tr>
<td>AS91379 (3.1)</td>
<td>Demonstrate understanding of how internal factors interact within a business that operates in a global context</td>
<td>3</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91380 (3.2)</td>
<td>Demonstrate understanding of how an animal maintains a stable work environment</td>
<td>3</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91382 (3.4)</td>
<td>Develop a marketing plan for a new or existing product</td>
<td>3</td>
<td>6</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91384 (3.6)</td>
<td>Carry out, with consultation, an innovative and sustainable business activity</td>
<td>3</td>
<td>9</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Recommended prior achievement level:
This course is open to all students.

Cost:
Approximately $100.00.
Chemistry develops an understanding of the theories that allow us to explain the behaviour of the materials that make up our world – including new materials in the areas of nanotechnology (e.g. carbon fibres), pharmaceuticals (e.g. anti-cancer drugs) and revolutionary new structural materials (e.g. Kevlar). A knowledge of chemistry is also necessary to understand every day issues such as climate change, genetic modification, forensic evidence and to be able to evaluate the risks associated with a range of chemicals – both naturally occurring and synthetic.

Chemistry is often called the central science as chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is an integral component of many tertiary courses such as medicine, engineering, biochemistry and food technology.

Because of the spiral nature of the curriculum where understanding is based on concepts developed in previous years, chemistry is not a subject that should be picked up later.

**Level 1**
(see Science)

**Level 2**
Students who intend to continue Chemistry at Year 13 and beyond are expected to take this course, but it is also appropriate for those who are interested in becoming scientifically literate citizens.

This course develops knowledge of the properties and reactions of chemical substances and includes the following topics:

- Redox Reactions
- Quantitative Analysis
- Atomic Structure and Bonding
- Energy Changes and Equilibrium
- Acid-Base Reactions
- Organic Chemistry

Practical work is an important and integral component of the course and includes an investigation into the concentration of a substance present in a consumer product.

**Assessment:**

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<tbody>
<tr>
<td>AS91910 (C2.1)</td>
<td>Carry out a practical investigation into a substance present in a consumer product using quantitative analysis</td>
<td>2</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
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<tr>
<td>AS9194 (C2.4)</td>
<td>Demonstrate understanding of bonding, structure, properties and energy changes</td>
<td>2</td>
<td>5</td>
<td>External</td>
<td>No</td>
<td>No</td>
<td>No</td>
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<tr>
<td>AS9165 (C2.5)</td>
<td>Demonstrate understanding of the properties of selected organic compounds</td>
<td>2</td>
<td>4</td>
<td>External</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS9166 (C2.6)</td>
<td>Demonstrate understanding of chemical reactivity</td>
<td>2</td>
<td>4</td>
<td>External</td>
<td>No</td>
<td>No</td>
<td>No</td>
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<tr>
<td>AS9167 (C2.7)</td>
<td>Demonstrate understanding of oxidation-reduction</td>
<td>2</td>
<td>3</td>
<td>Internal</td>
<td>No</td>
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<td>No</td>
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**Recommended prior achievement level:**
Merit or better in at least eight credits of Level 1 Chemistry Achievement Standards from the Year 11 Standard Science and/or Combined Science course.

**Cost:**
Laboratory manual and course notes $25.00.
CHEMISTRY

Level 3
This course expands and extends the understanding of fundamental chemical concepts introduced in Level 2 Chemistry. It is designed to provide the understanding necessary for those who intend to undertake tertiary level studies in a wide range of disciplines requiring chemistry, such as medicine and engineering. However, it also provides an opportunity to discuss the importance and impact of chemistry on everyday life.

Practical work continues to be an important and integral component of the course and includes Electrochemistry and Spectroscopic methods.

Assessment:

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<tbody>
<tr>
<td>AS91388 (C3.2)</td>
<td>Demonstrate understanding of spectroscopic data in chemistry</td>
<td>3</td>
<td>3</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
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<tr>
<td>AS91389 (C3.3)</td>
<td>Demonstrate understanding of chemical processes in the world around us</td>
<td>3</td>
<td>3</td>
<td>Internal</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>AS91390 (C3.4)</td>
<td>Demonstrate understanding of thermochemical principles and properties of particles and substances</td>
<td>3</td>
<td>5</td>
<td>External</td>
<td>No</td>
<td>No</td>
<td>No</td>
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<tr>
<td>AS91391 (C3.5)</td>
<td>Demonstrate understanding of the properties of organic compounds</td>
<td>3</td>
<td>5</td>
<td>External</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91392 (C3.6)</td>
<td>Demonstrate understanding of equilibrium principles in aqueous systems</td>
<td>3</td>
<td>5</td>
<td>External</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91393 (C3.7)</td>
<td>Demonstrate understanding of oxidation-reduction processes</td>
<td>3</td>
<td>3</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
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</tr>
</tbody>
</table>

Recommended prior achievement level:
Merit or better in at least 12 credits of Level 2 Chemistry Achievement Standards.

Cost:
Level 3 laboratory manual and course notes $25.00.
CHINESE (MANDARIN)

Level 1
This is a continuation of the Year 10 course. Students learn to write and talk about a range of topics including: family, friends and relationships, their city and their country, leisure activities, holidays and school exchange, cultural activities such as music and films, future plans for study and career. Development of reading and listening comprehension skills continues. Internal assessment activities include a speech and portfolio of written work.

Assessment:

<table>
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</thead>
<tbody>
<tr>
<td>AS90868</td>
<td>Demonstrate understanding of a variety of spoken Chinese texts on areas of most immediate relevance</td>
<td>1</td>
<td>5</td>
<td>External</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS90869</td>
<td>Give a spoken presentation in Chinese that communicates a personal response</td>
<td>1</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS90870</td>
<td>Interact using spoken Chinese to communicate personal information, ideas and opinions in different situations</td>
<td>1</td>
<td>5</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS90871</td>
<td>Demonstrate understanding of a variety of Chinese texts on areas of most immediate relevance</td>
<td>1</td>
<td>5</td>
<td>External</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Recommended prior achievement level:
Students have to pass the Year 10 Term 4 school examination.

Cost:
Subscription to Language Perfect vocabulary acquisition website approximately $30.00.

Level 2
This course aims to deepen students' awareness and understanding of the lives and culture of China, and to foster independent learning and a desire for further language learning. In addition to revising and extending the work covered in previous levels, students will further develop all language skills with the emphasis on the communication use of language. Increased vocabulary and more grammatical structures are introduced so students can achieve more complex tasks such as discussing plans and expressing feelings and opinions.

Topics studied include:
- The Influence of the Media
- Popular Culture—film, music and fashion
- Education and Career Options
- Healthy Lifestyle

Assessment:

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<tr>
<th>ASSESSMENT STANDARD</th>
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<th>LITERACY</th>
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</thead>
<tbody>
<tr>
<td>AS91108</td>
<td>Demonstrate understanding of a variety of spoken Chinese texts on familiar matters</td>
<td>2</td>
<td>5</td>
<td>External</td>
<td>No</td>
<td>No</td>
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<tr>
<td>AS91109</td>
<td>Interact using spoken Chinese to share information and justify ideas and opinions in different situations</td>
<td>2</td>
<td>5</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
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<tr>
<td>AS91111</td>
<td>Demonstrate understanding of a variety of written and/or visual Chinese text(s) on familiar matters</td>
<td>2</td>
<td>5</td>
<td>External</td>
<td>No</td>
<td>No</td>
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<tr>
<td>AS91112</td>
<td>Write a variety of text types in Chinese to convey information, ideas and opinions in genuine contexts</td>
<td>2</td>
<td>5</td>
<td>Internal</td>
<td>No</td>
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</tr>
</tbody>
</table>

Recommended prior achievement level:
Year 11 Chinese.

Cost:
Subscription to Language Perfect vocabulary acquisition website approximately $30.00.
Level 3

This course continues to develop the student’s ability to communicate in Chinese by continued practice of the essential language skills. Students study a range of topics which include the environment, leisure and tourism, health and wellbeing. Students will also study literary works and are encouraged to read extensively on their own. Internal assessment activities include a spoken presentation, a portfolio of interactions and a portfolio of written work. Reading Comprehension skills and Listening Comprehension skills (optional) are assessed externally.

Assessment:

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</thead>
<tbody>
<tr>
<td>AS91533 (3.1)</td>
<td>Demonstrate understanding of a variety of extended spoken Chinese texts</td>
<td>3</td>
<td>5</td>
<td>External</td>
<td>No</td>
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<tr>
<td>AS91534 (3.2)</td>
<td>Give a spoken presentation in Chinese that communicates critical response to stimulus material</td>
<td>3</td>
<td>3</td>
<td>Internal</td>
<td>No</td>
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<tr>
<td>AS91535 (3.3)</td>
<td>Interact clearly using spoken Chinese to explore and justify varied ideas and perspectives in different situations</td>
<td>3</td>
<td>6</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
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<tr>
<td>AS91536 (3.4)</td>
<td>Demonstrate understanding of a variety of extended written and/or visual Chinese texts</td>
<td>3</td>
<td>5</td>
<td>External</td>
<td>No</td>
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<tr>
<td>AS91537 (3.5)</td>
<td>Write a variety of text types in clear Chinese to co-explore and justify varied ideas and perspectives</td>
<td>3</td>
<td>5</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
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</tbody>
</table>

Recommended prior achievement level:

18 Level 2 Chinese credits at Achieved level or above are recommended.
CLASSICAL STUDIES

Classical Studies is the study of aspects of the ancient Greek and Roman civilisations, including its mythology, literature, art, architecture, archaeology, religion, philosophy, history and society. The Year 12 and 13 Classical Studies courses offer a fascinating insight into the ancient world which provided the foundation of western civilisation as well as some of the most famous examples of artistic, creative and intellectual endeavours. The study of this subject deepens the minds of students and enriches their thinking while developing skills in independent reflection and critical analysis.

Level 2

This course serves as an introduction to the classical Greek world by studying topics of wide appeal and particular importance. We examine some of the most celebrated works of western literature and art as well as the rich world of classical mythology and history.

The Level 2 topics include:

- Mythology: the famous gods, heroes and mythological stories of the classical world plus the legendary Trojan War
- Literature: Greek tragedy, stage plays dramatising the dreadful fate of Oedipus and his family
- Art & Architecture: the buildings of the Acropolis in Athens and the sculpture of the ancient Greek world from its early beginnings and development over time
- History: the Golden Age of classical Athens – the pinnacle of its civilisation

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<tbody>
<tr>
<td>AS91200 (2.1)</td>
<td>Examine ideas and values of the classical world</td>
<td>2</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>AS91201 (2.2)</td>
<td>Examine the significance of features of work/s of art in the classical world</td>
<td>2</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>AS91202 (2.3)</td>
<td>Demonstrate understanding of a significant event in the classical world</td>
<td>2</td>
<td>4</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91204 (2.5)</td>
<td>Demonstrate understanding of the relationship between aspects of the classical world and aspects of other cultures</td>
<td>2</td>
<td>6</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Recommended prior achievement level:
This course is open to all students.

Cost:
N/A

Level 3

This course centres on the ancient Roman empire which spread at its height from Britain to North Africa and Asia Minor through a series of conquests and expansion. It is a time full of fascinating individuals who contributed to the drama of the political world, as well as the development of some of the most famous and enduring works of art, architecture and literature which have left a profound mark on our own modern world.

The Year 13 course focuses on the following three topics:

- **History**: the life and times of Augustus, the first Roman emperor who brought peace and prosperity to the empire after years of instability and infighting
- **Art & Architecture**: the buildings and sculpture from around the Roman empire including the famous Colosseum and Pantheon as well as other works of particular significance
- **Literature**: selections from the Aeneid, a national epic of Rome which tells the famous story of the founding of the Roman people

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<tr>
<td>AS91304 (3.1)</td>
<td>Analyse ideas and values of the classical world</td>
<td>3</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>AS91396 (3.3)</td>
<td>Analyse the impact of a significant historical figure on the classical world</td>
<td>3</td>
<td>6</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>AS91397 (3.4)</td>
<td>Demonstrate understanding of significant ideology(ies) in the classical world</td>
<td>3</td>
<td>6</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>AS91398 (3.5)</td>
<td>Demonstrate understanding of the lasting influences of the classical world on other cultures across time</td>
<td>3</td>
<td>6</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Recommended prior achievement level:
This course is open to all students.

Cost:
N/A
**DANCE**

Dance explores movement as both a discipline and a form of artistic expression. The course utilises a range of dance styles to challenge all students. Students are exposed to professional practices, holding pieces in repertoire and developing rehearsal discipline.

Students experience the art of developing their own choreography to communicate meaning, social commentary, raise questions and explore depth of perceptive thought.

All courses aim at developing
- **Creativity** – the ability to respond to challenging situations and to seek new solutions
- **Confidence** – the ability to act and react positively to situations and people
- **Collaboration** – the ability to work skilfully with others on a shared event
- **Communication** – the expression of complex ideas with clarity and skill
- **Compassion** – the ability to think from another’s point of view, to show empathy
- **Critical thinking** – the selection and evaluation of evidence to guide informed decision making
- **Culture** – the exploration of difference and unity, to understand historical and current contexts

**Level 1**
In this practical course students will explore, select and apply the elements of dance in multiple dance styles, through both performance and composition. Students will explore cultural or social dance, contemporary, and hip hop in performance and work individually, in pairs and in groups to compose dance sequences. Students will also perform in an ensemble jazz dance piece.

Viewing live performance is important to developing analytical skills essential for the external examination and assist students with the development of their own choreography. Students will have the option to attend a minimum of four professional performances from a mixture New Zealand and international companies.

**Assessment:**

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<tbody>
<tr>
<td>AS 90858 (11)</td>
<td>Compose dance sequences for given briefs</td>
<td>1</td>
<td>6</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
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<tr>
<td>AS90002 (1.2)</td>
<td>Perform dance sequences</td>
<td>1</td>
<td>6</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
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<tr>
<td>AS90859 (1.3)</td>
<td>Demonstrate ensemble skills in a dance</td>
<td>1</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
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<tr>
<td>A5 (1.4)</td>
<td>Demonstrate and understanding of the elements of dance</td>
<td>1</td>
<td>4</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>A590861 (1.5)</td>
<td>Demonstrate understanding of a dance performance</td>
<td>1</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

**Recommended prior achievement level:**
This course is open to all students.

**Cost:**
Optional professional performance tickets $100.00 (total). Jazz shoes $75.00 (approx.).

**Level 2**
In this practical course students will explore dance as a form of artistic expression and communication through composition and performance. Students will experience professional practice by learning and retaining in repertoire a collection of three contemporary dance pieces. They will also perform a cultural or social dance and a musical theatre jazz dance. Students will then choreograph a solo dance to express an idea and communicate meaning.

Viewing live performance is important to developing analytical skills essential for the external examination and assist students with the development of their own choreography. Students will have the option to attend a minimum of four professional performances from a mixture New Zealand and international companies.

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<tbody>
<tr>
<td>AS91206 (2.2)</td>
<td>Choreograph a solo dance to communicate an intention</td>
<td>2</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
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<tr>
<td>AS91207 (2.3)</td>
<td>Perform an ethnic or social dance to communicate understanding of the style</td>
<td>2</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
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<tr>
<td>AS91208 (2.4)</td>
<td>Perform a theatre dance to communicate understanding of the dance</td>
<td>2</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
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<tr>
<td>AS91209 (2.5)</td>
<td>Perform a repertoire of dance</td>
<td>2</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
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<tr>
<td>AS91211 (2.7)</td>
<td>Provide an interpretation of a dance performance with supporting evidence</td>
<td>2</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>No</td>
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</table>

**Recommended prior achievement level:**
This course is open to all students.

**Cost:**
Optional professional performance tickets $100.00 (total). Jazz shoes $75.00 (approx.).
DANCE

Level 3
In this practical course students will refine their performance and choreographic skills in a range of contexts. Students will show diversity and dexterity through retaining and performing a repertoire of contrasting dances. They will perform a solo or duet and work in collaboration with the teacher to develop an original group performance. Students will also produce a dance to realise a concept through choreography and design elements.

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<tbody>
<tr>
<td>AS91588 (3.1)</td>
<td>Produce a dance to realise a concept</td>
<td>3</td>
<td>8</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
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<tr>
<td>AS91590 (3.3)</td>
<td>Perform a solo or duet dance</td>
<td>3</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
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<tr>
<td>AS91591 (3.4)</td>
<td>Perform a group dance</td>
<td>3</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
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<tr>
<td>AS91592 (3.5)</td>
<td>Perform a repertoire of contrasting dances</td>
<td>3</td>
<td>6</td>
<td>Internal</td>
<td>No</td>
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<td>No</td>
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<tr>
<td>AS91594 (3.7)</td>
<td>Analyse a dance performance</td>
<td>3</td>
<td>4</td>
<td>External</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
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</table>

Recommended prior achievement level:
This course is open to all students.

Cost:
Optional professional performance tickets $100.00 (total). Jazz shoes $75.00 (approx.).
DESIGN

Level 2
Design is a specialist Visual Arts subject. This is a practical course enabling students to develop an awareness of design concepts through research, documentation and creative problem solving. Students explore their chosen brief using the design process. They develop skill and understanding through research of established and contemporary practice, the creation and manipulation of imagery and the application of typography.

Students draw with a range of media, a camera and using Photoshop.

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<tbody>
<tr>
<td>AS9130</td>
<td>Use drawing methods to apply knowledge of conventions appropriate to design</td>
<td>2</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
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<tr>
<td>AS9135</td>
<td>Develop ideas in a related series of drawings appropriate to established design practice</td>
<td>2</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
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<tr>
<td>AS91320</td>
<td>Produce a systematic body of work that shows understanding of art making conventions and ideas within design</td>
<td>2</td>
<td>12</td>
<td>External</td>
<td>No</td>
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</table>

Recommended prior achievement level:
Achieved or better in Level 1 Visual Arts Achievement Standards or at the discretion of the HOF.

Cost:
Materials are required for this course. Specialised materials are also available through the Art Department shop at cost and will be charged by account.

Level 3
Design is a specialist Visual Arts subject. Through a range of tasks students will show an understanding of the processes, procedures, materials and techniques used in design. The aim of the study at this level is for students to develop an understanding of the problem solving process and to apply and extend this knowledge within their own practice. Students will define their own brief, refine the problem and communicate solutions through drawing, models and finished art work. Briefs are issue-based rather than discipline-focused and consider social, political or environmental concerns. There are two internal Achievement Standards that develop skills using Adobe Photoshop, Illustrator and InDesign. The external Achievement Standard encourages students to extend their ideas independently in a personalised programme.

Assessment:

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<tbody>
<tr>
<td>AS91445</td>
<td>Use drawing to demonstrate understanding of conventions appropriate to design</td>
<td>3</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
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<tr>
<td>AS91450</td>
<td>Systematically clarify ideas using drawing informed by established practice</td>
<td>3</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
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<td>No</td>
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<tr>
<td>AS91455</td>
<td>Produce a systematic body of work that integrates conventions and regenerates ideas within design practice</td>
<td>3</td>
<td>14</td>
<td>External</td>
<td>No</td>
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</table>

Recommended prior achievement level:
Achieved or better in Level 2 Visual Arts Achievement Standards or at the discretion of the HOF.

Cost:
Students will attend tutorials given by a visiting tutor in Illustrator and InDesign. Cost will be $25.00 per tutorial. Materials are required for this course. Please refer to the College stationery list. Specialised materials are also available through the Art Department shop at cost and will be charged by account. Students will be required to cover printing costs. Optional weekend workshops taken by visiting artists/lecturers will be offered at the cost of $25.00 per day.
DESIGN AND VISUAL COMMUNICATION

Technology is intervention by design and DVC delves into the everyday and the extraordinary by redefining through a Design Thinking process.

Design and Visual Communication (DVC) is an area of learning within the New Zealand Curriculum, where students learn about design, develop their practice of designing, and develop their design thinking in the context of spatial and product design. Design, Designing and Design Thinking is explored and expressed through Visual Communication and is informed by Design Heritage.

NCEA Level 1
The focus of Level 1 DVC is to build the core skills and abilities required to lead students into Level 2 and beyond. More importantly is to prepare students for the demands of tertiary education and industry standards of the creative industries. DVC falls into the beautiful category where both creativity and practicality resides. Students will be learning the foundations of freehand drawing and rendering and rendering to aid them in their design practice. Over the course of the year there will be a couple of projects to help develop their problem solving, abstract thinking and critical thinking. Students will be given current problems that will challenge them to empathise, analyse and creatively resolve a Spatial and a Product design project.

Assessment:
(a selection of the following standards dependent on the student’s chosen context and project)

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<tbody>
<tr>
<td>AS91063</td>
<td>Produce freehand sketches that communicate design ideas</td>
<td>1</td>
<td>3</td>
<td>External</td>
<td>No</td>
<td>No</td>
<td>No</td>
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<tr>
<td>AS91066</td>
<td>Use rendering techniques to communicate the form of design ideas</td>
<td>1</td>
<td>3</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
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<tr>
<td>AS91067</td>
<td>Use the work of an influential designer to inform design ideas</td>
<td>1</td>
<td>3</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
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<tr>
<td>AS91068</td>
<td>Undertake development of design ideas through graphics practice</td>
<td>1</td>
<td>6</td>
<td>External</td>
<td>No</td>
<td>No</td>
<td>No</td>
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<tr>
<td>AS91069</td>
<td>Promote an organised body of design work to an audience using visual communication techniques</td>
<td>1</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
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</table>

Cost:
Personal printing for course work – managed by students.
Subscription to SketchUp Pro.
Students are expected to source their own materials for the construction of their final outcomes.
Possible two day trip, approximate cost $650.00 (biannually).

NCEA Level 2
The focus of Level 2 DVC is to build on the Design Thinking and Visual Communication skills from Level 1. Students will be provided three projects throughout the year, a Spatial, Product and presentation project. Design heritage is a focus with the need to research a design era of their choice. Visual communication and their visual literacy will be pushed further as more critical thinking will be expected. Building on students’ ability to question, so that every student constantly questions how a concept functions in its intended environment. Abstract role-play will be promoted so that students learn to understand design from a psychological perspective, the user experience.

Assessment:
(a selection of the following standards dependent on the student’s chosen context and project)

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<tbody>
<tr>
<td>AS91337</td>
<td>Use visual communication techniques to generate design ideas</td>
<td>2</td>
<td>3</td>
<td>External</td>
<td>No</td>
<td>No</td>
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<tr>
<td>AS91341</td>
<td>Develop a spatial design through graphics practice</td>
<td>2</td>
<td>6</td>
<td>Internal</td>
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<td>No</td>
<td>No</td>
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<tr>
<td>AS91342</td>
<td>Develop a product design through graphics practice</td>
<td>2</td>
<td>6</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS913443</td>
<td>Use visual communication techniques to compose a presentation of a design</td>
<td>2</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Cost:
Personal printing for course work – managed by students.
Subscription to SketchUp Pro.
Students are expected to source their own materials for the construction of their final outcomes.
Possible two day trip, approximate cost $650.00 (biannually).
Digital Technology

Level 1
This course requires students to undertake technological practice in order to develop and implement digital technology-based solutions. Students will develop a basic understanding of digital media and computer science concepts. These will be further explored during the design and production process. Students will research game development and the application of design principles to good game design. Key to this course is planning, researching, producing and evaluating their project. They will acquire industry standard skills in a variety of software packages and develop skills while exploring programming contexts.

This course caters for a variety of learning styles through a range of classroom activities including written, verbal and visual communication, creative thinking, problem solving and collaborative learning.

At this level the tasks are open-ended and students may develop skills in the following areas:
• Project management and planning
• Creativity and problem solving
• Design and programming
• Multimedia content creation

Assessment:

Recommended prior achievement level:
This course is open to all students.

Cost:
Personal printing for course work – managed by students.
Optional workshops may be offered at the cost of between $25.00 - $85.00 per session – this will be charged to your daughter’s account.
Subscription to online course content at a cost of $40 per person.
Possible two-day trip, approximate cost $650.00 (biannually).

Level 2
This course requires students to undertake technological practice in order to develop and implement a digital technology-based solution. Students will develop an understanding of digital media and computer science concepts. These will be explored during the design and production process as applied to their own creative project. Key to this course is planning, researching, producing and evaluating a smartphone application to address a need or opportunity.

Students will research contemporary trends in smartphone development and the impact on children. Working within this context they will interact with real stakeholders and must consider their needs and feedback during the development process.

This course caters for a variety of learning styles through a range of classroom activities including written, verbal and visual communication, creative thinking, problem solving and collaborative learning.

At this level the tasks are more individualised and can be open ended.

Students may develop skills in the following areas:
• Project management and planning
• Creativity and problem solving
• Design and programming
• Web-based solutions
• Multimedia Content Creation

Assessment:

Recommended prior achievement level:
This course is open to all students. Previous study in a Technology area would be of benefit in understanding the technological process, but is not essential.

Cost:
Personal printing for course work – managed by students.
Optional workshops may be offered at the cost of between $25.00 - $85.00 per session – this will be charged to your daughter’s account.
Subscription to online course content at a cost of $40 per person.
Possible two day trip, approximate cost $650.00 (biannually).
DIGITAL TECHNOLOGY

Level 3
This course requires students to undertake technological practice in order to develop and implement a digital technology-based solution. Students will engage in the process of developing a brief, solution design, production and evaluation.

Students will research a context; they will identify their own issue on which to focus and work with specific stakeholders to solve a problem by creating a technological solution.

This course caters for a variety of learning styles through a range of classroom activities including written, verbal and visual communication, creative thinking, problem solving and collaborative learning. At this level the tasks are open-ended and students are able to specialise in an area of technological innovation that is of personal interest.

Students may develop skills in the following areas:
• Ideation and innovation
• Project management and planning
• Creativity and problem solving
• Product design and prototyping
• Programming

Assessment:
(a selection of the following standards dependent on the student’s chosen context and project)

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
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<th>UE LITERACY WRITING</th>
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</tr>
</thead>
<tbody>
<tr>
<td>AS91901 (3.2)</td>
<td>Apply user experience methodologies to develop a design for a digital technologies outcome (Digital Technology)</td>
<td>3</td>
<td>3</td>
<td>Internal Yes</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>AS91907 (3.8)</td>
<td>Use complex processes to develop a digital technologies outcome</td>
<td>3</td>
<td>6</td>
<td>Internal No</td>
<td>No</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>AS91903 (3.4)</td>
<td>Use complex techniques to develop a digital media outcome (Digital Technology)</td>
<td>3</td>
<td>4</td>
<td>Internal No</td>
<td>No</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>AS91909 (3.10)</td>
<td>Present a reflective analysis of developing a digital outcome (Digital Technology)</td>
<td>3</td>
<td>3</td>
<td>External No</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Recommended prior achievement level:
It is recommended that you have studies Year 12 Digital Technology, Year 12 Textile Technology or Year 12 Design.

Cost:
Personal printing for course work – managed by students.
Optional workshops may be offered at the cost of between $25.00 - $85.00 per session – this will be charged to your daughter’s account.
Subscription to online course content at a cost of $40 per person.
Possible two day trip, approximate cost $650.00 (biannually).
Learning in, through, and about the arts stimulates creative action and response by engaging the senses, imagination, thinking, and feelings. The study of drama and theatre encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively.

**Level 1**
This is a practical course where the students will select and use elements, techniques, conventions and technologies in a range of performances.

As part of the assessment the students will:
- Explore expressive techniques by performing a scene from a play
- Work in a small group to devise a drama
- Explore a theatre form
- Perform a major production
- There is also one external Achievement Standard that is assessed in a written examination at the end of the year.

**Assessment:**

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<tr>
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</thead>
<tbody>
<tr>
<td>AS90006 (1.1)</td>
<td>Apply drama techniques in a dramatic context</td>
<td>1</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS90997 (1.2)</td>
<td>Devising and perform a drama</td>
<td>1</td>
<td>5</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS90998 (1.3)</td>
<td>Demonstrate understanding of the history and features of a drama/theatre form</td>
<td>1</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS90999 (1.4)</td>
<td>Select and use features of a drama/theatre form in performance</td>
<td>1</td>
<td>4</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS90009 (1.6)</td>
<td>Perform a scripted role in a performance</td>
<td>1</td>
<td>5</td>
<td>Internal</td>
<td>No</td>
<td>NO</td>
</tr>
</tbody>
</table>

**Recommended prior achievement level:**
This course is open to all students.

**Cost:**
Viewing professional theatre is an important part of this course and the cost is approximately $150.00.

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**Level 2**
In this course students will explore expressive techniques, a theatre form, devise performances and perform in a production.

For the assessments, students will:
- Refine their application of expressive techniques in a performance of scripted drama
- Explore Brecht’s theories of performance in a scene from a play
- Create and perform a devised drama
- Play a role in a major production
- There is also one external Achievement Standard that is assessed in a written examination at the end of the year.

**Assessment:**

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</thead>
<tbody>
<tr>
<td>AS91213 (2.1)</td>
<td>Apply drama techniques in a scripted context</td>
<td>2</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91214 (2.2)</td>
<td>Devising and perform a drama to realise an intention</td>
<td>2</td>
<td>5</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91215 (2.3)</td>
<td>Discuss a drama or theatre form or period with reference to a text</td>
<td>2</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91216 (2.4)</td>
<td>Use complex performance skills associated with a drama or theatre or period</td>
<td>2</td>
<td>4</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91218 (2.6)</td>
<td>Perform a substantial acting role in a scripted production</td>
<td>2</td>
<td>5</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

**Recommended prior achievement level:**
This course is open to all students.

**Cost:**
Viewing professional theatre is an integral part of this course and the cost is approximately $150.00.
Level 3

In this course there are three internal Achievement Standards which all involve performances that need to demonstrate a high level of skill. Individual performances take more precedence at this level although there are still opportunities to perform in pairs or a group of three actors. There is also a major production. There is one external Achievement Standard that is assessed in a written examination at the end of the year.

Assessment:

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</thead>
<tbody>
<tr>
<td>AS91512 (3.1)</td>
<td>Interpret scripted text to integrate drama techniques in scripted</td>
<td>3</td>
<td>4</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91513 (3.2)</td>
<td>Devise and perform a drama to realise a concept</td>
<td>3</td>
<td>5</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91514 (3.3)</td>
<td>Interpret a prescribed text to demonstrate knowledge of a theatre form or period</td>
<td>3</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91515 (3.4)</td>
<td>Select and use complex performance skills associated with a theatre form or period</td>
<td>3</td>
<td>4</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91517 (3.6)</td>
<td>Perform a substantial acting role in a significant production</td>
<td>3</td>
<td>5</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

This course is open to all students.

Cost:

Viewing professional theatre is an integral part of this course and the cost is approximately $150.00.
**ECONOMICS**

**Level 1**

This introductory course aims to help learners to:

- Identify situations of scarcity and explain how scarcity leads to choices that have opportunity costs
- Use demand theory to explain consumer choices
- Investigate producers’ decisions about production
- Link supply theory to explain producer choices
- Apply the supply and demand model to demonstrate how the choices of consumers, producers, and government affect society
- Understand the role of government in the economy and the choices to be made for an issue where affected groups have different viewpoints

The course consistently refers to real-life situations and current events. Students have the opportunity to investigate how theory applies to local economic activity through two internally assessed projects.

**Assessment:**

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</tr>
</thead>
<tbody>
<tr>
<td>AS90983 (1.1)</td>
<td>Demonstrate understanding of consumer choices using demand</td>
<td>1</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS90984 (1.2)</td>
<td>Demonstrate understanding of decisions a producer makes about production</td>
<td>1</td>
<td>3</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS90985 (1.3)</td>
<td>Demonstrate understanding of producer choices using supply</td>
<td>1</td>
<td>3</td>
<td>External</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS90986 (1.4)</td>
<td>Demonstrate understanding of how consumer, producer and/or government choices affect society, using market equilibrium</td>
<td>1</td>
<td>5</td>
<td>External</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS90987 (1.5)</td>
<td>Demonstrate understanding of a government choice where affected groups have different viewpoints</td>
<td>1</td>
<td>4</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

**ECONOMICS**

**Level 2**

This course aims to help learners to:

- Investigate macroeconomic concepts and models
- Identify and explain the causes of contemporary economic issues (e.g. inflation, international trade, economic growth and unemployment)
- Explain the effects of macroeconomic issues on various groups in New Zealand society

Students process, analyse and extrapolate statistical data relating to contemporary economic issues in an internally assessed project.

**Assessment:**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>AS91222 (2.1)</td>
<td>Analyse inflation using economic concepts and models</td>
<td>2</td>
<td>4</td>
<td>External</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91223 (2.2)</td>
<td>Analyse international trade using economic concepts and models</td>
<td>2</td>
<td>4</td>
<td>External</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91225 (2.4)</td>
<td>Analyse unemployment using economic concepts and models</td>
<td>2</td>
<td>4</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91227 (2.6)</td>
<td>Analyse how government policies and contemporary economic issues interact</td>
<td>2</td>
<td>6</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>
**ECONOMICS**

**Level 3**

This course aims to help learners:

- Use microeconomic concepts (e.g. marginal utility, demand and supply curves, elasticity, or deadweight losses) to illustrate the efficiency of markets
- Use microeconomic concepts (e.g. marginal cost and revenue, profit maximisation, normal profits, perfect competition, monopoly, or allocative efficiency) to derive the levels of profit, output and efficiency of different market structures
- Analyse the New Zealand economy using macroeconomic models (e.g. aggregate supply and demand) in relation to domestic and international influences
- Assess appropriateness/impact of government policies that relate to stabilisation and/or economic development

**Assessment:**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>AS91399 (3.1)</td>
<td>Demonstrate understanding of the efficiency of market equilibrium</td>
<td>3</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91402 (3.4)</td>
<td>Demonstrate understanding of government interventions where the market fails to deliver efficient or equitable outcome</td>
<td>3</td>
<td>5</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91403 (3.5)</td>
<td>Demonstrate understanding of macro-economic influences on the New Zealand economy</td>
<td>3</td>
<td>6</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91401 (3.3)</td>
<td>Demonstrate understanding of micro-economic concepts</td>
<td>3</td>
<td>6</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
English is the study, use, and enjoyment of the English language and its literature, communicated orally, visually, and in writing, for a range of purposes and audiences and in a variety of text forms. Learning English encompasses learning the language, learning through the language, and learning about the language.

Understanding, using, and creating oral, written, and visual texts of increasing complexity is at the heart of English teaching and learning. By engaging with text-based activities, students become increasingly skilled and sophisticated speakers and listeners, writers and readers, presenters and viewers.

Level 1
The four main areas of work are Reading Skills, Response to Texts, Writing and Production Skills.

Response to texts includes a study of short story, novel, poetry, and film; writing involves the development of skills in formal writing; and the production unit consists of an oral presentation.

There will also be a personal reading internal assessment. Through the year the students are also encouraged to develop their abilities in oral work through taking part in class discussion and speeches.

Assessment:

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</thead>
<tbody>
<tr>
<td>AS90849 (1.1)</td>
<td>Show understanding of specified aspect(s) of studied written texts, with supporting evidence</td>
<td>1</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS90850 (1.2)</td>
<td>Show understanding of specified aspect(s) of studied visual or oral texts, with supporting evidence</td>
<td>1</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS90851 (1.3)</td>
<td>Show understanding of specified aspect(s) of unfamiliar written texts through close reading, using supporting evidence</td>
<td>1</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS90553 (1.5)</td>
<td>Produce formal writing</td>
<td>1</td>
<td>3</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS90857 (1.6)</td>
<td>Construct and deliver an oral text</td>
<td>1</td>
<td>3</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Level 2
In Year 12 students have three different options to cater for the interests and aspirations of individual students. Students can select from one of the following:

- A – English
- B – Visual English
- C – English Literature and Writing

A. ENGLISH
In this course, language, literature and writing will be emphasised. A Shakespeare play, short written texts, and a feature length film will be studied. The internal assessment includes creative writing, formal writing and analyzing connections across texts.

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<tbody>
<tr>
<td>AS91398 (2.1)</td>
<td>Analyse specified aspects of written text(s), supported by evidence</td>
<td>2</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91099 (2.2)</td>
<td>Analyse specified aspects of visual or oral text(s), with supporting evidence</td>
<td>2</td>
<td>4</td>
<td>External</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91100 (2.3)</td>
<td>Analyse significant aspects of unfamiliar written text(s) through close reading, using supporting evidence</td>
<td>2</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>AS91101 (2.4)</td>
<td>Produce a selection of crafted and controlled writing</td>
<td>2</td>
<td>6</td>
<td>Internal</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91104 (2.7)</td>
<td>Analyse significant connections across texts, supported by evidence</td>
<td>2</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
B. VISUAL ENGLISH
The focus of this course is literacy. Short written texts and a feature length film will be studied. The internal assessment includes close reading of a visual text, an essay, creative and formal writing and personal responses to reading.

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<td>Yes</td>
<td>No</td>
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<tr>
<td>AS91099</td>
<td>Analyse specified aspects of visual or oral text(s), with supporting evidence</td>
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<td>4</td>
<td>External</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>AS91101</td>
<td>Produce a selection of crafted and controlled writing</td>
<td>2</td>
<td>6</td>
<td>Internal</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91106</td>
<td>Form developed personal responses to independently read texts, supported by evidence</td>
<td>2</td>
<td>4</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91107</td>
<td>Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence</td>
<td>2</td>
<td>3</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

ASSESSMENT

C. LITERATURE AND WRITING
This course combines academic English and Writing for Publication. There will be a strong focus on creative, media and literary writing, on developing a distinctive voice, as well as studying a wide range of literature including novel, poetry, short stories, media stories and a feature length film.

Central to this class are opportunities to explore the craft of writing and develop a portfolio of original writing. The internal assessment includes creative writing, media writing, a special research study, plus several optional standards such as a TED talk, feature writing and an essay analysing connections across texts. English and Media standards will be used in assessment. Extension workshops with creative writers and journalists, trips to Auckland Writers’ Festival and Art Gallery, and opportunities to work on collaborative global campaigns will be integral to the course.

Assessment:

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>TITLE</th>
<th>LEVEL</th>
<th>CREDITS</th>
<th>EXTERNAL OR INTERNAL</th>
<th>UE LITERACY READING</th>
<th>UE LITERACY WRITING</th>
<th>NUMERACY</th>
</tr>
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<tbody>
<tr>
<td>AS91098</td>
<td>Analyse written texts</td>
<td>2</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91099</td>
<td>Analyse visual or oral text</td>
<td>2</td>
<td>4</td>
<td>External</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91109</td>
<td>Produce crafted and controlled writing</td>
<td>2</td>
<td>6</td>
<td>Internal</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91105</td>
<td>Special Research Study- use information literacy skills</td>
<td>2</td>
<td>4</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
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<tr>
<td>AS91255</td>
<td>Write media texts for a specific audience</td>
<td>2</td>
<td>3</td>
<td>Internal</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>AS91102</td>
<td>Construct and deliver an oral text</td>
<td>2</td>
<td>3</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91104</td>
<td>Analyse significant connections across texts</td>
<td>2</td>
<td>3</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Recommended prior achievement level:
This course is open to all students.

Cost:
N/A
**Level 3**

In Year 13 students have three different options to cater for the interests and aspirations of individual students. Students can select from one of the following:

- A – English Literature
- B – Visual English
- C – English Literature and Writing
- D – English for Academic Purposes

**A. ENGLISH LITERATURE**

In this course, language, literature and writing will be emphasised. A Shakespeare play, short written texts, and a feature length film will be studied. The internal assessment includes creative writing, formal writing and analysing connections across texts.

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>TITLE</th>
<th>LEVEL</th>
<th>CREDITS</th>
<th>EXTERNAL OR INTERNAL</th>
<th>UE LITERACY READING</th>
<th>UE LITERACY WRITING</th>
<th>NUMERACY</th>
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</thead>
<tbody>
<tr>
<td>AS91472 (3.1)</td>
<td>Respond critically to specified aspects of written text, supported by evidence</td>
<td>3</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91473 (3.2)</td>
<td>Respond critically to specified aspects of visual text, supported by evidence</td>
<td>3</td>
<td>4</td>
<td>External</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91474 (3.3)</td>
<td>Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence</td>
<td>3</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91475 (3.5)</td>
<td>Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas</td>
<td>3</td>
<td>3</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91479 (3.8)</td>
<td>Develop an informed understanding of literature and/or language using critical texts</td>
<td>3</td>
<td>4</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91480 (3.9)</td>
<td>Respond critically to significant aspects of visual text(s) through close reading, supported by evidence</td>
<td>3</td>
<td>3</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

**B. VISUAL ENGLISH**

The focus of this course is on visual literacy. Short texts and a feature length film will be studied. The internal assessment includes the close reading of a visual text, the production of a visual text, a report about connections between texts, and an oral presentation. Visual English is recommended for students who have a stronger interest in visual literacy or who find the study of English literature difficult.

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>TITLE</th>
<th>LEVEL</th>
<th>CREDITS</th>
<th>EXTERNAL OR INTERNAL</th>
<th>UE LITERACY READING</th>
<th>UE LITERACY WRITING</th>
<th>NUMERACY</th>
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<tr>
<td>AS91472 (3.1)</td>
<td>Respond critically to specified aspects of written text, supported by evidence</td>
<td>3</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>AS91473 (3.2)</td>
<td>Respond critically to specified aspects of visual text, supported by evidence</td>
<td>3</td>
<td>4</td>
<td>External</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>AS91476 (3.5)</td>
<td>Create and deliver a fluent and coherent visual text which develops, sustains, and structures ideas</td>
<td>3</td>
<td>3</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
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<tr>
<td>AS91477 (3.6)</td>
<td>Create and deliver a fluent and coherent visual text which develops, sustains, and structures ideas using verbal and visual language</td>
<td>3</td>
<td>3</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91478 (3.7)</td>
<td>Respond critically to significant connections across texts</td>
<td>3</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
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<tr>
<td>AS91480 (3.9)</td>
<td>Respond critically to significant aspects of visual text(s) through close reading, supported by evidence</td>
<td>3</td>
<td>3</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
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</table>
C. ENGLISH LITERATURE AND WRITING

This course has a strong literature as well as a strong writing focus. It is intended for students who are keen to continue studying literature and academic English, and who also want to continue writing and publishing, perhaps working on an individual writing project.

Students will study a novel, play, short stories, poetry, a range of media stories and a feature film. The internal assessments include developing a portfolio of original writing, a critical text essay, presenting a writing workshop, plus optional writing standards. Extension workshops with creative writers and journalists, trips to Auckland Writers’ Festival and Art Gallery, and opportunities to work on collaborative global campaigns will be integral to the course.

Assessment (class assessment):

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>TITLE</th>
<th>LEVEL</th>
<th>CREDITS</th>
<th>EXTERNAL</th>
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<th>UE LITERACY WRITING</th>
<th>NUMERACY</th>
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</thead>
<tbody>
<tr>
<td>AS91472</td>
<td>Respond critically to aspects of written texts</td>
<td>3</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91473</td>
<td>Respond critically to aspects of visual text</td>
<td>3</td>
<td>4</td>
<td>External</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91475</td>
<td>Produce a selection of crafted writing</td>
<td>3</td>
<td>6</td>
<td>Internal</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS914786</td>
<td>Create and deliver an oral text</td>
<td>3</td>
<td>3</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91470</td>
<td>Critical text essay</td>
<td>3</td>
<td>4</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91480</td>
<td>Close viewing of visual text</td>
<td>3</td>
<td>3</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Recommended prior achievement level:
This course is open to all students.

Cost:
N/A

D. ENGLISH FOR ACADEMIC PURPOSES

This course is designed to teach and practise the academic research, reading and writing skills required for tertiary studies. It includes the reading and writing Standards required to meet University Entrance Literacy, along with visual and oral standards allowing students to demonstrate their skills in other areas as well. This course is strongly recommended for students who have not yet gained University Entrance Literacy.

Students choose their own research topic for the writing and visual aspects of the course.

Assessment:

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>TITLE</th>
<th>LEVEL</th>
<th>CREDITS</th>
<th>EXTERNAL</th>
<th>UE LITERACY READING</th>
<th>UE LITERACY WRITING</th>
<th>NUMERACY</th>
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<tbody>
<tr>
<td>US22751</td>
<td>Read and process information in English for academic purposes</td>
<td>4</td>
<td>6</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
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<tr>
<td>US22750</td>
<td>Write a crafted text for a specified audience using researched material in English for an academic purpose</td>
<td>4</td>
<td>6</td>
<td>Internal</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>US22892</td>
<td>Demonstrate understanding of a spoken text and process information for an academic purpose</td>
<td>4</td>
<td>5</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91477</td>
<td>Create a fluent and coherent visual text which develops, sustains, and structures ideas using verbal and visual language</td>
<td>3</td>
<td>3</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES
(restricted entry course)

Year 11 ESOL
This course is designed to provide personalised support and assistance to non-native English speakers at Year 11. There is an emphasis on academic reading, writing, listening, speaking and vocabulary skills across the curriculum to help students to succeed in their mainstream classes.

Assessment:

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>TITLE</th>
<th>LEVEL</th>
<th>CREDITS</th>
<th>EXTERNAL OR INTERNAL</th>
<th>LITERACY</th>
<th>NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS90854 (1.10)</td>
<td>Form personal responses to independently read texts, supported by evidence</td>
<td>1</td>
<td>4</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
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</table>

Recommended prior achievement level:
Participation is by invitation only and some students will be required to take this course. Students will be advised upon enrolment.

Year 12 ESOL
This course is designed to provide support and assistance to non-native English speakers at Year 12. There is an emphasis on academic reading, writing, listening, speaking and vocabulary skills across the curriculum to help students to succeed in their mainstream classes.

Assessment:
Class Assessment

Recommended prior achievement level:
Participation is by invitation only and some students will be required to take this course. Students will be advised upon enrolment.
Studying the media provides a framework to access, analyse, evaluate and create messages in a variety of forms. As citizens of the world, we need to actively be able to decode the messages presented to us in the media and understand the different interpretations that messages can have.

Media Studies is also about the active exploration, analysis, creation, and enjoyment of the media and its products. It is essentially a balance between academic writing and hands-on production experience using industry-level cutting-edge technology.

**Level 2**

Film and Media Studies examines the dynamic role of the media in society and how the media constructs messages about individuals, communities, and cultures. This course develops students’ critical understanding of the mass media which is a core component in shaping their understanding of the world and gaining media literacy.

It is also about learning high-level industry standard production skills to create media texts through a 10 week project where students design, plan and produce their own music video to a professional standard. All training using DSLR cameras and Adobe Editing programme is provided on the course.

Skills and knowledge developed in this course are relevant in many other subject areas and areas of employment. It is essentially a balance between academic writing and hands-on production experience.

The course content and knowledge will be enhanced and extended through workshops with resident Filmmakers in Residence and notable successful directors and screenwriters.

Key components of the Film and Media course are:

- **Film Genre:** Students will study a selection of independent and studio films and television series to examine changes over time of the female protagonist from a damsel in distress to a powerful agent of change
- **Narrative:** How are texts constructed? Students will examine how different types of film texts are created through conflict, setting, characterisation and structure
- **Video Killed the Radio Star:** Students will design and plan a concept for a music video
- **Lights! Camera! Action!** Students will plan, script and produce your own short film production
- **Write Now:** Students will learn the art of adaptation by writing your own short film script using industry standard software and learning the secrets of great screenwriters.

### Assessment:

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>TITLE</th>
<th>LEVEL</th>
<th>CREDITS</th>
<th>EXTERNAL OR INTERNAL</th>
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<th>UE LITERACY WRITING</th>
<th>NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS91249</td>
<td>Demonstrate understanding of narrative in media texts</td>
<td>2</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
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<tr>
<td>AS91251</td>
<td>Demonstrate understanding of an aspect of a media genre</td>
<td>2</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
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<tr>
<td>AS91252</td>
<td>Produce a design and plan for a developed media product using a range of conventions</td>
<td>2</td>
<td>6</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91253</td>
<td>Complete a developed media product from a design and plan using a range of conventions</td>
<td>2</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91255</td>
<td>Write developed media text for a specific target audience</td>
<td>2</td>
<td>3</td>
<td>Internal</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
Level 3
Film and Media Studies examines the dynamic role of the media in society. This course builds on, and extends, the Level 2 Film and Media course - but is also able to be taken without prior experience.

The course content and knowledge will be enhanced and extended through workshops with resident Filmmakers in Residence and notable successful directors, screenwriters and acting coaches.

The key components of Film and Media will be examined through the following areas:

- **Lights! Camera! Action:** Students will plan, script and produce their own short film production.
- **A short course on scriptwriting for film that teaches students how to effectively structure and develop a short film script to production level.**
- **Speculative fiction:** an in-depth story of how our films explore the zeitgeist of our times and address issues of power and patriarchy in our society.

**Assessment:**

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>TITLE</th>
<th>LEVEL</th>
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<th>EXTERNAL OR INTERNAL</th>
<th>LITERACY</th>
<th>NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS9491</td>
<td>Demonstrate understanding of the meaning of a media text through different readings</td>
<td>3</td>
<td>3</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS9493</td>
<td>Demonstrate understanding of relationship between a media genre and society</td>
<td>3</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>AS9494</td>
<td>Produce a design for a media product that meets the requirements of a brief</td>
<td>3</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS9495</td>
<td>Produce a media product to meet the requirements of a brief</td>
<td>3</td>
<td>6</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS9497</td>
<td>Write a media text to meet the requirements of a brief</td>
<td>3</td>
<td>3</td>
<td>Internal</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Level 1
This is a continuation of the Year 10 course. Students learn to write and talk about a range of topics including: family, friends and relationships, their city and their country, leisure activities, healthy living, holidays and school exchanges, festivals, cultural activities such as music, festivals and films, future plans for study and career. Development of reading and listening comprehension skills continues. Internal assessment activities include a speech, conversation portfolio and portfolio of written work.

**Assessment:**

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>TITLE</th>
<th>LEVEL</th>
<th>CREDITS</th>
<th>EXTERNAL OR INTERNAL</th>
<th>LITERACY</th>
<th>NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS90878</td>
<td>Demonstrate understanding of a variety of spoken texts in French on areas of most immediate relevance</td>
<td>1</td>
<td>5</td>
<td>External</td>
<td>N/A</td>
<td>No N/A</td>
</tr>
<tr>
<td>AS90879</td>
<td>Give a spoken presentation in French that communicates a personal response</td>
<td>1</td>
<td>4</td>
<td>Internal</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>AS90880</td>
<td>Interact using spoken French to communicate personal information, ideas and opinions in different situations</td>
<td>1</td>
<td>5</td>
<td>Internal</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>AS90881</td>
<td>Demonstrate understanding of a variety of French texts on areas of most immediate relevance</td>
<td>1</td>
<td>5</td>
<td>External</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>AS90882</td>
<td>Write a variety of text types in French on areas of most immediate relevance</td>
<td>1</td>
<td>5</td>
<td>Internal</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Recommended prior achievement level:**
Year 10 French.

**Cost:**
Subscription to Language Perfect vocabulary acquisition website approximately $30.00.
Level 2
The course aims to deepen students’ awareness and understanding of the lives and culture of French-speaking people, and to foster independent learning and a desire for further language learning. In addition to revising and extending the work covered in previous levels, students will further develop all language skills and the emphasis on the communicative use of language continues. Increased vocabulary and more grammatical structures are introduced so students can achieve more complex tasks such as discussing plans and expressing feelings and opinions.

Topics studied include:
• Young People – relationships, rights and responsibilities
• Healthy Lifestyles
• Education and Career Options
• The Influence of the Media
• Popular Culture - film, music and fashion

Internal assessment activities include include an oral presentation, a portfolio of spoken interactions and a portfolio of written work.

External assessments include Reading Comprehension and Listening Comprehension (optional).

Assessment:

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>TITLE</th>
<th>LEVEL</th>
<th>CREDITS</th>
<th>EXTERNAL OR INTERNAL</th>
<th>UE LITERACY READING</th>
<th>UE LITERACY WRITING</th>
<th>NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS91118</td>
<td>Demonstrate understanding of a variety of spoken French texts on familiar matters</td>
<td>2</td>
<td>5</td>
<td>External</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91120</td>
<td>Give a spoken presentation in French that communicates information, ideas and opinions</td>
<td>2</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
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<tr>
<td>AS91119</td>
<td>Interact using spoken French to share information and justify ideas and opinions in different situations</td>
<td>2</td>
<td>5</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91121</td>
<td>Demonstrate understanding of a variety of written and/or visual French texts on familiar matters</td>
<td>2</td>
<td>5</td>
<td>External</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91122</td>
<td>Write a variety of text types in French to convey information, ideas and opinions in genuine contexts</td>
<td>2</td>
<td>5</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Recommended prior achievement level:
18 Level 1 French credits at Achieved level or above are recommended.

Cost:
Subscription to Education Perfect vocabulary acquisition website, approximately $30.00.

Level 3
Students will study a range of spoken, written and/or visual French texts and explore and justify varied perspectives through a variety of oral and written tasks. Themes include holidays and tourism, family and gender equality, the environment, health and wellbeing, social cohesion (integration and multiculturalism), wealth and poverty, the world of work. Students will also study literary works and a film and are encouraged to read extensively on their own.

Assessment:
Internal assessment activities include a spoken presentation, a portfolio of interactions and a portfolio of written work. Reading Comprehension skills and Listening Comprehension skills (optional) are assessed externally.

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
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<th>UE LITERACY WRITING</th>
<th>NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS91543</td>
<td>Demonstrate understanding of a variety of extended spoken French texts</td>
<td>3</td>
<td>5</td>
<td>External</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91544</td>
<td>Give a spoken presentation in French that communicates critical response to stimulus material</td>
<td>3</td>
<td>3</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91545</td>
<td>Interact clearly using spoken French to explore and justify varied ideas and perspectives in different situations</td>
<td>3</td>
<td>6</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
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<tr>
<td>AS91546</td>
<td>Demonstrate understanding of a variety of extended written and/or visual French texts</td>
<td>3</td>
<td>5</td>
<td>External</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91547</td>
<td>Write a variety of text types in clear French to explore and justify varied ideas and perspectives</td>
<td>3</td>
<td>5</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Recommended prior achievement level:
18 Level 2 French credits at Achieved level or above are recommended.

Cost:
Subscription to Education Perfect vocabulary acquisition website, approximately $30.00.
GEOGRAPHY

Geography is a subject packed with ideas and aspects of the world. Geography helps us to better understand people, places and environments and the interactions between them. It is a contemporary course concerned with resolving issues about the environment and sustainable development. At its core are the global sustainable development goals which inform the learning across all areas. It is also an important link between the natural and social sciences. Geography inspires students to think about their own place in the world, their rights and responsibilities to other people and the environment. Geography enables students to make informed judgements about a range of contemporary, human and environmental issues such as urbanisation, population growth, climate change and environmental quality. Geography prepares students for life as citizens of the world.

Level 1
The theme for the year is “Sustainability – Getting the Balance Right” and includes a wide range of topics:

- Disasters and Recovery: Extreme natural events and their impact on people and the land will be examined. A range of different extreme natural events will be examined such as Hurricane Maria which devastated Puerto Rico in 2017.
- Students will also conduct a simulation of how a potential volcanic eruption might affect the Auckland region.
- Are There Too Many of Us? World population growth – overcrowding, resource depletion and congestion in India. The course discusses the impacts of population growth linking back to the concept of sustainability.
- Back to the Future: Sustainability and issues around planning for the future in Auckland. A contemporary geographic issue will be examined such as issues of housing developments or proposals for new sports stadiums in the Auckland region.
- Research and manipulation of data.

Field trips are an integral part of Geography. In 2020 students will have two field trips within the Auckland region.

Assessment:

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>TITLE</th>
<th>LEVEL</th>
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</tr>
</thead>
<tbody>
<tr>
<td>AS91007 (1.1)</td>
<td>Demonstrate geographic understanding of environments that have been shaped by extreme natural events</td>
<td>1</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91008 (1.2)</td>
<td>Demonstrate geographic understanding of population concepts</td>
<td>1</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91011 (1.5)</td>
<td>Conduct geographic research, with direction</td>
<td>1</td>
<td>4</td>
<td>Internal</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91012 (1.6)</td>
<td>Describe aspects of a contemporary New Zealand geographic issue</td>
<td>1</td>
<td>3</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91014 (1.8)</td>
<td>Apply spatial analysis, with direction, to solve a geographic problem</td>
<td>1</td>
<td>3</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
</tr>
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</table>

Field trips are an integral part of Geography. There will be two separate day trips within the Auckland region.

Level 2
The theme for the year is “Equality and Inequality – why is there a gap?” and includes a wide range of topics that are studied.

These include:

- Sickness and Health: the spread of disease and the consequence of this for our global world.
- We Are Not All Equal: issues such as globalisation, food shortages and water shortages and global disparities across the globe.
- A contemporary geographic issue will be examined such as issues of the development of marine reserves in the Bay of Islands.
- Examining the different natural environments such as the deserts on the Arabian Peninsula.

Field trips are an integral and compulsory part of Geography. There will be two separate day trips within the Auckland region.

Assessment:

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<tbody>
<tr>
<td>AS91240 (2.1)</td>
<td>Demonstrate geographic understanding of a large natural environment</td>
<td>2</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>AS91241 (2.7)</td>
<td>Explain aspects of a geographic topic at a global scale</td>
<td>2</td>
<td>3</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91242 (2.3)</td>
<td>Demonstrate geographic understanding of differences in development</td>
<td>2</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91244 (2.5)</td>
<td>Conduct geographic research with guidance</td>
<td>2</td>
<td>5</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91242 (2.6)</td>
<td>Explain aspects of a geographic topic at a global scale</td>
<td>2</td>
<td>3</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Recommended prior achievement level:

This course is open to all students.

Cost:

Workbook costs $30.00.
Level 3
The theme for the year is “The Future – Where to From Here?” and includes a wide range of topics:
• Migration – causes, consequences and impacts of migrants on people and places. Case studies will include migration within China and the global impact that climate change is having and will have on migrants across the globe.
• Self-directed research on the issue of coastal developments.
• Event Planning – the planning and impacts of events on people and places. Pasifika, Louis Vuitton Cup, New Zealand Fashion Week and wine and food festivals (*an optional standard offered).

Field trips are an integral part of Geography. In 2020, students will have two full day field trips as an integral part of their assessment programme.

Assessment:

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<tbody>
<tr>
<td>AS91427 (3.1)</td>
<td>Demonstrate understanding of how interacting natural processes shape a NZ geographic environment</td>
<td>3</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91429 (3.4)</td>
<td>Demonstrate understanding of a given geographic environment(s) through selection and application of geographic concepts and skills</td>
<td>3</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91430 (3.5)</td>
<td>Conduct geographic research with consultation</td>
<td>3</td>
<td>5</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91431 (3.6)</td>
<td>Analyse aspects of a contemporary geographic issue</td>
<td>3</td>
<td>3</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91432 (3.7)</td>
<td>Analyse aspects of a geographic topic at a global scale</td>
<td>3</td>
<td>3</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Optional standard (this may be offered to students in 2020):

| AS91428 (3.3)       | Analyse a significant contemporary event from a geographic perspective | 3 | 3 | Internal | Yes | No | No |

Recommended prior achievement level:
This course is open to all students.

Cost:
Workbook costs $30.00.
History provides a framework of knowledge that gives an understanding of New Zealand society and an insight into the social, economic and political issues shaping the world in the twentieth century. There is emphasis on the part individuals and groups have played in past events and a focus on how perspectives on an issue may differ. This subject enhances thinking, reasoning and analytical skills as well as developing specialist inquiry, interpretation and communication skills. History helps students to become global citizens.

Level 1
The Level 1 History theme is War and Peace and focuses on the following topics:
• The impact of the First World War on New Zealand
• The aggression of Japan and their involvement in World War II
• Hitler’s rise to power and life in Nazi Germany
• Black Civil Rights protest movements in the USA in the 1950s and 1960s

Field trips include a trip to the Auckland War Memorial Museum.

Assessment:

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<tbody>
<tr>
<td>AS91001 (1.1)</td>
<td>Carry out an investigation of an historical event, or place, of significance to New Zealanders</td>
<td>1</td>
<td>4</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91002 (1.2)</td>
<td>Demonstrate understanding of an historical event, or place, of significance to New Zealanders</td>
<td>1</td>
<td>4</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91004 (1.4)</td>
<td>Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders</td>
<td>1</td>
<td>4</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91005 (1.5)</td>
<td>Describe the causes and consequences of an historical event</td>
<td>1</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91006 (1.6)</td>
<td>Describe how a significant historical event affected New Zealand society</td>
<td>1</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Recommended prior achievement level:
This course is open to all students.

Cost:
History Workbooks $20.00.

Level 2
The theme of the course is Revolutionaries, Rebels and the Reviled through the study of some of the following topics:
• Revolution in Russia 1853 - 1953
• Protest in New Zealand
• The Leadership of Mao Zedong 1919 - 1976
• Historical Heroines – Anne Boleyn, Elizabeth I suffragettes and suffragists, twentieth century feminists

Field trips include a trip to the Howick Historical Village and Highwic House, and the Auckland War Memorial Museum.

Assessment:

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>AS91229 (2.1)</td>
<td>Carry out an inquiry of an historical event or place that is of significance to New Zealanders</td>
<td>2</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS9130 (2.2)</td>
<td>Examine an historical event, or place, of significance to New Zealanders</td>
<td>2</td>
<td>5</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS9132 (2.4)</td>
<td>Interpret different perspectives of people in an historical event that is of significance to New Zealanders</td>
<td>2</td>
<td>5</td>
<td>External</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS9133 (2.5)</td>
<td>Examine causes and consequences of a significant historical event</td>
<td>2</td>
<td>5</td>
<td>Internal</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS9131 (2.3)</td>
<td>Examine sources of an historical event that is of significance to New Zealand</td>
<td>2</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Recommended prior achievement level:
This course is open to all students.

Cost:
History Workbooks $20.00.
**Level 1**

The Divide is the theme of the Year 13 course. The theme will be taught through the study of the following topics:

- Cultural Collision – Empire versus the New Zealand Māori
- The Holocaust catastrophe or independence – the creation of Israel
- Racial divide – Apartheid in South Africa 1948-1994

Field trips include a trip to the Auckland War Memorial Museum.

**Assessment:**

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>AS91434 (3.1)</td>
<td>Research an historical event or place of significance to New Zealanders, using primary and secondary sources</td>
<td>3</td>
<td>5</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91437 (3.4)</td>
<td>Analyse different perspectives of a contested event of significance to New Zealanders</td>
<td>3</td>
<td>5</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91438 (3.5)</td>
<td>Analyse the causes and consequences of a significant historical event</td>
<td>3</td>
<td>6</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91439 (3.6)</td>
<td>Analyse a significant historical trend and the force(s) that influenced it</td>
<td>3</td>
<td>6</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

**Recommended prior achievement level:**

This course is open to all students.

**Cost:**

History workbooks $20.00.
The senior Latin courses focus primarily on the incredibly vibrant and vast range of literature written by the Romans which is timeless in its appeal and universal in its themes. Their literature included everything from grand epic poetry about the origins of the Roman people to intimately personal poetry between lovers, from sharp-witted satire about life in the city of Rome to plays about the famous stories from their mythological past. These courses allow students the chance to appreciate the artistry and creativity of these works in their original language while at the same time engaging in debate and discussion about their literary merit. Students will enhance their skills in critical thinking and literary analysis as well as improve their own skill in writing eloquently in English.

**Level 1**

The study of Latin in Year 9 and 10 allows students for the first time to read authentic Latin literature written approximately two thousand years ago. The selection of poetry studied tells the story of Orpheus, the greatest musician in classical mythology, who travels to the depths of the underworld to rescue his wife Eurydice following her death. It is a story of trial and tribulation, temptation and trust, with a surprisingly modern resonance in today’s world. In addition to the study of literature, students also revise all the vocabulary and grammatical structures introduced in Years 9 and 10, as well as learn more complex language features. This knowledge allows students to develop their skills in reading and comprehension, as well as complete a project on the contribution of the Latin language to English. A vocabulary list is made available to students in the external examination.

**Assessment:**

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<tbody>
<tr>
<td>AS90862 (1:1)</td>
<td>Translate adapted Latin text into English, demonstrating understanding</td>
<td>1</td>
<td>6</td>
<td>External</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS90863 (1:2)</td>
<td>Demonstrate understanding of adapted Latin text</td>
<td>1</td>
<td>5</td>
<td>External</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS90864 (1:3)</td>
<td>Demonstrate understanding of studied Latin literary text(s)</td>
<td>1</td>
<td>6</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS90865 (1:5)</td>
<td>Demonstrate understanding of Latin in current use</td>
<td>1</td>
<td>3</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

**Recommended prior achievement level:**

Students must have studied this subject in Year 10.

**Cost:**

Grammar Workbook and Literature Text, $10.00.

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**Level 2**

This course provides the opportunity for students to read and translate extracts from stage plays by Seneca featuring ghosts as characters. In the second half of the year we turn to a cutting satire by Juvenal about living in Rome. Students are encouraged to develop an appreciation of the artistry of the literature as well as the attitudes and values of the Roman people as expressed through the writing.

The course is supported throughout the year by a systematic revision of linguistic skills as well as regular practice of translation and comprehension.

**Assessment:**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>AS91194 (2.1)</td>
<td>Translate adapted Latin text of medium complexity into English, demonstrating understanding</td>
<td>2</td>
<td>6</td>
<td>External</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91195 (2.2)</td>
<td>Interpret adapted Latin text of medium complexity, demonstrating understanding</td>
<td>2</td>
<td>5</td>
<td>External</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91196 (2.3)</td>
<td>Interpret studied Latin literary text(s)</td>
<td>2</td>
<td>6</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91197 (2.4)</td>
<td>Interpret a Roman viewpoint</td>
<td>2</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
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</tbody>
</table>

**Recommended prior achievement level:**

Students must have studied this subject in NCEA Level 1.

**Cost:**

Grammar Workbook and Literature Text, $10.00.
**LATIN**

**Level 3**
This course provides the opportunity for students to read and translate extracts from stage plays by Seneca featuring ghosts as characters. In the second half of the year we turn to a cutting satire by Juvenal about living in Rome. Students are encouraged to develop an appreciation of the artistry of the literature as well as the attitudes and values of the Roman people as expressed through the writing.

The course is supported throughout the year by a systematic revision of linguistic skills as well as regular practice of translation and comprehension.

**Assessment:**

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<tr>
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</thead>
<tbody>
<tr>
<td>AS91506 (3.1)</td>
<td>Translate authentic Latin text into English demonstrating understanding</td>
<td>3</td>
<td>6</td>
<td>External</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91507 (3.2)</td>
<td>Analyse authentic Latin text demonstrating understanding</td>
<td>3</td>
<td>5</td>
<td>External</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91508 (3.3)</td>
<td>Analyse studied Latin literary text(s)</td>
<td>3</td>
<td>6</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91509 (3.4)</td>
<td>Analyse a Roman viewpoint</td>
<td>3</td>
<td>4</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
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</table>

**Recommended prior achievement level:**
At least Merit or better in at least three Level 2 standards or by consultation with the Head of Subject.

**Cost:**
Grammar Workbook and Literature Text, $10.00.
Mathematics is a subject that encourages reasoning, conjecture and problem solving as well as perseverance. Students learn to use the tools of mathematics – including words, symbols, diagrams, physical models and technology to present and defend their ideas.

**Level 1**
In Year 11 all students are required to undertake a mathematics course as part of their learning programme. Two different options are available to cater for the needs and aspirations of students. Students select either

- A – Mathematical Studies
- B – Mathematics

**A - MATHEMATICAL STUDIES:**
If you find Mathematics challenging in Year 10, this is the course for you. It will increase your confidence and skills, you will gain recognised NCEA credits and you will be able to meet numeracy requirements for NCEA. All standards contribute to numeracy for NCEA Level 1. 11MASN progresses to 12MASN and 13MASN. 13MASN enables students to proceed to tertiary statistics study because it offers only recognised standards from the Statistics and Modelling course and meets tertiary statistics prerequisites.

**Assessment:**

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>TITLE</th>
<th>LEVEL</th>
<th>CREDITS</th>
<th>EXTERNAL OR INTERNAL</th>
<th>LITERACY</th>
<th>NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS91036 (11H)</td>
<td>Investigate bivariate numerical data using the statistical enquiry cycle</td>
<td>1</td>
<td>3</td>
<td>Internal</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91026 (1H)</td>
<td>Apply numeric reasoning in solving problems</td>
<td>1</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91038 (1H)</td>
<td>Investigate a situation involving elements of chance</td>
<td>1</td>
<td>3</td>
<td>Internal</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91029 (1H)</td>
<td>Apply linear algebra in solving problems</td>
<td>1</td>
<td>3</td>
<td>Internal</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91030 (1H)</td>
<td>Apply measurement in solving problems</td>
<td>1</td>
<td>3</td>
<td>Internal</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>AS 91031 (1H)</td>
<td>Demonstrate understanding of chance and data</td>
<td>1</td>
<td>4</td>
<td>External</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Recommended prior achievement level:**
After discussion with Year 10 Mathematics teacher and Head of Faculty.

**Cost:**
Workbooks $15.00, Electronic textbook $18.00, Mathletics online subscription $35.00.

**B - MATHEMATICS:**
Students’ mathematical knowledge and skills are extended through problem solving and applications in all curriculum strands. The course builds on previous years and provides a sound basis for further academic study. While fluent skills are vital, there is significant emphasis on communicating mathematical ideas and applying mathematical models to real situations.

**Assessment:**

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>TITLE</th>
<th>LEVEL</th>
<th>CREDITS</th>
<th>EXTERNAL OR INTERNAL</th>
<th>LITERACY</th>
<th>NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS91036 (1I)</td>
<td>Investigate bivariate numerical data using the statistical enquiry cycle</td>
<td>1</td>
<td>3</td>
<td>Internal</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>AS91026 (1I)</td>
<td>Apply numeric reasoning in solving problems</td>
<td>1</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91037 (1I)</td>
<td>Demonstrate understanding of chance and data</td>
<td>1</td>
<td>4</td>
<td>External</td>
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<td>Yes</td>
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<tr>
<td>AS91028 (1I)</td>
<td>Investigate relationships between tables, equations and graphs</td>
<td>1</td>
<td>3</td>
<td>External</td>
<td>No</td>
<td>Yes</td>
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<tr>
<td>AS 91031 (1I)</td>
<td>Apply geometric reasoning in solving problems</td>
<td>1</td>
<td>4</td>
<td>External</td>
<td>No</td>
<td>Yes</td>
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<tr>
<td>Algebra</td>
<td>Apply algebraic methods in solving problems</td>
<td>1</td>
<td>-</td>
<td>School test</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

The in-school Algebra test which is used for entry to Level 2.

**Recommended prior achievement level:**
After discussion with Year 10 Mathematics teacher and Head of Faculty.

**Cost:**
Workbooks $23.00, Electronic textbook $18.00, Education Perfect online subscription $20.00.
Level 2
In Year 12 students have three different options to cater for the interests and aspirations of individual students. Students can select from one of the following:
- A – Mathematical Studies
- B – Mathematics (Statistics and Modelling)
- C – Mathematics (Calculus)

A – MATHEMATICAL STUDIES:
If you are working at Achievement level in Year 11 and find Mathematics challenging, but would like to continue with Mathematics and Statistics, this is the course for you. This course leads to 13MASN, which enables students to proceed to tertiary statistics study as it offers only recognised standards from the Statistics and Modelling course.

B – MATHEMATICS (STATISTICS AND MODELLING):
This is an academic course that requires competency in algebraic skills and fluency in Statistics. It establishes the basis for tertiary study in Mathematics and Statistics. Using mathematics to model practical situations is a unifying theme. It is designed for students who intend to study Statistics at Level 3. There is one standard (Calculus) in common with Mathematics (Calculus). This is to provide a basis for students who may wish to study the 13 Mathematics course in the following year instead of proceeding to 13 Statistics and Modelling.

Recommended prior achievement level:
Merit or better in Algebra Year 11 test and 1.12 Chance & Data and Achieved in all others. If you do not meet the prerequisites you must discuss your with the Head of Faculty.

Cost:
Workbooks $23.00, Electronic textbook $18.00.
Stats Learning Centre Subscription $20.00.
Education Perfect online subscription $20.00.
C - MATHEMATICS (CALCULUS):
This is an academic course that requires fluency in algebraic skills. It establishes the basis for tertiary study in Mathematics and Statistics and is recommended for students who intend to study Calculus at Level 3 or accelerated students who will study IBSL or IBHL. Using mathematics to model practical situations is a unifying theme.

**Assessment:**

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>TITLE</th>
<th>LEVEL</th>
<th>CREDITS</th>
<th>EXTERNAL OR INTERNAL</th>
<th>LITERACY</th>
<th>NUMERACY</th>
</tr>
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<tbody>
<tr>
<td>AS91257</td>
<td>Apply graphical methods in solving problems</td>
<td>2</td>
<td>4</td>
<td>External</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91259</td>
<td>Apply trigonometric relationships in solving problems</td>
<td>2</td>
<td>3</td>
<td>Internal</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91261</td>
<td>Apply algebraic methods in solving problems</td>
<td>2</td>
<td>4</td>
<td>External</td>
<td>No</td>
<td>Yes</td>
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</tbody>
</table>

**Recommended prior achievement level:**
Merit or better in Algebra Year 11 test and 1.3 Tables and Graphs and achieved in all others. If you do not meet the prerequisites you must discuss your course with the Head of Faculty.

**Cost:**
Workbooks $23.00, Electronic textbook $18.00, Education Perfect online Subscription $20.00.

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**Level 3**
In Year 13 students have four different options available to meet individual interests and aspirations. Students can select from the following:
- A – Mathematical Studies
- B – Calculus
- C – Statistics and Modelling
- D – Mathematics

Note: Students can choose to take both from Calculus and Statistics and Modelling.

**A – MATHEMATICAL STUDIES:**
This course at Level 3 is designed to foster a sense of personal achievement and to meet tertiary statistics prerequisites. Two internally assessed and one externally assessed Achievement Standards are common to both 13MASN and 13MSTN, the Statistics and Modelling course. In addition there are three more internally assessed Achievement Standards. The externally assessed standard will be taught in Term 4, immediately before the external examinations. Graphic calculators and computers are used extensively.

**Assessment:**

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>TITLE</th>
<th>LEVEL</th>
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<th>UE LITERACY READING</th>
<th>UE LITERACY WRITING</th>
<th>NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS91580</td>
<td>Investigate time series data</td>
<td>3</td>
<td>4</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
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<tr>
<td>AS91581</td>
<td>Use statistical methods to make a formal inference</td>
<td>3</td>
<td>4</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91574</td>
<td>Apply linear programming methods in solving problems</td>
<td>3</td>
<td>3</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91582</td>
<td>Apply systems of simultaneous equations in solving problems</td>
<td>3</td>
<td>3</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91584</td>
<td>Evaluate statistical reports</td>
<td>3</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Recommended prior achievement level:**
This course is open to all students but 12MASN is recommended.

**Cost:**
Workbooks $20.00, Statistics Learning Centre subscription $20.00.
### MATHEMATICS

**B – CALCULUS**

This is an academic course for students with a major interest in pure mathematics, computer science, the physical sciences, engineering, economics and any field where mathematical analysis is a valuable tool. Students should have strong algebra skills from Year 2, as these are essential for progress in all the Achievement Standards.

**Assessment:**

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>TITLE</th>
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<th>UE LITERACY WRITING</th>
<th>NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS91575 (3.3)</td>
<td>Apply trigonometric methods in solving problems</td>
<td>3</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91578 (3.6)</td>
<td>Apply differentiation methods in solving problems</td>
<td>3</td>
<td>6</td>
<td>External</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91577 (3.5)</td>
<td>Apply the algebra of complex numbers in solving problems</td>
<td>3</td>
<td>5</td>
<td>External</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91587 (3.15)</td>
<td>Apply systems of simultaneous equations in solving problems</td>
<td>3</td>
<td>3</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91579 (3.7)</td>
<td>Apply integration methods in solving problems</td>
<td>3</td>
<td>6</td>
<td>External</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Recommended prior achievement level:**

Merit or better in 2.2, 2.6 and 2.7 Mathematics Achievement Standards. If you do not meet the prerequisites, you must discuss your course with the Head of Faculty.

**Cost:**

Workbooks $24.00, Electronic Textbook $18.00, Education Perfect online subscription $20.00.

### MATHEMATICS

**C – STATISTICS AND MODELLING**

This course provides the statistical background needed for tertiary study in statistics, biological and social sciences, medicine, business and any field where data collection/analysis are important.

All learning is set in practical contexts; students develop skills in using statistics to reach valid conclusions and critique statistical reports in the media.

Spreadsheet skills will be learned, along with the understandings needed to be a statistically literate member of society.

**Assessment:**

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
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<th>UE LITERACY WRITING</th>
<th>NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS91580 (3.8)</td>
<td>Investigate time series data.</td>
<td>3</td>
<td>4</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91582 (3.10)</td>
<td>Use statistical methods to make a formal inference</td>
<td>3</td>
<td>4</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91585 (3.13)</td>
<td>Apply probability concepts in solving problems</td>
<td>3</td>
<td>4</td>
<td>External</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91586 (3.14)</td>
<td>Apply probability distributions in solving problems</td>
<td>3</td>
<td>4</td>
<td>External</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91584 (3.12)</td>
<td>Evaluate statistical reports</td>
<td>3</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Recommended prior achievement level:**

Merit or better in at least one of 2.2 or 2.6 Mathematics Achievement Standards. Students who do not meet the prerequisites must discuss their course with the Head of Faculty.

**Cost:**

Workbooks $18.00, Electronic Textbook $18.00, Statistics Learning Centre subscription $20.00.
MATHEMATICS

D – MATHEMATICS
This course provides for study of both Calculus and Statistics and Modelling. It is designed to prepare students for compulsory Stage 1 Mathematics papers at tertiary level in both areas and leave options open for the future.

Students develop skills in using statistics to reach valid conclusions and critique statistical reports in the media. In calculus the techniques of differentiation are studied.

This course will allow students to study for scholarship Statistics and Modelling.

Assessment:

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>TITLE</th>
<th>LEVEL</th>
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<th>EXTERNAL OR INTERNAL</th>
<th>UE LITERACY READING</th>
<th>UE LITERACY WRITING</th>
<th>NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS91580 (3.8)</td>
<td>Investigate time series data.</td>
<td>3</td>
<td>4</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91578 (3.6)</td>
<td>Apply differentiation methods in solving problems</td>
<td>3</td>
<td>6</td>
<td>External</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91587 (3.15)</td>
<td>Apply systems of simultaneous equations in solving problems</td>
<td>3</td>
<td>3</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91585 (3.13)</td>
<td>Apply probability concepts in solving problems</td>
<td>3</td>
<td>4</td>
<td>External</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91584 (3.12)</td>
<td>Evaluate statistical reports</td>
<td>3</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Recommended prior achievement level:**
Merit or better in at least two of 2.2, 2.6, and 2.7 Mathematics Achievement Standards. Students who do not meet the prerequisites must discuss their course with the Head of Faculty.

**Cost:**
Workbooks $18.00, Electronic Textbook $18.00, Statistics Learning Centre subscription $20.00, Education Perfect online subscription $20.00.
Music is a unique subject where ideas and emotions are communicated in sound. Music enables students to develop highly-desirable skills in areas such as self-management, team work, problem solving, and communication; all of which makes them an attractive prospective for potential employers. This is a cutting edge course which blends contemporary developments with traditional music trends. Studying music allows us to understand other cultures and places in an intimate way. We learn about the connections between music, composers, society and ideas. Music study encourages us to pursue the highest standards for ourselves.

**Level 1**
This course covers a wide range of musical skills from performing (both solo and group) and composing (writing your own music), to gaining general musical knowledge (learning about musical styles), to using theory (reading and responding to written music) and aural skills (listening and responding).

The Musical Knowledge standard includes a study of New Zealand pop icons Split Enz and Vivaldi’s Four Seasons. Experienced musicians can sit all standards offered, but there is flexibility and choice if you feel you are not strong in some areas. All students enter Solo and/or Group Perform, Compose, Materials of Music and Music Works. Students may opt out of the external aural standard. Students must enter at least four of the six standards offered.

**Assessment:**

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>TITLE</th>
<th>LEVEL</th>
<th>CREDITS</th>
<th>EXTERNAL OR INTERNAL</th>
<th>LITERACY</th>
<th>NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS91090 (1.1)</td>
<td>Perform two pieces of music as a soloist</td>
<td>1</td>
<td>6</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91091 (1.2)</td>
<td>Demonstrate ensemble skills through performing a piece of music to a member of a group</td>
<td>1</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91092 (1.3)</td>
<td>Compose two original pieces of music</td>
<td>1</td>
<td>6</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91093 (1.4)</td>
<td>Demonstrate aural and theoretical skills through transcription</td>
<td>1</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91094 (1.5)</td>
<td>Demonstrate knowledge of conventions used in music scores</td>
<td>1</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91095 (1.6)</td>
<td>Demonstrate knowledge of two music works from contrasting contexts</td>
<td>1</td>
<td>6</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

**Recommended prior achievement level:**
The course is also open to any student who are involved in music making and has basic reading skills. Private tuition on an instrument/voice is required and participation in at least one College musical group is expected. Year 10 Music is recommended.

**Cost:**
Students in this class are given priority to attend various concerts and shows. Costs vary and attendance is optional.

---

**Level 2**
This course covers a wide range of musical skills from solo performance on a first, and second instrument, song writing and composing, to gaining general musical knowledge, to applying theory and aural skills and investigating a New Zealand musical topic. Your group performance could be a Rockquest band, a chamber group or another performance group. Some standards will be compulsory, others will be optional. Students are expected to take at least five of the standards offered.

The Musical Knowledge standard includes an in depth study of All You Need is Love by the Beatles and Faure’s Requiem.

**Assessment:**

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>TITLE</th>
<th>LEVEL</th>
<th>CREDITS</th>
<th>EXTERNAL OR INTERNAL</th>
<th>UE LITERACY READING</th>
<th>UE LITERACY WRITING</th>
<th>NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS91270 (2.1)</td>
<td>Perform two substantial pieces of music as a featured soloist</td>
<td>2</td>
<td>6</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91274 (2.2)</td>
<td>Perform a substantial piece of music as a featured soloist on a second instrument</td>
<td>2</td>
<td>3</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91272 (2.3)</td>
<td>Demonstrate ensemble skills by performing a substantial piece of music as a member of a group</td>
<td>2</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91271 (2.4)</td>
<td>Compose two substantial pieces of music</td>
<td>2</td>
<td>6</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91275 (2.5)</td>
<td>Demonstrate aural understanding through written representation</td>
<td>2</td>
<td>4</td>
<td>External</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91276 (2.6)</td>
<td>Demonstrate knowledge of conventions in a range of music scores</td>
<td>2</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91277 (2.7)</td>
<td>Demonstrate understanding of two substantial contrasting music works</td>
<td>2</td>
<td>6</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91273 (2.8)</td>
<td>Devise an instrumentation for an ensemble</td>
<td>2</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91278 (2.9)</td>
<td>Investigate an aspect of New Zealand music</td>
<td>2</td>
<td>4</td>
<td>Internal</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

**Recommended prior achievement level:**
The course is open to students who are involved in music making and have secure reading skills. Private tuition on an instrument or voice is required and participation in at least one College musical group is expected.

**Cost:**
Students in this class are given priority to attend various concerts and shows. Costs vary and attendance is optional.
MUSIC

Level 3
This course can be tailored to suit students who have interest and skills in music but have not taken it before. Students create their own course from the standards below. The Musical Knowledge standard includes an in depth study of The Planets by Holst.

Assessment:

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>TITLE</th>
<th>LEVEL</th>
<th>CREDITS</th>
<th>EXTERNAL OR INTERNAL</th>
<th>UE LITERACY READING</th>
<th>UE LITERACY WRITING</th>
<th>NUMERACY</th>
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<tbody>
<tr>
<td>AS91416 (3.1)</td>
<td>Perform two programmes of music as a featured soloist</td>
<td>3</td>
<td>8</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91417 (3.2)</td>
<td>Perform a programme of music as a featured soloist on a second instrument</td>
<td>3</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91418 (3.3)</td>
<td>Demonstrate ensemble skills by performing two substantial piece of music as a member of a group</td>
<td>3</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91419 (3.4)</td>
<td>Communicate musical intention by composing three original pieces of music</td>
<td>3</td>
<td>8</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91420 (3.5)</td>
<td>Demonstrate aural skills into written representation</td>
<td>3</td>
<td>4</td>
<td>External</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91421 (3.6)</td>
<td>Demonstrate understanding of harmonic and tonal conventions in a range of music scores</td>
<td>3</td>
<td>4</td>
<td>External</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91422 (3.7)</td>
<td>Analyse a substantial music work</td>
<td>3</td>
<td>4</td>
<td>Internal</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91423 (3.8)</td>
<td>Examine the influence of context on a substantial music work</td>
<td>3</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91424 (3.9)</td>
<td>Create two arrangements for an ensemble</td>
<td>3</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91425 (3.10)</td>
<td>Research a music topic</td>
<td>3</td>
<td>6</td>
<td>Internal</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91426 (3.11)</td>
<td>Compose three original songs that express imaginative thinking</td>
<td>3</td>
<td>8</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Recommended prior achievement level:
Open to all students. Those who have not completed Level 1 or Level 2 Music are welcome to join this course. Private tuition on an instrument or voice is required for those entering the performance standard and participation in at least one College musical group is expected from all participants.

Cost:
Students in this class are given priority to attend various concerts and shows which become available. Costs vary and attendance is optional.

PERSONALISED LEARNING SUPPORT
(restricted entry course)

Year 11 PELS
This option is an extension of the Personalised Learning Support programme offered in Year 9 and 10. The primary aim is to support students who are enrolled in five NCEA Level 1 subjects to achieve their credits in these subjects and to achieve their NCEA literacy credits.

The focus continues to be the improvement of students’ literacy levels by developing students’ close reading and essay skills by providing additional assistance with the work the students complete in their regular English classes. Throughout the year students are encouraged to read widely and there is a personal reading internal assessment. There is a strong emphasis on promoting positive wellbeing, increasing personal responsibility for learning and developing study skills. Students are provided with extra time and support to complete class work in other subjects.

Assessment:

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<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>TITLE</th>
<th>LEVEL</th>
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<th>EXTERNAL OR INTERNAL</th>
<th>LITERACY</th>
<th>NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS90854 (1.10)</td>
<td>Form personal responses to independently read texts, supported by evidence</td>
<td>1</td>
<td>4</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Year 12 PELS
This option is an extension of the Personalised Learning Support programme offered in Year 9, 10 and 11. The primary aim is to support students who are enrolled in five NCEA Level 2 subjects to achieve their credits in these subjects.

To this end, students are provided with extra time and support to complete class work and assessments. Senior secondary trained teachers across core subjects are timetabled to monitor and support this class. This is dependent on the timetable and the availability of teachers and is planned on an annual basis. There is a strong emphasis on increasing personal responsibility for learning and developing useful study skills.

Assessment:
No examinations are held in this subject.
**PAINTING**

**Level 3**
Painting is a specialist Visual Arts subject. The aim of this course of study is for students to develop an understanding of painting procedures and practices, and to apply and extend this knowledge within their own studio practice.

The two internal standards are Drawing Studies within Painting (presented in a flip file) and are the foundation for the next standard. The third standard is concerned with students applying their experience and understanding of creative processes and procedures to produce a cohesive body of paintings (presented on three A1 boards). Students will use research of established and contemporary practice to extend and develop a systematic approach to learning in Painting.

Students will demonstrate the development, clarification and resolution of ideas, along with painterly and pictorial concerns. The methodology and independent focus of this course is similar to tertiary study. The course involves at least one weekend workshop given by a visiting artist.

**Assessment:**

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
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<th>NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS91446 (3.2)</td>
<td>Use drawing to demonstrate understanding of conventions appropriate to painting</td>
<td>3</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91451 (3.3)</td>
<td>Systematically clarify ideas using drawing informed by established painting practice</td>
<td>3</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
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<tr>
<td>AS91456 (3.4)</td>
<td>Produce a systematic body of work that integrates conventions and regenerates ideas within painting practice</td>
<td>3</td>
<td>14</td>
<td>External</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

**Cost:**
Materials are required for this course. Specialised materials are also available through the Art Department shop at cost and will be charged by account. Optional weekend workshops taken by visiting artists/lecturers will be offered at the cost of $25.00 per day.
**PHOTOGRAPHY**

**Level 2**

Photography is a specialist Visual Arts subject. This is a practical course that enables the student to develop an understanding of photographic concepts and develop technical skills, including using digital SLR cameras, studio lighting and Photoshop.

There is also a focus on research of established and contemporary photographers to inform ideas and thinking. Students are encouraged to work independently and have the opportunity to investigate a range of genres throughout the year.

**Assessment:**

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<tr>
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<tr>
<td>AS91312 (2.2)</td>
<td>Use drawing methods to apply knowledge of conventions appropriate to photography</td>
<td>2</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91317 (2.3)</td>
<td>Develop ideas in a related series of drawings appropriate to established photography practice</td>
<td>2</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91322 (2.4)</td>
<td>Produce a systematic body of work that shows understanding of art making conventions and ideas within photography</td>
<td>2</td>
<td>12</td>
<td>External</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

**Recommended prior achievement level:**

Achieved or better in all Level 1 Visual Arts Achievement Standards or at the discretion of the Head of Department.

**Cost:**

Materials are required for this course. Please refer to the stationery list on myCollege. Specialised materials are also available through the Art Department shop at cost and will be charged by account. Students will attend a one day Photoshop course run by a visiting tutor. The cost will be approximately $25.00.

**PHOTOGRAPHY**

**Level 3**

Photography is a specialist Visual Arts subject. Over the course of the year students develop their own individual programme and thematic direction with two internals forming the foundation for their final folio and Scholarship (if applicable).

Students will acquire photographic technical skills including digital SLR camera technique, studio lighting and image editing in Photoshop. Research of established and contemporary photographic practice is used by students to develop critical thinking and to extend their own ideas and creativity.

Students have the opportunity to attend at least one weekend workshop with a visiting artist.

**Assessment:**

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<tr>
<td>AS91447 (3.2)</td>
<td>Use drawing to demonstrate understanding of conventions appropriate to photography</td>
<td>3</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91452 (3.3)</td>
<td>Systematically clarify ideas using drawing informed by established photography practice</td>
<td>3</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91457 (3.4)</td>
<td>Produce a systematic body of work that integrates conventions and regenerates ideas within photography practice</td>
<td>3</td>
<td>14</td>
<td>External</td>
<td>No</td>
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</table>

**Recommended prior achievement level:**

Achieved or better in Level 2 Visual Arts Achievement Standards or at the discretion of the Head of Department.

**Cost:**

Materials are required for this course. Please refer to the school stationery list on myCollege. Specialised materials are also available through the Art Department shop at cost and will be charged by account. Optional weekend workshops taken by visiting artists/lecturers will be offered at the cost of $25.00 per day.
Physical Education is a subject with variety. It is 100% internally assessed for all three NCEA levels. The content covers biophysical and sociocultural aspects associated with practical contexts. The nature of the course enables a student studying Physical Education to be reflective and adaptable. Another crucial element is a student’s ability to apply theoretical knowledge to personal experiences in some form of practical context. In doing so, students are better able to grasp ideas from listening, reading, seeing and doing. By Year 13, students are in a position to focus on and fully explore an area of interest, looking at it from multiple perspectives through a process of critical thinking. Critical thinking is a valuable skill that transfers into many other subjects and goes hand in hand with University degrees and career pathways, particularly but not exclusively, within the health industry.

**Level 1**

The broad theme for the year is ‘Experiential Learning’. Student learning is reinforced through ongoing reflections about practical experiences. Study at this level involves:

- Participating in and reflecting upon a range of physical activities including futsal, turbo touch, boxing and yoga.
- Applying biophysical knowledge (anatomy, biomechanics and exercise physiology) to rock climbing, speedminton and one other physical activity context.
- Performing to nationally developed standards in speedminton and tchoukball.
- Applying interpersonal and leadership skills while coaching a Kiwisport team sport to Junior School students during class time.
- Applying safe behaviours to rock climbing and paddle boarding.

**Assessment:**

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>TITLE</th>
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</thead>
<tbody>
<tr>
<td>AS90962(1.1)</td>
<td>Participate actively in a variety of physical activities and explain factors that influence own participation</td>
</tr>
<tr>
<td>AS90963(1.2)</td>
<td>Describe understanding of the function of the body as it relates to the performance of a physical activity</td>
</tr>
<tr>
<td>AS90964(1.3)</td>
<td>Demonstrate quality movement in the performance of a physical activity</td>
</tr>
<tr>
<td>AS90966(1.5)</td>
<td>Demonstrate interpersonal skills in a group and explain how these skills impact on others</td>
</tr>
<tr>
<td>AS90968(1.7)</td>
<td>Demonstrate, and show understanding of, responsible behaviour for safety during outdoor activities</td>
</tr>
</tbody>
</table>

**Recommended prior achievement level:**

This course is open to all students.

**Cost:**

Workbooks are required for this course. Please refer to the stationery list on myCollege.
Level 3
The broad theme for the year is ‘Me and Society’. This involves thinking critically about how a wide range of societal factors impact upon practical experiences that are on trend, fun and varied. Much of the learning is personalised. Study at this level involves:
• Evaluating personal physical activity experiences and participating in a range physical activities / recreational experiences in order to continue to be active in the future.
• Evaluating a muscular conditioning programme that is reflective of personal goals and associated with a visit to the AUT Millennium Institute.
• Performing to nationally developed standard in a chosen activity at the discretion of the teacher.
• Analysing a range of safety management issues associated with whitewater rafting.
• Examining contemporary leadership principles prior to and during an expedition around Auckland City.

Assessment:

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>AS9498 (3.1)</td>
<td>Evaluate physical activity experiences to devise strategies for lifelong wellbeing</td>
<td>3</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
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<tr>
<td>AS9500 (3.3)</td>
<td>Evaluate the effectiveness of a performance improvement programme</td>
<td>3</td>
<td>4</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS9501 (3.4)</td>
<td>Demonstrate quality performance of a physical activity in an applied setting</td>
<td>3</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS9504 (3.7)</td>
<td>Analyse issues in safety management for outdoor activity to devise safety management strategies</td>
<td>3</td>
<td>4</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
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<tr>
<td>AS9505 (3.8)</td>
<td>Examine contemporary leadership principles applied in physical activity contexts</td>
<td>3</td>
<td>3</td>
<td>Internal</td>
<td>Yes</td>
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</tbody>
</table>

Recommended prior achievement level:
Achieved or better in at least five Achievement Standards in Year 12 Physical Education or at the discretion of the HOF Health and Physical Education.

Cost:
An overnight camp is approximately $250.00.
PHYSICS

Level 2
The Level 2 physics course builds on the concepts studied in year 11 physics with some new topics including Nuclear Physics. In this course you will find out:

- How the eye produces images.
- How light waves can interfere to produce darkness.
- How nuclear radiation is used in medicine.
- The best angle to throw a ball.
- How you can make electricity with a skipping rope.

Students should have a reasonable ability in Mathematics.

Assessment:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>AS9168 (2.1)</td>
<td>Carry out a physics investigation that leads to a non-linear mathematical relationship</td>
<td>2</td>
<td>4</td>
<td>Internal</td>
<td>Yes</td>
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<tr>
<td>AS9170 (2.3)</td>
<td>Demonstrate understanding of waves</td>
<td>2</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>AS9171 (2.4)</td>
<td>Demonstrate understanding of mechanics</td>
<td>2</td>
<td>6</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>AS9172 (2.5)</td>
<td>Demonstrate understanding of atomic and nuclear physics</td>
<td>2</td>
<td>3</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS9173 (2.6)</td>
<td>Demonstrate understanding of electricity and electromagnetism</td>
<td>2</td>
<td>6</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Recommended prior achievement level:
Students entering this course should have reached Merit level in the three Physics external standards in Level 1.

Cost:
Course books $25.00.

PHYSICS

Level 3
The Level 3 Physics course builds on the concepts studied in Year 12 Physics with some new topics including Quantum Physics and Relativity. Students should have a reasonable ability in Mathematics.

In this course you will find out:

- Why musical instruments sound different.
- How rainbow glasses work.
- Why moving clocks run slow.
- Why you don’t fall off at the top of a roller coaster.
- Why you can get an electric shock from a camera.
- How the charging pad for a cell phone works.

Students should have a reasonable ability in Mathematics.

Practical work is an essential part of Physics and this is emphasised on a field trip to Rainbow’s End.

Assessment:

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</thead>
<tbody>
<tr>
<td>AS91521 (3.1)</td>
<td>Carry out a practical investigation to test a physics theory relating two variables in a non-linear relationship</td>
<td>3</td>
<td>4</td>
<td>Internal</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91523 (3.3)</td>
<td>Demonstrate understanding of wave systems</td>
<td>3</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91524 (3.4)</td>
<td>Demonstrate understanding of mechanical systems</td>
<td>3</td>
<td>6</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91525 (3.5)</td>
<td>Demonstrate understanding of modern physics</td>
<td>3</td>
<td>3</td>
<td>Internal</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91526 (3.6)</td>
<td>Demonstrate understanding of electrical systems</td>
<td>3</td>
<td>6</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Recommended prior achievement level:
NCEA students - at least two Achievement Standards at Excellence level in the Level 2 Physics external examinations.
IB students - students should achieve over 80% in the Year 12 school IB Physics examinations.
Level 3
Printmaking is a specialist Visual Arts subject. The aim of this course of study is for students to develop an understanding of printmaking procedures and practices, and to apply and extend this knowledge within their own studio practice.

The two internal standards are Drawing Studies within Printmaking (presented in a flip file) and are the foundation for the next standard. The third standard is concerned with students applying their experience and understanding of creative processes and procedures within Printmaking in the production of a cohesive body of original work (presented on three A1 boards). Students will use research of established and contemporary practice to extend and develop a systematic approach to learning in printmaking.

Students, through a range of tasks (research, drawing, annotation, sequential studies, small works and finished prints), will demonstrate the development, clarification and resolution of ideas always with print processes and pictorial concerns. The methodology and independent focus of this course is similar to tertiary study. The course involves at least one weekend workshop held by a visiting artist.

Assessment:

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<tr>
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</thead>
<tbody>
<tr>
<td>AS91448 (3.2)</td>
<td>Use drawing to demonstrate understanding of conventions appropriate to printmaking</td>
<td>3</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91453 (3.3)</td>
<td>Systematically clarify ideas using drawing informed by established printmaking practice</td>
<td>3</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91458 (3.4)</td>
<td>Produce a systematic body of work that integrates conventions and regenerates ideas within printmaking practice</td>
<td>3</td>
<td>4</td>
<td>External</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Cost:
Materials are required for this course. Specialised materials are also available through the Art Department shop at cost and will be charged by account. Optional weekend workshops taken by visiting artists/lecturers will be offered at the cost of $25.00 per day.
Production science is an integrated subject bringing in aspects of biology, business, the environment and agriculture/horticulture. Students will look at ways in which New Zealand produces and markets primary products now and in the future. Production science looks at the science behind how we produce and process our primary products. Students will gain an understanding of New Zealand’s role in feeding the world.

Students will also understand the industries that drive New Zealand’s economy and have a greater understanding of the processes behind how products move from the farm to the table.

The course is mainly internally based.

**Level 1**
(see Science)

**Level 2**
The Level 2 programme of Production Science builds on the Level 1 programme using skills and knowledge gained to carry out investigations and research. The programme moves on from being a purely science based course and starts to look at how value is added to primary products and how this is marketed to consumers.

- We investigate how environmental factors affect growth in microorganisms and plants.
- We examine the potential uses of new organisms and how these organisms could be marketed
- We look at the debate surrounding organic farming
- We also examine the environmental impact of wine production

There will be two field trips in 2019. A visit to the Villa Maria Vineyard and an organic farm and a visit to the Mystery Creek Fieldays.

### Assessment:

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</thead>
<tbody>
<tr>
<td>AS91289 (2.1)</td>
<td>Carry out an extended practical agricultural or horticultural investigation</td>
<td>2</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91298 (2.10)</td>
<td>Report on the environmental impact of the production of a locally produced primary product</td>
<td>2</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS 91265 (2.2)</td>
<td>Conduct an inquiry into the use of organisms to meet future needs</td>
<td>2</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS 91297 (2.9)</td>
<td>Demonstrate understanding of land use for primary production in New Zealand</td>
<td>2</td>
<td>4</td>
<td>External</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

**Recommended prior achievement level:**
This course is open to all students.
PRODUCTION SCIENCE

Level 3
The Level 3 programme of Production Science looks at the demands made by consumers and how these impact decisions made by growers and producers. We will also look at how producers and processors add value to their products.

- Students will carry out an investigation looking at attributes of apples and mandarins and what producers and processors do to ensure their products satisfy these attributes.
- Students will look at how market forces affect the supply and demand of our primary products.
- Students also look at the impact on the environment by our production systems, such as by our dairy industry.
- Students will examine the potential impacts of climate change on agriculture and our economy.

There will be two field trips in 2020.

A visit to Matakana to visit Oob Organic Berries, Puhoi Valley Cheese Company, Zeffer Cider and Safari Biltong and a visit to the Mystery Creek Fieldays.

Assessment:

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>TITLE</th>
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<th>EXTERNAL OR INTERNAL</th>
<th>LITERACY</th>
<th>NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS91528 (3.1)</td>
<td>Carry out an investigation into an aspect of a New Zealand primary product or its production</td>
<td>3</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91781 (3.10)</td>
<td>Analyse how a product meets market needs through innovation in the value chain</td>
<td>3</td>
<td>4</td>
<td>Internal</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91532 (3.5)</td>
<td>Analyse a New Zealand primary production environmental issue</td>
<td>3</td>
<td>5</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91531 (3.4)</td>
<td>Demonstrate understanding of how market forces affect supply of and demand for New Zealand primary products</td>
<td>3</td>
<td>5</td>
<td>External</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>AS91507</td>
<td>Integrate biological knowledge to develop an informed response to a socio-scientific issue</td>
<td>3</td>
<td>3</td>
<td>Internal</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Recommended prior achievement level:
This course is open to all students.

SCIENCE

Level 1
In Year 11 all students are required to undertake a Science course as part of their learning programme. Three different possibilities are available to cater for the interests and career aspirations of individual students.

Students will select one of the following:
- A – Core Science
- B – Production Science
- C – Combined Sciences (two option lines)
- D – Chemistry and Physics (only) – one option line – at the discretion of the HOD Science

A. CORE SCIENCE
Core Science provides students with a basic understanding of science principles that are important in their everyday lives. This course includes a selection of standards from the fields of Biology, Chemistry and Physics. It includes units in Genetics, Acids and Bases, Mammals as Consumers and Mechanics. There is one internal assessment task, which involves assessment of a practical Chemistry investigation.

Core Science is recommended for students who wish to undertake a Science course that keeps some options open for further study in the sciences at Year 12 (Biology & Production Science) and beyond, but is not recommended for students who plan to continue in Chemistry or Physics.

Assessment:

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>TITLE</th>
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<th>LITERACY</th>
<th>NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 11 (50930)</td>
<td>Carry out a practical chemical investigation with direction</td>
<td>1</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Science 11 (50952)</td>
<td>Demonstrate understanding of carbon cycling</td>
<td>1</td>
<td>4</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Science 11 (50940)</td>
<td>Demonstrate understanding of mechanics</td>
<td>1</td>
<td>4</td>
<td>External</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Science 15 (50944)</td>
<td>Demonstrate understanding of aspects of acids and bases</td>
<td>1</td>
<td>4</td>
<td>External</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Science 19 (50948)</td>
<td>Demonstrate understanding of biological ideas relating to genetic variation</td>
<td>1</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Biology 15 (50920)</td>
<td>Demonstrate biological ideas relating to a mammal as a consumer</td>
<td>1</td>
<td>3</td>
<td>External</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Cost:
$35.00 for work books and course notes.
B. PRODUCTION SCIENCE

Production science is an integrated subject bringing in aspects of biology, business, the environment and horticulture. Students will look at ways in which New Zealand produces and markets primary products now and in the future. Production science looks at the science behind how we produce and process our primary products. Students will understand New Zealand’s role in feeding the world, now and in the future.

Students will also understand the industries that drive New Zealand’s economy and have a greater understanding of the processes behind how products move from the farm to the table.

Production Science is recommended for students who have an interest in Biology, Horticulture, Environmental Science and/or who find the mathematical aspect of science challenging.

Assessment:

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>TITLE</th>
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<th>LITERACY</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Science 1.1 (90918)</td>
<td>Carry out a practical agricultural or horticultural investigation</td>
<td>1</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Science 1.11 (90950)</td>
<td>Investigate biological ideas relating to interactions between humans and microorganisms</td>
<td>1</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Biology 1.4 (90428)</td>
<td>Demonstrate understanding of biological ideas relating to the life cycle of flowering plants</td>
<td>1</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Science 1.10 (90949)</td>
<td>Investigate life processes and environmental factors that affect them</td>
<td>1</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Science 1.9 (90948)</td>
<td>Demonstrate understanding of biological ideas relating to genetic variation</td>
<td>1</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Recommended prior achievement level:

This course is open to all students.

Cost:

$30.00 for work books and course notes.

C. COMBINED SCIENCES

The Combined Sciences course includes a wider range of topics from the fields of Biology, Chemistry and Physics. Students completing the Combined Sciences course will develop a greater breadth and depth of understanding of scientific concepts and will be prepared for Year 12 courses in Biology, Chemistry and Physics. The Combined Sciences courses are structured to include the following topics:

- Course A (11SCBN) includes units in Genetics, Plants, Mammals as Consumers, Mechanics as well as a Chemistry investigation internal and a research report on Carbon Cycling.
- Course B (11SCPN) includes units in Electricity/Magnetism, Light/Waves, Acids/Bases, Organic Chemistry and Chemical Reactions. It also includes a Level 2 Chemistry internal practical assessment and a Level 1 Physics internal practical investigation.

If you are intending on continuing Biology, Chemistry or Physics at Year 12, then it is highly recommended that you undertake the combined sciences course, but note that choosing this pathway will use up one of your options.

Assessment (11SCBN Course):

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
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<tbody>
<tr>
<td>Chemistry 1.1 (90930)</td>
<td>Carry out a practical investigation with direction</td>
<td>1</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Science 1.14 (90953)</td>
<td>Demonstrate understanding of carbon cycling (optional)</td>
<td>1</td>
<td>4</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Biology 1.4 (90928)</td>
<td>Demonstrate understanding of biological ideas relating to life cycle of flowering plants</td>
<td>1</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Biology 1.5 (90929)</td>
<td>Demonstrate understanding of biological ideas relating to mammals as a consumer</td>
<td>1</td>
<td>3</td>
<td>External</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Science 1.1 (90940)</td>
<td>Demonstrate understanding of mechanics</td>
<td>1</td>
<td>4</td>
<td>External</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Science 1.9 (90948)</td>
<td>Demonstrate understanding of biological ideas relating to genetic variation</td>
<td>1</td>
<td>4</td>
<td>External</td>
<td>Yes</td>
<td>No</td>
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</table>
### SCIENCE

#### Assessment (11SCPN Course):

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
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<tbody>
<tr>
<td>Physics 1.1 (90935)</td>
<td>Carry out a practical physics investigation that leads to a linear relationship</td>
<td>1</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Science 1.5 (90944)</td>
<td>Demonstrate understanding of acids and bases</td>
<td>1</td>
<td>4</td>
<td>External</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Science 1.8 (90947)</td>
<td>Demonstrate understanding of aspects of chemical reactions</td>
<td>1</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Chemistry 1.3 (90932)</td>
<td>Demonstrate understanding of aspects of carbon chemistry</td>
<td>1</td>
<td>4</td>
<td>External</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Physics 1.3 (90937)</td>
<td>Demonstrate understanding of aspects of electricity and magnetism</td>
<td>1</td>
<td>4</td>
<td>External</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Physics 1.4 (90938)</td>
<td>Demonstrate understanding of aspects of wave behaviour</td>
<td>1</td>
<td>4</td>
<td>External</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

At the discretion of the HOF, there is a possibility that a student may be considered to undertake the 11SCPN course by itself.

#### Recommended prior achievement level:

Year 10 Science examination (Term 4) at a Merit level or better for at least some of the topics.

#### Cost:

Combined Sciences (both 11SCPN and 11SCBN): $60 for lab manuals, workbooks and course notes.

For further information on Level 2 and 3 Sciences or IB sciences – refer to Biology, Chemistry, Environmental Systems and Societies (IB only), Production Science and Physics.

### SPANISH

#### Level 1

This course continues to encourage an awareness and understanding of present-day life in Spanish-speaking countries and continues to develop the student’s skills in an international language. Students will improve their ability to understand written and spoken Spanish and will gain confidence in speaking and writing the language. Students gain an extensive vocabulary and structures suitable for everyday communication. There is a wide range of topics, which develops an appreciation of some of the differences between New Zealand and Spain. These include travel and tourism, regional cuisine and fiestas.

#### Assessment:

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>TITLE</th>
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</thead>
<tbody>
<tr>
<td>AS90908</td>
<td>Demonstrate understanding of a variety of spoken texts in Spanish on areas of most immediate relevance.</td>
<td>1</td>
<td>5</td>
<td>External</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS90909</td>
<td>Give a spoken presentation in Spanish that communicates a personal response.</td>
<td>1</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS90910</td>
<td>Interact using spoken Spanish to communicate personal information, ideas and opinions in different situations.</td>
<td>1</td>
<td>5</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS90911</td>
<td>Demonstrate understanding of a variety of Spanish texts on areas of most immediate relevance.</td>
<td>1</td>
<td>5</td>
<td>External</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS90912</td>
<td>Write a variety of text types in Spanish on areas of most immediate relevance.</td>
<td>1</td>
<td>5</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

#### Recommended prior achievement level:

Students must have studied this subject in Year 10.

#### Cost:

$45.00 for Language Perfect vocabulary acquisition programme and digital workbook.
SPANISH

Level 2
This course aims to deepen students’ awareness and understanding of the lives of Spanish-speaking people, with particular reference to present-day Spain. Students are encouraged to communicate confidently in Spanish. They are taught to understand spoken and written language and to express their own ideas in conversation and writing. Their appreciation of the many varied and exciting Hispanic cultures continues to be developed through a range of topics including a region in Spain, art and literature, film and tourism.

Assessment:

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>AS9148</td>
<td>Demonstrate understanding of a variety of spoken Spanish texts on familiar matters.</td>
<td>2</td>
<td>5</td>
<td>External</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS9149</td>
<td>Interact using spoken Spanish to share information and justify ideas and opinions in different situations.</td>
<td>2</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS9150</td>
<td>Give a spoken presentation in Spanish that communicates information, ideas and opinions.</td>
<td>2</td>
<td>5</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS9151</td>
<td>Demonstrate understanding of a variety of written and/or visual Spanish text(s) on familiar matters.</td>
<td>2</td>
<td>5</td>
<td>External</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS9152</td>
<td>Write a variety of text types in Spanish to convey information, ideas, and opinions in genuine contexts.</td>
<td>2</td>
<td>5</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Recommended prior achievement level:
19 Level 1 credits in this subject are recommended.

Cost:
$30.00 for Language Perfect vocabulary acquisition programme.

SPANISH

Level 3
This course continues to develop the student’s ability to communicate confidently in Spanish by continued practice of the essential language skills. Students study a range of topics which include the environment, and leisure and tourism in a Spanish-speaking country. They build on their understanding of Hispanic cultures through literature and film.

Assessment:

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
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</thead>
<tbody>
<tr>
<td>AS91568</td>
<td>Demonstrate understanding of a variety of extended spoken Spanish texts</td>
<td>3</td>
<td>5</td>
<td>External</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91569</td>
<td>Give a clear spoken presentation in Spanish that communicates a critical response to stimulus material</td>
<td>3</td>
<td>3</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91570</td>
<td>Interact clearly using spoken Spanish to explore and justify varied ideas and perspectives in different situations</td>
<td>3</td>
<td>6</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91571</td>
<td>Demonstrate understanding of a variety of extended written and/or visual Spanish texts</td>
<td>3</td>
<td>5</td>
<td>External</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91572</td>
<td>Write a variety of text types in clear Spanish to explore and justify varied ideas and perspectives</td>
<td>3</td>
<td>5</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Recommended prior achievement level:
19 Level 2 credits in this subject are recommended.

Cost:
$30.00 for Language Perfect vocabulary acquisition programme.
TE REO MĀORI

Māori is the indigenous language of this country. Through this language, students gain an insight into how society lived before settlers arrived, important values and practices that endure today. Students learn via a wide range of activities that encourage peer to peer interactions. The main aim of this course is to enable students with the necessary skills to understand and communicate effectively in this language.

Māori prepares students to be fully aware of the traditional and contemporary indigenous contexts within our ever-changing society.

Level 1
This course includes the following topics:
• Tōku whānau: Talking about one’s family
• Puārea: Giving a report on an event
• Haerenga: Creating a conversation about going on a trip
• Tohutu: Giving instructions or directions

Possible visit of a local Marae.

Assessment:

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
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</tr>
</thead>
<tbody>
<tr>
<td>11 AS91085</td>
<td>Whakarongo kia mōhio ki te reo o tōna ao. This standard involves listening to a text read aloud in te reo Māori and answering questions.</td>
<td>1</td>
<td>6</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>12 AS91086</td>
<td>Korero kia whakamahi ki te reo o tōna ao. This standard involves preparing and giving spoken presentation in Māori.</td>
<td>1</td>
<td>6</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>15 AS91089</td>
<td>Whaihanga tuhinga auaha i te reo o tōna ao. This standard involves producing crafted pieces of writing on a creative topic from their own experience.</td>
<td>1</td>
<td>6</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>13 AS91087</td>
<td>Pūnau kia mōhio ki te reo o tōna ao. This standard involves reading a text in te reo Māori and answering questions.</td>
<td>1</td>
<td>6</td>
<td>External</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>14 AS91088</td>
<td>Tuhi i te reo o tōna ao. This standard requires the student to write an essay on a topic from their own experience.</td>
<td>1</td>
<td>6</td>
<td>External</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Recommended prior achievement level:
Year 10 Māori or equivalent.

Cost:
Marae field trip TBC.

Level 2
This course builds on from Level 1 and includes the following topics:
• Tangata Rongonui: Talking about someone famous
• Hoki mahara: Giving a recollection about a past event
• Mōteatea: Exploring a traditional song
• PuTaiao: Retelling an indigenous myth or legend

Possible visit of a local Marae.

Assessment:

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
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</thead>
<tbody>
<tr>
<td>2.1 AS91284</td>
<td>Whakarongo kia mōhio ki te reo o te ao torotoro. This standard involves listening to a text read aloud in te reo Māori and answering questions.</td>
<td>2</td>
<td>4</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>2.2 AS91285</td>
<td>Korero kia whakamahi ki te reo o te ao torotoro. This standard involves preparing and giving a spoken presentation in te reo Māori.</td>
<td>2</td>
<td>6</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>2.5 AS91288</td>
<td>Whaihanga tuhinga auaha i te reo o te ao torotoro. This standard involves producing crafted pieces of writing on a creative topic from the exploratory world.</td>
<td>2</td>
<td>6</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>2.3 AS91286</td>
<td>Pūnau kia mōhio ki te reo o tōna ao torotoro. This standard involves answering questions regarding selected texts from the exploratory world.</td>
<td>2</td>
<td>6</td>
<td>External</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>2.4 AS91287</td>
<td>Tuhi i te reo o te ao torotoro. This standard requires the student to write a formal essay on a topic from the exploratory world.</td>
<td>2</td>
<td>6</td>
<td>External</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Recommended prior achievement level:
Level 1 or equivalent.

Cost:
Marae field trip TBC.
TE REO MĀORI

Level 3

This course builds on from Level 1 and 2 and includes the following topics:
• Rautaki Reo: Investigating a language revitalisation strategy
• Take Rangatahi: Discussing an issue to do with youth
• Waawata: Identifying one’s dreams and aspirations for the future
• Taupatupatu: Debating an unfamiliar topic

Recommended prior achievement level:
Level 2 or equivalent.

Cost:
Marae trip TBC.

TEXTILES TECHNOLOGY

Textiles technology plays a vital role in meeting our basic human needs for clothing and shelter. As such it is an integral component of the modern school curriculum. Textiles Technology is a creative subject aimed at meeting needs and opportunities through the development of soft material products. Knowledge, skills, and resources are combined to help solve practical problems. All senior Textiles Technology courses are designed to explore current topics and issues within the fashion industry while allowing creative freedom and development of key practical skills. A technology subject is the perfect place to develop transferable skills such as project management, research, critical thinking, planning and problem solving.

Level 1

The focus of Level 1 Textiles Technology is to build the basic concepts and skills required for the development of a textile product. Students are introduced to design, patternmaking, and construction, as well as laser cutting and digital textile printing to create unique solutions and expand CAD skills. This subject has a balance of theory and practical work, and caters for a variety of learning styles. Creative thinking and problem solving are at the heart of Textiles Technology. Students complete two large projects; The first project (AS 91096 and 91058) has a practical, manufacturing slant to it with students learning to pattern-make and construct a skirt. There is a strong focus on basic pattern adaptation techniques, how to fit a garment to a person, as well as a wide range of construction skills for a variety of scenarios. In the second project students get to explore the design process more, in their design and make of a pair of espadrille shoes or sandals incorporating digital design. Throughout this project students develop their three-dimensional drawing skills which are assessed in the three credit external standard (91063) in place of an examination or written report. The development of their shoe is assessed in the prototyping Achievement Standard (91047).

Assessment:

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>TITLE</th>
<th>LEVEL</th>
<th>CREDITS</th>
<th>EXTERNAL OR INTERNAL</th>
<th>LITERACY</th>
<th>NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS91046</td>
<td>Use design ideas to produce a conceptual design for an outcome</td>
<td>1</td>
<td>6</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91054</td>
<td>Implement basic procedures using textile materials to make a specified product (Construction and Mechanical Technologies)</td>
<td>1</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91063</td>
<td>Produce freehand sketches that communicate design ideas (Design and Visual Communication)</td>
<td>1</td>
<td>3</td>
<td>External</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91058</td>
<td>Adjust basic adaptations to a pattern to enable a design to fit a person or item (Construction and Mechanical Technologies)</td>
<td>1</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91059</td>
<td>Make basic adaptations to a pattern to enable a design to fit a person or item (Construction and Mechanical Technologies)</td>
<td>1</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Assessment:

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>TITLE</th>
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<tbody>
<tr>
<td>AS91046</td>
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<td>No</td>
</tr>
<tr>
<td>AS91054</td>
<td>Implement basic procedures using textile materials to make a specified product (Construction and Mechanical Technologies)</td>
<td>1</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91063</td>
<td>Produce freehand sketches that communicate design ideas (Design and Visual Communication)</td>
<td>1</td>
<td>3</td>
<td>External</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91058</td>
<td>Adjust basic adaptations to a pattern to enable a design to fit a person or item (Construction and Mechanical Technologies)</td>
<td>1</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91059</td>
<td>Make basic adaptations to a pattern to enable a design to fit a person or item (Construction and Mechanical Technologies)</td>
<td>1</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Cost:

Personal printing for course work – managed by students.
Students are expected to source their own materials for the construction of their final outcomes.
Possible two day trip, approximate cost $650.00. (Biannually)
TEXTILES TECHNOLOGY

Level 2
In Year 12 Textiles Technology students learn about some of the issues that impact the fashion industry today such as fairtrade and sustainable practices. Students select an area of the fashion lifecycle where they can intervene, and design and make an innovative solution to this very real problem. In past years, student outcomes have ranged from a dress made from bridal offcuts, to a duffle bag made from upcycled high-tech sail cloth. At this level, tasks are open-ended and students will develop skills in advanced patternmaking and construction, fashion illustration, material analysis, project management, and much more. There are no formal examinations in this subject.

Assessment:

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>TITLE</th>
<th>LEVEL</th>
<th>CREDITS</th>
<th>EXTERNAL OR INTERNAL</th>
<th>UE LITERACY READING</th>
<th>UE LITERACY WRITING</th>
<th>NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS91357 (2.4)</td>
<td>Undertake effective development to make and trial a prototype (Generic Technology)</td>
<td>2</td>
<td>4</td>
<td>Internal</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91356 (2.3)</td>
<td>Develop a conceptual design for an outcome (Generic Technology)</td>
<td>2</td>
<td>6</td>
<td>Internal</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91345 (2.2)</td>
<td>Implement advanced procedures using textile material to make a specified product with special features (Construction and Mechanical Technologies)</td>
<td>2</td>
<td>6</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91359 (2.6)</td>
<td>Demonstrate understanding of the role of material evaluation in product development (Generic Technology)</td>
<td>2</td>
<td>6</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Recommended prior achievement level:
This course is open to all students however previous study in a technology area would be of benefit in understanding the technological process. Basic construction skills are also beneficial to meet demands of Level 2 Achievement Standards.

Cost:
Personal printing for course work – managed by students.
Students are expected to source their own materials for the construction of their final outcomes.
Possible two day trip, approximate cost $650.00 (biannually)

TEXTILES TECHNOLOGY

Level 3
Year 13 Textiles is a highly independent course and has been designed to provide a gateway to tertiary level design courses. Students begin by learning about the concept of good design, and judgement criteria used to critique the design of an outcome in modern society. Students go on to identify an authentic need or opportunity within the fashion industry which becomes their design brief for a major project. Contexts can range anywhere from sportswear using smart fibres, to adaptive clothing for disabilities, to renewable fashion. Each student will have an independent project that they feel passionate about, but all will use technological theory and practical skills in their work. Students will develop skills in complex pattern alterations and construction, design analysis and critique, and testing and evaluation procedures.

Assessment:

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>TITLE</th>
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<th>CREDITS</th>
<th>EXTERNAL OR INTERNAL</th>
<th>UE LITERACY READING</th>
<th>UE LITERACY WRITING</th>
<th>NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS91617 (3.10)</td>
<td>Undertake a critique of a technological outcomes design (Generic Technology)</td>
<td>3</td>
<td>4</td>
<td>External</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91610 (3.3)</td>
<td>Develop a conceptual design considering fitness for purpose in the broadest sense (Generic Technology)</td>
<td>3</td>
<td>6</td>
<td>Internal</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS91621 (3.2)</td>
<td>Implement complex procedures using textile material to make a specified product (Construction and Mechanical Technologies)</td>
<td>3</td>
<td>6</td>
<td>Internal</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AS91611 (3.4)</td>
<td>Develop a prototype considering fitness for purpose in the broadest sense (Generic Technology)</td>
<td>3</td>
<td>6</td>
<td>Internal</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Recommended prior achievement level:
Students must have studied this subject at Level 2.

Cost:
Personal printing for course work – managed by students.
Students are expected to source their own materials for the construction of their final outcomes.
Possible two day trip, approximate cost $650.00 (biannually)

Scholarship:
Scholarship Technology is also available to students who have a strong project, and show promise across the wider Technology curriculum.
WRITING FOR PUBLICATION

Level 1
Writing for Publication is for students who love to write, explore ideas and have a voice. The course focuses on storytelling, critical thinking and ethics, and developing the craft of writing. Publishing in a range of platforms and carrying out a Special Study investigation are also part of the writing class programme.

The ability to write well is invaluable. Stories mould our lives, and now, more than ever, we need writers who can effectively harness the power of the word to tell their own stories and have a voice, and also be critically informed and write about the world around them. There will be a strong focus on writing in different forms and styles, reading, literature, creative thinking, critical media literacy and understanding current issues.

In addition to the writing of personal stories, poems and media articles, students will create a short film or PSA focused on areal community and/or global issue. They will study ethics and philosophy in relation to the Information Age, investigate issues, learn editing skills, be introduced to publishing software to create their publication, as well as develop a portfolio of their own writing throughout the year.

Extension writing workshops with creative writers and journalists, attendance at the Auckland Writers Festival, and collaborative work with the Auckland Art Gallery and writers outside the College will be integral to the course.

Level 1 English and Media standards will be used in assessment.

Assessment:

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>TITLE</th>
<th>LEVEL</th>
<th>CREDITS</th>
<th>EXTERNAL OR INTERNAL</th>
<th>LITERACY</th>
<th>NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS90991 (1.3)</td>
<td>Understand media coverage of a current issue</td>
<td>1</td>
<td>3</td>
<td>External</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS90052 (1.4)</td>
<td>Produce creative writing</td>
<td>1</td>
<td>3</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS90855 (1.7)</td>
<td>Create a visual text</td>
<td>1</td>
<td>3</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS90996 (1.8)</td>
<td>Write media texts</td>
<td>1</td>
<td>3</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS90853 (1.9)</td>
<td>Special research study</td>
<td>1</td>
<td>4</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AS90854 (1.10)</td>
<td>Reading personal responses to independently read texts</td>
<td>1</td>
<td>4</td>
<td>Internal</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Recommended prior achievement level:
At the discretion of the Head of Subject.
This course continues at Level 2 and 3 as English Literature and Writing.
The IB Diploma programme is a two year course for students in Year 12 and 13. Like NCEA the IB Diploma is recognised in New Zealand and overseas to gain entry into university. Diploma students take six subjects (across six distinct groups).

A typical IB Diploma course:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>Number of Periods in a 10-day cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 courses at Higher level (HL)</td>
<td>10</td>
</tr>
<tr>
<td>3 courses at Standard level (SL)</td>
<td>8</td>
</tr>
<tr>
<td>HUB</td>
<td>2</td>
</tr>
<tr>
<td>Core</td>
<td>5</td>
</tr>
</tbody>
</table>

Core

Students must write a 4000 word Extended Essay, complete a course in Theory of Knowledge (TOK) and participate in a number of Creativity, Action and Service projects (CAS).

A key feature of the IB programme is that it encourages a well-rounded education including study from a range of different subject groups which include:

1. Language
2. Language Acquisition
3. Individuals and Societies
4. Experimental Sciences
5. Mathematics and Computer Science
6. The Arts

A variety of subject selection options are available with the following requirements:

* Six subjects must be selected
* One Group 1 Language is required
* One Group 2 Language is required, unless two Group 1 are selected
* One Group 5 is required
* Group 6 is optional, and if not selected, a second subject can be selected from Groups 1 - 4
* For Groups 3 and 4, generally one of each is selected, although there are other options regarding ESS (environmental systems and societies) which could count for either Group, or both
* All Diploma courses are completed over two years. Most courses are offered at both Higher Level and Standard Level
* Three subjects are studied in depth at Higher Level and three at Standard Level, which require a lesser degree of specialisation
* Students will decide which subjects they will study at a Higher Level at the end of the second term in Year 12
* Students studying the IB Diploma Programme are also eligible to sit the New Zealand Scholarship examinations in both Year 12 and 13 in some subjects over the two years and involves both student initiated and school initiated projects and activities
Theory of Knowledge (TOK)
The Theory of Knowledge course is a central component of the International Baccalaureate Diploma. The aim of the course is to develop the student’s potential as an inquirer, developing adults who will engage actively with the various forms of knowledge found throughout the IB programme. TOK encourages critical thinking about knowledge itself. Throughout the course, students will enhance their awareness of what they consider facts, beliefs and/or opinion and the various ways that they come by this knowledge. Students are encouraged to think about the strengths and limitations of different ways of knowing, which include reason, emotion, sense perception and language, when analysing different areas of knowledge (natural sciences, human sciences, history, art, ethics and mathematics).

Assessment Requirements:
• Internal - 10 minute presentation (20 marks)
• External - 1200 to 1600 word essay (40 marks)
• Completion of reflection form TKPPF

Creativity, Action and Service (CAS)
Creativity, Action and Service (CAS) is an integral part of the Diploma Programme. CAS involves experiential learning which challenges the student and balances the rigour of the academic programme. It runs for 18 months over the two years and involves both student initiated and school initiated projects and activities. Students need to be involved in a variety of activities for all three areas of CAS as well as completing a long term project.

Assessment Requirements:
• Internal - at least 40 reflections over 18 months

Extended Essay (EE)
In the Extended Essay students conduct original research and investigate a topic of special interest for one of their subjects. They must write an essay of 4,000 words. This programme involves 40 hours of private study over two years. Students are allocated a supervisor to mentor them through the programme.

Assessment Requirements:
• External - 4000 word essay (40 marks)
• Completion of reflection form ERPPF

Students in IB will also participate in the HUB programme
The HUB programme is a five-year programme for every student in the Senior School. This course is delivered each week to every student.

At Year 11-13, students will participate in HUB in cohort groups. These years will focus on maintaining healthy minds and bodies; recognising different ways of seeing the world through guest speakers on ethics and philosophy; developing financially literate citizens; preparing for future careers and life beyond the school; creating successful study habits; relaxation techniques and preparing students for leadership in the school and beyond.

YEAR 12 AND 13 IB - COURSE OVERVIEW

HUB

Course Outline:
HUB at St Cuthbert’s draws together UNESCO’s five pillars of learning, in an enrichment programme that promotes self-development, well-being, and human flourishing. It is about equipping people with the knowledge, skills, and values to be responsible citizens of the world.

The HUB programme includes a range of learning experiences around well-being, ethics, worldviews, religious education, and financial literacy, to name but a few.

UNESCO’s Pillars of Learning
• Learning to Know;
• Learning to Do:
• Learning to Live Together;
• Learning to Be; and
• Learning to Transform Oneself and Society
**GROUP 1: ENGLISH**

**Level:**
HL or SL

**Course outline:**
The English programme aims to encourage a personal appreciation of literature and develop an understanding of the techniques involved in literary criticism. Students will be introduced to a range of literary works of different periods, genres, styles and contexts. Over the two years, the number of texts studied is likely to be nine at Standard Level and 13 at Higher Level.

**Assessment:**

<table>
<thead>
<tr>
<th>EXTERNAL ASSESSMENT</th>
<th>HL</th>
<th>SL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written papers: Essay, written examination</td>
<td>70%</td>
<td>70%</td>
</tr>
</tbody>
</table>

**Recommended prior achievement level:**
18 credits in Level 1 English with merit grades in at least two of the externally assessed Achievement Standards.

**Scholarship:**
Students completing this IB course will have to complete additional study to cover the examination material should they wish to present for the NZ Scholarship examinations. This may involve timetabled tutorials or students working independently. All students considering Scholarship must discuss this individually with the HOF.

**Cost:**
$70.00

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**GROUP 2: ENGLISH B**

**Level:**
SL and HL

**Course outline:**
English is offered at Standard Level and Higher Level. Students continue to explore and develop their use of the English language through a variety of stimulating topics and texts to gain a deeper understanding of the language. The focus on cultural awareness in an international context and a wide range of language activities in a variety of registers will help students reach the highest proficiency possible in the language.

The syllabus for both HL and SL includes three core topics (communication and media, global issues and social relationships) and a selection of option topics (customs and traditions, cultural diversity, health, leisure, and science and technology).

HL students will be examining more challenging material in a wider range of registers and will also study two works of literature.

**Assessment:**

<table>
<thead>
<tr>
<th>EXTERNAL ASSESSMENT</th>
<th>HL</th>
<th>SL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text handling: Questions based on written texts SL: 4 texts - HL: 5 texts</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Written Production: HL and SL: one writing task from a choice of 5. HL: a second shorter writing task</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Written Assignment</td>
<td>20%</td>
<td>20%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTERNAL ASSESSMENT</th>
<th>HL</th>
<th>SL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual oral based on a visual stimulus</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Interactive oral activity in a pair or group</td>
<td>10%</td>
<td>10%</td>
</tr>
</tbody>
</table>
GROUP 1: CHINESE

Level:
HL or SL

Course outline:
1. Language and literature may be studied in mother tongue English and mother tongue Chinese. This is a course that promotes respect for literary heritage of the students' home language and provides an opportunity for students to continue to develop oral and written skills in their mother tongue.
2. This language and literature course introduces the critical study and interpretation of written and spoken texts from a wide range of literary and non-literary genres. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption.
3. Over the two years, the number of texts studied is likely to be nine at Standard Level and 13 at Higher Level.

Assessment:

<table>
<thead>
<tr>
<th>EXTERNAL ASSESSMENT</th>
<th>HL</th>
<th>SL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1: Unseen Text</td>
<td>80%</td>
<td>70%</td>
</tr>
<tr>
<td>Paper 2: Literature (plus essay)</td>
<td>80%</td>
<td>70%</td>
</tr>
</tbody>
</table>

Recommended prior achievement level:
Level 1 Chinese is achieved with mostly Merit grades.
Or
The student has been studying in Chinese for the past five years or more.

GROUP 2: AB INITIO CHINESE

Level:
SL only

Course outline:
This course is designed to provide students with the skills to communicate successfully in an environment where Chinese is spoken. It will allow the students to expand their awareness of the world and foster respect for cultural diversity. The students will engage in reading, writing, listening and speaking activities in Chinese within a culturally appropriate context. The course fosters intercultural understanding and global engagement.

The Ab Initio Chinese course is organised into five themes:
• Identities
• Experiences
• Human ingenuity
• Social organisation
• Sharing the planet

Assessment:

<table>
<thead>
<tr>
<th>EXTERNAL ASSESSMENT</th>
<th>HL</th>
<th>SL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1: Productive skills - writing (1 hour)</td>
<td>-</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 2: Receptive skills - separate sections for listening and reading (1 hour 45 minutes)</td>
<td>-</td>
<td>50%</td>
</tr>
</tbody>
</table>

Recommended prior achievement level:
This is a language acquisition course designed for students with no prior experience of Chinese or those with very limited exposure to the language. Students must not have done Chinese in the preceding two years.

Cost:
Subscription to vocabulary acquisition website Education Perfect, approximately $30.00. Workbook approximately $45.00.
GROUP 2: CHINESE

Level:
HL or SL

Course outline:
Chinese B is offered at Standard Level and Higher Level. Students continue to explore and develop their use of the Chinese language through a variety of stimulating topics and texts to gain a deeper understanding of the language. The focus on cultural awareness in an international context and a wide range of language activities in a variety of registers will help students reach the highest proficiency possible in the language.

Assessment:

<table>
<thead>
<tr>
<th>EXTERNAL ASSESSMENT</th>
<th>SL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1: Productive skills - writing (1 hour 15 minutes)</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 2: Receptive skills - listening and reading (1 hour 45 minutes)</td>
<td>50%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTERNAL ASSESSMENT</th>
<th>SL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Oral</td>
<td>25%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXTERNAL ASSESSMENT</th>
<th>HL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1: Productive skills - writing (1 hour 30 minutes)</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 2: Receptive skills - separate sections for listening and reading (2 hours)</td>
<td>50%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTERNAL ASSESSMENT</th>
<th>HL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Oral</td>
<td>25%</td>
</tr>
</tbody>
</table>

Recommended prior achievement level:
SL: must have studied Chinese at NCEA Level 1 and achieved with Merit.
HL: Excellence in Level 1 Chinese, with recommendation from Chinese teacher.

Cost:
Subscription to vocabulary acquisition website Education Perfect approximately $30.00. Workbook approximately $45.00.
GROUP 2: AB INITIO FRENCH

Level:
SL only

Course outline:
This course is designed to provide students with the skills to communicate successfully in an environment where French is spoken. It will allow the students to expand their awareness of the world and foster respect for cultural diversity. The students will engage in reading, writing, listening and speaking activities in French within a culturally appropriate context. The course fosters intercultural understanding and global engagement.

The Ab Initio French course is organised into five themes:
- Identities
- Experiences
- Human ingenuity
- Social organisation
- Sharing the planet

Assessment:

<table>
<thead>
<tr>
<th>EXTERNAL ASSESSMENT</th>
<th>HL</th>
<th>SL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1: Productive skills - writing (1 hour)</td>
<td>-</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 2: Receptive skills - separate sections for listening and reading (1 hour 45 minutes)</td>
<td>-</td>
<td>50%</td>
</tr>
</tbody>
</table>

Recommended prior achievement level:
This is a language acquisition course designed for students with no prior experience of French or those with very limited exposure to the language. Students must not have done French in the preceding two years.

Cost:
Subscription to vocabulary acquisition website Education Perfect, approximately $30.00.
Subscription to vocabulary acquisition website Language Nut, approximately $10.00.
The course workbook purchased each year approximately $15.00.

GROUP 2: FRENCH B

Level:
HL and SL

Course outline:
French B is offered at Standard Level and High Level. Students continue to explore and develop their use of the French language through a variety of stimulating topics and texts to gain a deeper understanding of the language. The focus on cultural awareness in an international context and a wide range of language activities in a variety of registers will help students reach the highest proficiency possible in the language.

The syllabus for both HL and SL includes three core topics (communication and media, global issues and social relationships) and a selection of option topics (customs and traditions, cultural diversity, health, leisure, and science and technology).

HL students will be examining more challenging material in a wider range of registers and will also study two works of literature.

Assessment:

<table>
<thead>
<tr>
<th>EXTERNAL ASSESSMENT</th>
<th>HL</th>
<th>SL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1: Productive skills - one writing task from a choice of three</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 2: Receptive skills - listening comprehension and reading comprehension</td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTERNAL ASSESSMENT</th>
<th>HL</th>
<th>SL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual oral based on a visual stimulus</td>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Recommended prior achievement level:
SL: must have studied French at NCEA Level 1 and achieved with Merit.
HL: Excellence in Level 1 French, with recommendation from French teacher.

Cost:
Subscription Education Perfect website approximately $20.00.
GROUP 2: LATIN

Level:
HL or SL

Course outline:
This course provides an opportunity for students to study Latin literature in depth and detail as well as develop their skills in translation. It is divided into three main components:

- Paper 1: Translation as taken from Ovid’s Metamorphoses, an epic poem of mythological stories from the classical world.
- Paper 2: Literature focusing on epic poetry and love poetry with a focus on its meaning and literary merit.
- Internal Assessment: Research on any aspect of the classical world as decided by the student.

The study of these three components is supported by regular revision of vocabulary and grammatical structures. By the end of the course, students will have developed skills in critical thinking and close analysis as well as an appreciation for the wider value of Latin literature.

Assessment:

<table>
<thead>
<tr>
<th>EXTERNAL ASSESSMENT</th>
<th>HL</th>
<th>SL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1 (1.25 hours SL), (1.5 hours HL)</td>
<td>Translation</td>
<td>35%</td>
</tr>
<tr>
<td>Paper 2 (1.5 hours SL), (2 hours HL)</td>
<td>Literature</td>
<td>45%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>INTERNAL ASSESSMENT</th>
<th>HL</th>
<th>SL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual study: Research dossier</td>
<td>Research</td>
<td>20%</td>
</tr>
</tbody>
</table>

Recommended prior achievement level:
Merit or better in NCEA 1.1 and 1.2 in Latin.

Cost:
$5.00 for grammar workbook.

GROUP 2: SPANISH

Level:
HL or SL

Course outline:
This programme gives students the opportunity to reach a high level of proficiency in one of the most widely-spoken languages in the world. Students will gain a greater awareness of Hispanic cultures, as well as advancing their linguistic skills. Students will learn to express themselves with greater fluency and accuracy, both orally and on paper.

The focus is on learning about Spain and Latin America in a geographical, historical, social and cultural context. HL students will have the opportunity to study literary texts during both years of the course, and all students will learn how to manipulate texts in Spanish, and will deal with a broad range of themes, including media, the environment, art and architecture and film.

Assessment:

<table>
<thead>
<tr>
<th>EXTERNAL ASSESSMENT</th>
<th>HL</th>
<th>SL</th>
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</thead>
<tbody>
<tr>
<td>Paper 1 Productive skills: one writing task from a choice of three</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 2 Receptive skills: listening comprehension and reading comprehension</td>
<td>50%</td>
<td>50%</td>
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</tbody>
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<table>
<thead>
<tr>
<th>INTERNAL ASSESSMENT</th>
<th>HL</th>
<th>SL</th>
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</thead>
<tbody>
<tr>
<td>Individual oral based on a visual stimulus</td>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Recommended prior achievement level:
Achieved or better in all NCEA Level 1 Spanish standards. For HL Excellence grades at NCEA Level 1 Spanish.

Cost:
$30.00 for Language Perfect vocabulary acquisition programme.
GROUP 3: BUSINESS MANAGEMENT

**Level:**
HL or SL

**Course outline:**
The Business Management course is designed to develop students’ knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques.

Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organisations operate.

The course encourages the appreciation of ethical concerns at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis.


**Recommended prior achievement level:**
This course is open to all students, Level 1 Business or Accounting recommended.

**Cost:**
Please refer to the stationery list on myCollege. Workbooks and revision resources are also available through the Commerce Department at cost and will be charged to account.

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<tr>
<th></th>
<th>HL</th>
<th>SL</th>
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<tbody>
<tr>
<td>Paper 1</td>
<td>40%</td>
<td>35%</td>
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<tr>
<td>Paper 2</td>
<td>35%</td>
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**EXTERNAL ASSESSMENT**

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<thead>
<tr>
<th></th>
<th>HL</th>
<th>SL</th>
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<tbody>
<tr>
<td>Extended response questions</td>
<td>30%</td>
<td>40%</td>
</tr>
<tr>
<td>Data response questions</td>
<td>30%</td>
<td>40%</td>
</tr>
<tr>
<td>Extension questions</td>
<td>20%</td>
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<tr>
<th></th>
<th>HL</th>
<th>SL</th>
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<tbody>
<tr>
<td>Commentaries portfolio</td>
<td>20%</td>
<td>20%</td>
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</table>

GROUP 3: ECONOMICS

**Level:**
HL or SL

**Course outline:**
This course aims to enable learners to evaluate the economic world in which they live, apply economic concepts to real-world problems and participate effectively as economic decision-makers in the local, national and global context. Microeconomic and macroeconomic models are used to analyse allocation problems faced by consumers, producers, governments, financial institutions and international organisations. There is a strong emphasis upon internationalism. The economic development unit analyses developing economies and critically evaluates the relationship that the developed economies have with them. Students have the opportunity to investigate how theory applies to current economic events through three internally assessed commentaries. IB Economics provides a good foundation for economics, business management, marketing and other related courses at university.

**Assessment:**

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<tbody>
<tr>
<td>Extended response questions</td>
<td>30%</td>
<td>40%</td>
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<tr>
<td>Data response questions</td>
<td>30%</td>
<td>40%</td>
</tr>
<tr>
<td>Extension questions</td>
<td>20%</td>
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</tbody>
</table>

**Recommended prior achievement level:**
This course is open to all students, Level 1 Economics recommended.

**Cost:**
Please refer to the stationery list on myCollege. Workbooks and revision resources are also available through the Commerce Department at cost and will be charged to account.

<table>
<thead>
<tr>
<th></th>
<th>HL</th>
<th>SL</th>
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</thead>
<tbody>
<tr>
<td>Business Report</td>
<td>25%</td>
<td>25%</td>
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</tbody>
</table>
GROUP 3: ENVIRONMENTAL SYSTEMS AND SOCIETIES

Level:
SL only

Course outline:
The main purpose of this course is to provide students with a coherent perspective of the inter-relationships between environmental systems and societies. Environmental issues are both global and local in their extent and this course reflects that. The course emphasises that we all live on one planet Earth, yet use much more than one Earth’s worth of resources. This is obviously not sustainable. This course is designed as a broad survey of the relationship between science, society and the natural worlds. The course aims to improve our understanding of how scientists conduct their work. Environmental issues affecting the globe will be covered – such as climate change, water scarcity and population growth – and the consequential pressure on the planet. The course is both practical and classroom based with emphasis in students gaining first-hand understanding of the environment through classroom work, laboratory work as well as field work. Students will also learn from visiting speakers who will be invited in to talk with the students about issues that concern people in the local area and globally. This course is also offered in Group 4.

Assessment:

<table>
<thead>
<tr>
<th>EXTERNAL ASSESSMENT</th>
<th>HL</th>
<th>SL</th>
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</thead>
<tbody>
<tr>
<td>Short answer and data-based questions</td>
<td>-</td>
<td>30%</td>
</tr>
<tr>
<td>Two sections: Section A, students will be provided with a range of data in a variety of forms relating to a specific study. Students are required to make reasoned and balanced judgement by analysing this data. Section B asks students to answer two structured essay questions.</td>
<td>-</td>
<td>50%</td>
</tr>
</tbody>
</table>

Recommended prior achievement level:
This course is open to all students.

Cost:
Possible overnight trip $150.00.

GROUP 3: GEOGRAPHY

Level:
HL or SL

Course outline:
This course enables students to make informed judgements about a range of contemporary human and environmental issues such as urbanisation, population growth, climate change and environmental quality.

Geographic perspectives—global change
- Population distribution—changing population
- Global climate—vulnerability and resilience
- Global resource consumption and security

Geographic perspectives—global interactions
- Power, places and networks
- Human development and diversity
- Global risks and resilience

Geographic themes—seven options
Two options are studied at SL, and three at HL (chosen from the list below)
- Extreme Environments
- Leisure, tourism and sport
- Food and health
- Urban Environments

The course has a compulsory field work component. In 2018, students will have an overnight field trip and a one-day trip.

Assessment:

<table>
<thead>
<tr>
<th>EXTERNAL ASSESSMENT</th>
<th>HL</th>
<th>SL</th>
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</thead>
<tbody>
<tr>
<td>Paper one: Short answer and essay questions</td>
<td>25%</td>
<td>40%</td>
</tr>
<tr>
<td>Paper two: Short answer and extended responses</td>
<td>35%</td>
<td>35%</td>
</tr>
<tr>
<td>Paper two extensions: Essay</td>
<td>20%</td>
<td></td>
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<table>
<thead>
<tr>
<th>INTERNAL ASSESSMENT</th>
<th>HL</th>
<th>SL</th>
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</thead>
<tbody>
<tr>
<td>30 hours research based on field work</td>
<td>20%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Recommended prior achievement level:
This course is open to all students.

Cost:
Possible overnight trip to Rotorua, $200.00 approximately.
GROUP 3: HISTORY

**Level:**
HL or SL

**Course outline:**
The History course provides students with the opportunity to study individuals and societies in a range of historical contexts through exploring political, economic and social issues and developments. The two year course is broken up chronologically covering the time period 1853 - 1955. The central focus of the Standard Level and Higher Level courses is the cause, course and consequences of the first and second world wars and the study of personalities such as Hitler, Mussolini and Stalin. There will also be case studies of, the Spanish Civil War and the Chinese Civil War.

**Assessment:**

<table>
<thead>
<tr>
<th>EXTERNAL ASSESSMENT, WRITTEN COMPONENT</th>
<th>HL</th>
<th>SL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1: An externally assessed resource-based examination paper</td>
<td>20%</td>
<td>30%</td>
</tr>
<tr>
<td>Paper 2: An externally assessed examination paper requiring two essays</td>
<td>25%</td>
<td>45%</td>
</tr>
<tr>
<td>Paper 3: An externally assessed examination paper requiring three essays</td>
<td>35%</td>
<td></td>
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</tbody>
</table>

**Recommended prior achievement level:**
Merit/Excellence grades gained in Level 2 achievement standards in this subject or in English.

**Cost:**
History workbooks $40.00.

GROUP 3: PSYCHOLOGY

**Level:**
HL or SL

**Course outline:**
Psychology is all around you and touches on every aspect of your life! Who you are now, how you will be in the future, how you interact with family, friends, and strangers; these are all things that psychology can help you better understand.

The course aims to develop an awareness of how research can be applied to better understand human behaviour and the associated ethical parameters associated with such an inquiry. Students learn to understand the biological, cognitive and sociocultural influences on human behaviour. The key core topics are associated with the analysis of Psychological models at the biological, cognitive and sociocultural level.

The Biological Level of Analysis attributes physiological explanations to a behavior. They look at brain structures, levels of neurotransmitters and hormones, genetics and evolution.

The Cognitive Level of Analysis looks at the way we mentally see the world. Instead of focusing on brain structures, they look at the actual mental processes like memory or schemas.

The Socio-cultural level examines how our environment and culture play a part in our behaviour.

The Psychology course is not just designed for students wishing to be psychologists. It helps students gain a variety of skills including:
- Communication
- Critical thinking
- Research skills

**Assessment:**

<table>
<thead>
<tr>
<th>EXTERNAL ASSESSMENT</th>
<th>HL</th>
<th>SL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper one: Question response and an essay (Core)</td>
<td>35%</td>
<td>50%</td>
</tr>
<tr>
<td>Paper two: Long Answer questions (Options)</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Paper three: Long Answer questions (Qualitative Research)</td>
<td>20%</td>
<td>NA</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>INTERNAL ASSESSMENT</th>
<th>HL</th>
<th>SL</th>
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</thead>
<tbody>
<tr>
<td>Study report on a simple experimental study</td>
<td>20%</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Recommended prior achievement level:**
This course is open to all students.

**Cost:**
Textbook: $75.00.
GROUP 4: BIOLOGY

Level:
HL or SL

Course outline:
This course looks at the study of life, the interactions between organisms and their environment, the nature of cells, chemicals and systems that are important to life and how species change over time. The main topics covered include Cells, the Chemistry of Life, Genetics, Ecology and Conservation, Evolution and Biodiversity, Human and Animal Physiology, Metabolism and Plant Biology.

Assessment:

<table>
<thead>
<tr>
<th>EXTERNAL ASSESSMENT</th>
<th>HL</th>
<th>SL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple choice</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Short and long answer questions</td>
<td>36%</td>
<td>40%</td>
</tr>
<tr>
<td>Short and long answer questions on the option</td>
<td>24%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Recommended prior achievement level:
Success in NCEA Level 1 Biology Achievement Standards. Ability in Mathematics is also required. Exceptions are at the discretion of the HOD.

Cost:
$75.00 in Year 12 for textbook and course notes.
$25.00 in Year 13 for course notes.

GROUP 4: CHEMISTRY

Level:
HL or SL

Course outline:
Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Topics include Measurement and Data Processing, Quantitative Chemistry, Atomic Structure, Periodicity, Bonding, Energetics, Kinetics, Acids and Bases, Equilibrium, Oxidation and Reduction, Organic Chemistry and one optional topic chosen from Biochemistry or Medicinal Chemistry. This course includes an internal assessment component based on a student selected extended investigation.

At the end of Year 12 all students will be required to complete an interdisciplinary activity which contributes to their internal assessment mark.

Assessment:

<table>
<thead>
<tr>
<th>EXTERNAL ASSESSMENT</th>
<th>HL</th>
<th>SL</th>
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</thead>
<tbody>
<tr>
<td>Multiple choice covering core material</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Short answer questions, data based questions and extended response questions covering core material</td>
<td>36%</td>
<td>40%</td>
</tr>
<tr>
<td>Short answer and extended response questions on option topics</td>
<td>24%</td>
<td>20%</td>
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<tr>
<th>INTERNAL ASSESSMENT</th>
<th>HL</th>
<th>SL</th>
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</thead>
<tbody>
<tr>
<td>Extended scientific investigation involving: personal engagement, exploration, analysis, evaluation and communication</td>
<td>20%</td>
<td>20%</td>
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</table>

Recommended prior achievement level:
Success at Merit level or higher in NCEA Level 1 Chemistry Achievement Standards. Combined Science course at Year 11 is highly recommended.

Cost:
$30.00 each year for lab manual/course notes.
GROUP 4: DESIGN TECHNOLOGY

Level:
SL

Course outline:
Design Technology aims to develop internationally-minded people whose enhanced understanding of design and the technological world can facilitate our shared guardianship of the planet and create a better world. The creative tension between theory and practice is what characterizes design technology within the sciences subject group.

Inquiry and problem-solving are at the heart of the subject. Design Technology requires the use of the DP design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution.

Assessment:

<table>
<thead>
<tr>
<th>EXTERNAL ASSESSMENT</th>
<th>HL</th>
<th>SL</th>
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<tbody>
<tr>
<td>Multiple choice paper (paper 1) - a core paper, which consists of a short response</td>
<td>20%</td>
<td>30%</td>
</tr>
<tr>
<td>Extended answer questions (paper 2)</td>
<td>20%</td>
<td>30%</td>
</tr>
<tr>
<td>Three structured questions based on the HL extension material, one of which is based on a case study (paper 3)</td>
<td>20%</td>
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<tr>
<th>INTERNAL ASSESSMENT</th>
<th>HL</th>
<th>SL</th>
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<tbody>
<tr>
<td>Individual Design Project</td>
<td>40%</td>
<td>40%</td>
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</tbody>
</table>

Recommended prior achievement level:
Success at Merit level or higher in NCEA Level 1 Product Design Achievement Standards.

Cost:
Personal printing for course work – managed by students.
Optional workshops may be offered at the cost of $85.00 per session.
Subscription to SketchUp Pro.
Possible two days in Wellington, approximate cost $650.00.

GROUP 4: ENVIRONMENTAL SYSTEMS & SOCIETIES

Level:
SL only

Course outline:
The main purpose of this course is to provide students with a coherent perspective of the inter-relationships between environmental systems and societies. Environmental issues are both global and local in their extent and this course reflects that. The course emphasises that we all live on one planet Earth, yet use much more than one Earth’s worth of resources. This is obviously not sustainable. This course is designed as a broad survey of the relationship between science, society and the natural worlds. The course aims to improve our understanding of how scientists conduct their work. Environmental issues affecting the globe will be covered – such as climate change, water scarcity and population growth – and the consequential pressure on the planet. The course is both practical and classroom based with emphasis in students gaining first-hand understanding of the environment through classroom work, laboratory work as well as field work. Students will also learn from visiting speakers who will be invited in to talk with the students about issues that concern people in the local area and globally. This course is also offered in Group 3.

Assessment:

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<thead>
<tr>
<th>EXTERNAL ASSESSMENT</th>
<th>HL</th>
<th>SL</th>
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</thead>
<tbody>
<tr>
<td>Short answer and data-based questions</td>
<td>30%</td>
<td>-</td>
</tr>
<tr>
<td>Two sections: Section A, students will be provided with a range of data in a variety of forms relating to a specific study. Students are required to make reasoned and balanced judgement by analysing this data. Section B asks students to answer two structured essay questions.</td>
<td>-</td>
<td>50%</td>
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<tr>
<th>INTERNAL ASSESSMENT</th>
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<th>SL</th>
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<tbody>
<tr>
<td>30 hours labs and practical exercises</td>
<td>-</td>
<td>20%</td>
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</tbody>
</table>

Recommended prior achievement level:
This course is open to all students.

Cost:
Possible overnight trip $150.00.
**GROUP 4: PHYSICS**

**Level:**
HL or SL

**Course outline:**
This course will enable students to develop an understanding of the physical world and the concepts that explain it. You will gain experimental skills and scientific knowledge relating to a range of physics content areas including Dynamics, Waves, Thermal Physics, Electromagnetism, and Atomic and Nuclear Physics.

**Assessment:**

<table>
<thead>
<tr>
<th>EXTERNAL ASSESSMENT</th>
<th>HL</th>
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<tbody>
<tr>
<td>Multiple choice</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Short and long answer questions on the core</td>
<td>36%</td>
<td>32%</td>
</tr>
<tr>
<td>Short and long answer questions on the options</td>
<td>20%</td>
<td>24%</td>
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<table>
<thead>
<tr>
<th>INTERNAL ASSESSMENT</th>
<th>HL</th>
<th>SL</th>
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</thead>
<tbody>
<tr>
<td>Investigations and project</td>
<td>24%</td>
<td>24%</td>
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</table>

**Recommended prior achievement level:**
Merit level or higher in the four NCEA Level 1 Physics Achievement Standards OR Excellence in Science 1.1. Combined Science course at Year 11 is recommended.

**Cost:**
$25.00 for workbook.

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**GROUP 5: MATHEMATICS MAA**

In IB all students are required to undertake a Mathematics course as part of their learning programme. There are two courses beginning in 2020, both taught at Higher Level (HL) and Standard Level (SL):
- A – Mathematics: analysis and approaches
- B – Mathematics: applications and interpretation

**A. Mathematics: analysis and approaches**

**Level:**
HL and SL

**Course outline:**
Students who choose Mathematics: analysis and approaches at SL or HL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalisation of these patterns. Students who wish to take Mathematics: analysis and approaches at HL will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems. It is for students interested in Mathematics, Engineering, Physical Sciences and some Economics.

**Assessment:**

<table>
<thead>
<tr>
<th>EXTERNAL ASSESSMENT</th>
<th>HL</th>
<th>SL</th>
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</thead>
<tbody>
<tr>
<td>Paper 1: Short and extended response. No calculator permitted.</td>
<td>30%</td>
<td>40%</td>
</tr>
<tr>
<td>Paper 2: Short and extended response. Calculator permitted.</td>
<td>30%</td>
<td>40%</td>
</tr>
<tr>
<td>Paper 3: Extended response problem solving. Calculator permitted.</td>
<td>20%</td>
<td>-</td>
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<table>
<thead>
<tr>
<th>INTERNAL ASSESSMENT</th>
<th>HL</th>
<th>SL</th>
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</thead>
<tbody>
<tr>
<td>Mathematical exploration</td>
<td>20%</td>
<td>20%</td>
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</tbody>
</table>

**Recommended prior achievement level:**
For SL: Merit level or better in NCEA Level 1 Algebra and Tables, Equations and Graphs Achievement Standards.
For HL: as for SL plus it is desirable that students have completed further study in Mathematics such as NCEA Level 2 to Merit and Excellence level.

**Cost:**
N/A
GROUP 5: MATHEMATICS MAI

B. Mathematics: applications and interpretation

Level:
HL and SL

Course outline:
Students who choose Mathematics: applications and interpretation at SL or HL should enjoy seeing mathematics used in real-world contexts and to solve real-world problems. This course emphasises the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university Mathematics course such as Calculus and Statistics. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures. Students who wish to take Mathematics: applications and interpretation at higher level will have good algebraic skills and experience of solving real-world problems. They will be students who get pleasure and satisfaction when exploring challenging problems and who are comfortable to undertake this exploration using technology. The course is for students interested in Social Sciences, Natural Sciences, Medicine, Statistics, Business, Engineering, some Economics, Psychology and Design.

Assessment:

<table>
<thead>
<tr>
<th>EXTERNAL ASSESSMENT</th>
<th>HL</th>
<th>SL</th>
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<tbody>
<tr>
<td>Paper 1: Short and extended response – technology permitted</td>
<td>30%</td>
<td>40%</td>
</tr>
<tr>
<td>Paper 2: Short and extended Response – technology permitted</td>
<td>30%</td>
<td>40%</td>
</tr>
<tr>
<td>Paper 3: Extended response problem solving – technology permitted</td>
<td>20%</td>
<td>-</td>
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<table>
<thead>
<tr>
<th>INTERNAL ASSESSMENT</th>
<th>HL</th>
<th>SL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematical exploration</td>
<td>20%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Recommended prior achievement level:
For SL: Merit level or better in NCEA Level 1 Algebra and Tables, Equations and Graphs Achievement Standards.
For HL: as for SL plus it is desirable that students have completed further study in Mathematics such as NCEA Level 2 to Merit and Excellence level.

Cost:
N/A

GROUP 6: FILM AND MEDIA

Level:
HL and SL

Course outline:
The course focus is on creativity, innovation and theoretical analysis. Film is both a powerful communication medium and an art form. The Diploma Programme film course aims to develop students’ skills so that they become adept in both interpreting and making film texts

In this course you will:
- Compare and contrast filmmakers, their films and their various cultural contexts in order to further the understanding of particular areas of film focus.
- Develop creativity and innovation through collaboration with others in the creation of film projects.
- Examine film as an art form, including explore the evolution of film across time and culture.
- Examine the roles and portrayals of women in film.

Assessment:

<table>
<thead>
<tr>
<th>EXTERNAL ASSESSMENT</th>
<th>HL</th>
<th>SL</th>
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</thead>
<tbody>
<tr>
<td>Textual analysis (max. 1,750 words) of a prescribed film text based on a chosen extract (max. 5 minutes), and list of sources</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>Recorded multimedia comparative study (max. 10 minutes), and list of sources</td>
<td>20%</td>
<td>30%</td>
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<table>
<thead>
<tr>
<th>INTERNAL ASSESSMENT</th>
<th>HL</th>
<th>SL</th>
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<tbody>
<tr>
<td>Portfolio pages (max. 9 pages: 3 pages per production role) and list of sources</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>A film reel (max. 9 mins: 3 mins per production role, including 1 completed film)</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td>Completed film (max. 7 mins). Project report (max. 2,000 words) and list of sources.</td>
<td>40%</td>
<td>40%</td>
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</table>

Recommended prior achievement level:
This course is open to all students.

Cost:
Premiere pro training $25.00. It is highly recommended that you join our Film Society that screens a notable film every Monday of Term 2 and 3. Attendance at Film Society will broaden and develop your understanding of Film, count towards CAS, and is also a fun and social co-curricular activity.
GROUP 6: MUSIC

Level:
HL and SL

Course outline:
HL Music will interest the specialist music student with an interest in solo performance (a recital of approximately 20 minutes, 25%) AND composition (three contrasting compositions, 25%).

SL Music will appeal to many sorts of musicians with a requirement for one of:
Group Perform (two public performances: any large or small ensemble is acceptable)
OR Solo Perform (one solo recital of approximately 15 minutes)
OR Composition (two contrasting pieces: 5 to 15 minutes in total, 50%)

Both the HL and SL student complete a musical links investigation and an examination covering the two set works, world music, pop/jazz and Western art music.

Assessment:

<table>
<thead>
<tr>
<th>EXTERNAL ASSESSMENT</th>
<th>HL</th>
<th>SL</th>
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<tbody>
<tr>
<td>SL Listening Paper (2h 15m) Five musical perception questions, including some on the two set works</td>
<td>-</td>
<td>30%</td>
</tr>
<tr>
<td>HL Listening Paper (3h) Seven musical perception questions including some on the two set works</td>
<td>30%</td>
<td>-</td>
</tr>
<tr>
<td>Musical links investigation of no more than 2000 words, investigating musical links between music from two distinct cultures</td>
<td>20%</td>
<td>20%</td>
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</table>

<table>
<thead>
<tr>
<th>INTERNAL ASSESSMENT</th>
<th>HL</th>
<th>SL</th>
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<tbody>
<tr>
<td>Creating - three compositions</td>
<td>25%</td>
<td>-</td>
</tr>
<tr>
<td>Solo Performing - 20 minutes of solo performances</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Creating two compositions OR Solo Performing - 15 minutes of solo performances OR Group Performing - 20-30 minutes of group performance</td>
<td>50%</td>
<td></td>
</tr>
</tbody>
</table>
GROUP 6: MUSIC

Course outline:
HL Music will interest the specialist music student with an interest in solo performance (a recital of approximately 20 minutes, 25%) AND composition (three contrasting compositions, 25%).

SL Music will appeal to many sorts of musicians with a requirement for one of:
Group Perform (two public performances: any large or small ensemble is acceptable)
OR Solo Perform (one solo recital of approximately 15 minutes)
OR Composition (two contrasting pieces: 5 to 15 minutes in total, 50%).

Both the HL and SL student complete a musical links investigation and an examination covering the two set works, world music, pop/jazz and Western art music.

Recommended prior achievement level:
Higher Level (HL)
Level 1 NCEA Music with an endorsement with merit. Completion of NCEA Level 1 Music will prepare students well for success in Music HL. Students who have not completed this prerequisite may be allowed to enter the course should their level of musicianship be of an exceptionally high standard. This will be at the discretion of the Director of Music.

Standard Level (SL)
Completion of NCEA Level 1 Music will prepare students well for success in Music SL. Students who have not completed NCEA Level 1 but are active and involved musicians may be admitted at the discretion of the Director of Music.

Cost:
Students choosing Solo Performing or Group Performing must be taking private instrumental/voice tuition.

GROUP 6: THEATRE

Level:
HL and SL

Course outline:
IB Theatre is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively.

The IB theatre course is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasises the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualise their work. The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre - as participants and audience members - they gain a richer understanding of themselves, their community and the world.

Assessment:

<table>
<thead>
<tr>
<th>EXTERNAL ASSESSMENT</th>
<th>HL</th>
<th>SL</th>
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<tbody>
<tr>
<td>Solo theatre piece</td>
<td>35%</td>
<td>-</td>
</tr>
<tr>
<td>Director's notebook</td>
<td>20%</td>
<td>35%</td>
</tr>
<tr>
<td>Research Presentation</td>
<td>20%</td>
<td>30%</td>
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</table>

<table>
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<tr>
<th>INTERNAL ASSESSMENT</th>
<th>HL</th>
<th>SL</th>
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</thead>
<tbody>
<tr>
<td>Collaborative project</td>
<td>25%</td>
<td>35%</td>
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</table>

Recommended prior achievement level:
This course is open to all students.

Cost:
Viewing professional theatre is an integral part of this course and the cost is approximately $100.00. Attending weekend workshops is also an important part of this programme and it is estimated that the cost for these opportunities would be approximately $100.00.
GROUP 6: VISUAL ARTS

**Level:**
HL and SL

**Course outline:**
Visual Arts has both practical (Exhibition) and theoretical (Comparative Study and Process Portfolio) components. The two year course will provide students with opportunities to explore the diverse contexts of art from personal, historical, social, cultural and contemporary perspectives, instigating the basis from which to launch their individual exploration of the visual world. In the first year of this course practical work is broad-based allowing students to explore Drawing, Painting, Printmaking, Sculpture and Moving Image. Students will be encouraged to develop skills in no fewer than three disciplines in preparation for the exhibition at the end of the second year.

During the course students will explore ideas both visually and in a written form in an art journal. The two external components of this course (Comparative Study and Process Portfolio) will be taught throughout the two year course. The internally assessed component (exhibition) will be produced in the second year of this course.

**Assessment:**

<table>
<thead>
<tr>
<th>EXTERNAL ASSESSMENT</th>
<th>EXTERNALLY ASSESSED</th>
<th>HL</th>
<th>SL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparative Study</td>
<td>20%</td>
<td>10-15 pages screens (evidence as for SL) Plus 3-5 further screens</td>
<td>10-15 pages (screens)</td>
</tr>
<tr>
<td>Process Portfolio</td>
<td>40%</td>
<td>13-25 screens (evidence as for SL)</td>
<td>9-18 pages (screens)</td>
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<table>
<thead>
<tr>
<th>INTERNAL ASSESSMENT</th>
<th>HL</th>
<th>SL</th>
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</thead>
<tbody>
<tr>
<td>Exhibition</td>
<td>40%</td>
<td>40%</td>
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</table>

Recommended prior achievement level:
Level 1 NCEA in Visual Arts or at the discretion of the HOD.

**Cost:**
Materials are required for this course. Please refer to the stationery list on myCollege. Specialised materials are also available through the Art Department shop at cost and will be charged by account. Optional weekend workshops taken by visiting artists/lecturers will be offered at a cost of $25 a day.
Scholarship

Scholarship is offered in a range of subjects. Students may enter in one or more Scholarship Achievement Standards. St Cuthbert’s has a process to manage and assist students entering for the Scholarship examinations. Students are asked to indicate their definite interest in Scholarship on their option form. Students will be given advice on this from staff. Scholarship classes for most subjects are timetabled approximately one period per week.

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Periods in a 10-day cycle</th>
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</thead>
<tbody>
<tr>
<td>Scholarship classes</td>
<td>2</td>
</tr>
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</table>

Selection of Dux

Both IB and NCEA students are eligible for the St Cuthbert’s Dux award. Selection of the Dux is based on a student achieving top grades and placings across her subjects, including New Zealand Scholarship. Processes are in place to ensure that there is equal opportunity for students from either qualification to be awarded Dux.

To be eligible for consideration of the Dux award, a student must present for at least three New Zealand Scholarship examinations. Results from the best three school practice examinations for Scholarship will contribute towards the selection process. Scholarship results gained in the previous year will not be eligible for consideration. Where applicable, university results from the first semester of the current year will also be considered. The Senior Leadership Team may review these criteria from time to time.
ART HISTORY

Course outline:
Art History Scholarship requires students to make sophisticated connections between ideas and viewpoints about art and artists across wide cultural contexts. Students should be able to make independent reflections and extrapolate fluently their understanding and insights about the questions we ask about art in our lives. The examination can be based on Level 3 content, but students are encouraged to research works of their own interest and expand knowledge from visits to galleries and art events.

Recommended prior achievement level:
This course is open to all students.

Cost:
Optional extension weekend trips may be offered for art events. Students can attend at their own expense.

BIOLOGY

Course outline:
Biology Scholarship is an examination that requires students to perform the analysis of biological contexts and the use of ecological, genetic, and evolutionary concepts to integrate biological knowledge and skills into an extended answer.

Scholarship students are expected to demonstrate high level critical thinking, abstraction and generalisation, and to integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations.

Scholarship students must be prepared to regularly complete additional reading, extra assignments and attend weekly tutorial classes. These may have to be prior to school depending on the student’s option choice.

Recommended prior achievement level:
- NCEA students - at least two Achievement Standards at Excellence level in the Level 2 Biology external examinations.
- IIB students - at least two Achievement Standards at Excellence in the Level 1 Biology external examinations.
- Examination - the Scholarship course will involve considerable extra work and reading in your own time as the NZQA syllabus is considerably different from the IIB one.
- It is recommended that IIB students enter Scholarship in Year 12.
CALCULUS

Course outline:
Students must be able to think innovatively and use a combination of techniques and concepts to solve complex problems in unfamiliar contexts.

The course requires a high level of critical thinking, logical development and clarity communicating ideas. It builds on what must be already very sound algebra and calculus skills. Students must also have the ability to generalise situations and be confident expressing abstract ideas symbolically.

All students considering Calculus Scholarship must discuss this individually with the HOD.

Recommended prior practical achievement level:
NCEA - must be studying or have already studied NCEA Level 3 Calculus. At least 4 Excellence grades in Year 12 (Level 2) or Year 13 (Level 3) Mathematics which must include Algebra and Calculus.

Year 13 IB ideally studying Higher Level Mathematics – plus at least 75% in both Paper 1 and Paper 2 in Year 12 IB EOY Mathematics examination.

Year 12 IB ideally studying Higher Level Mathematics plus 4 excellence grades prior from Level 2 Mathematics (as above).

CHEMISTRY

Course outline:
Scholarship students will need to demonstrate the ability to integrate and apply chemical knowledge, principles and skills to a range of novel situations. Scholarship students must be prepared to regularly complete additional reading, extra assignments and attend weekly tutorial classes.

All students considering Scholarship must discuss this individually with their Chemistry teacher and/or the Head of Chemistry.

Recommended prior practical achievement level:
Students must take the Level 3 NCEA Chemistry course or Higher Level IB Chemistry. As the IB curriculum differs from the Scholarship syllabus, IB students will need to take personal responsibility for learning some concepts to an NCEA level, prior to attending Scholarship classes on that topic area.

Entry to the Scholarship teaching programme will be at the discretion of the Head of Chemistry, but will be guided by the following criteria:
• For students currently taking NCEA Level 2 Chemistry – at least two Excellence grades in the Level 2 Chemistry external Achievement Standards and/or a GPA of 75% or higher in the Term 4 school Chemistry Exam is expected.
• For IB students, an overall weighted mark of 75% or higher in the Term 4 school exam is expected.

Cost:
Scholarship workbook $25.00.
CHINESE

Course outline:
Scholarship Chinese is an examination that is designed to test the student’s ability to effectively communicate with perception and insight and create meaning in Chinese and English. The topics are often on issues such as the differences of Chinese and Western cultures, the way to look at your own culture, language and social problems. Students are required to use a wide variety of complex structures and vocabulary that will be integrated into a synthesised response.

The course will cover a range of activities to develop essay writing skills, to help students learn how to assemble ideas in a logical, clear, concise and coherent manner. Students will learn how to develop a fully integrated, fluent discussion and argument through analysis and evaluation, independent reflection and extrapolation.

Recommended prior achievement level:
Students must be able to evaluate critically, develop an argument and communicate ideas effectively in an illustrated essay format.

Students must have at least six years study of the language, be able to read Chinese newspaper and literature reasonably fluently and master certain idioms.

Have at least six years’ experience studying the language.

CLASSICAL STUDIES

Course outline:
The student will use their knowledge of Classical Studies to demonstrate their ability to think critically about the ideas and values of the classical world. They will communicate their understanding through the use of primary and secondary source evidence in a range of integrated contexts, which may include history, literature, philosophy, architecture and / or art. The course demands high levels of content knowledge, deep levels of critical analysis and a willingness to develop original ideas beyond the Level 3 course. This must be communicated in an articulate and eloquent style of writing which develops a logical sequence of ideas and a clarity of thought. Students must be committed to working independently outside class and contributing to discussions during class.

Assessment:
The examination will have two sections. In the first section, students will select two topics out of Augustus, Roman Art & Architecture and Virgil’s Aeneid. For each topic they will answer one of the two questions. In the second section, students select one topic out of Roman culture and identity or Roman conflict. For their selected topic, students will be required to analyse and interpret unfamiliar sources of evidence such as extracts and images.

Recommended prior achievement level:
- Students must be studying the Level 3 course.
- If students take Level 2 Classical Studies, at least 18 credits at Merit or Excellence level in this course.
- If students do not take Level 2 Classical Studies, at least 18 credits at Merit or Excellence level in English.
**DANCE**

**Course outline:**
All students considering Scholarship must discuss this individually with the dance teacher. Scholarship students use wide knowledge, experience and critical analysis of dance processes and theories to justify and evaluate their own choreography and performance. The assessment is a written portfolio developed throughout the course of a year.

**Recommended prior achievement level:**
Students must be taking Level 3 Dance. If students currently take Level 2 Dance in 2017, students must gain Excellence grades in 2.7 (Dance) and/or Excellence in the practice Term 4 examination.

If students currently do not take Level 2 Dance in 2017, students must gain Excellence grades in 2.7 and/or 2.4 (English).

**Recommended prior practical achievement level:**
Level 2 Dance or two years' dance experience.

**Cost:**
N/A

**DESIGN**

**Course outline:**
The Visual Arts Scholarship is intended for the highest achieving art students in their final year of secondary school. Scholarship is a distinct qualification, and for this reason assessment of Scholarship is separate from assessment of Level 3 Achievement Standards. Scholarship requires candidates to complete a separate body of work as well as that produced for Level 3 Achievement Standards for NCEA.

The body of work required for Scholarship is a selection of workbook extracts showing the proposal, plan or framework for a three panel folio. This folio must have been submitted also for NCEA Achievement Standard 3.4 and only students of the highest calibre will be encouraged to apply for the Visual Arts Scholarship. Students are expected to present an individually conceived and driven proposal with evidence that they have applied analytical, critical and reflective processes in the generation of their own original work. The methodology and independent focus of study at this level is similar to tertiary.

The Design Scholarship programme is delivered in a weekly after school and/or lunchtime slot. In addition to this we offer a number of specialist workshops and an introductory cross-discipline workshop. These workshops give students an opportunity to discuss their work, one on one, with experts and practitioners.

**Recommended prior achievement level:**
- Students must take NCEA Level 3 Design Achievement Standard 3.4 in the year they are attempting Scholarship. This 14 credit externally assessed folio [A1 X 3] must be submitted along with their eight page A3 Scholarship flip-file presentation.
- It is not possible to sit Visual Arts Scholarship Standard from the IB programme.
- It is expected any student attempting Scholarship should have successfully studied Visual Arts in either NCEA or IB in Year 11 and 12.
DRAMA

Course outline:
A Scholarship student in Drama will use wide knowledge, experience and critical analysis of drama processes, texts and theories to perform and justify challenging and highly imaginative drama works presented as a portfolio of three solo performances. The first is to be supported by an oral introductory analysis, the second by an extended oral response to an impromptu question and the third by an oral explanation and justification. All are to be recorded on the scheduled examination date under controlled conditions. At least one oral statement should demonstrate an awareness of New Zealand theatre practice.

Recommended prior achievement level:
All students considering scholarship must discuss this individually with the Director of Drama. It is expected the student would have Excellence grades gained in Level 2 Achievement Standards and be taking either the Level 3 NCEA Drama or HL IB Theatre.

ENGLISH

Course outline:
The Scholarship student in English will be one who is able to demonstrate extensive knowledge of texts and methods used in crafting them, respond critically with mature ideas and reflect independently and sustain coherent, substantiated and engaging argument.

The course will cover strategies for approaching the three sections of the Scholarship English examination, as well as reading and studying additional written and visual texts.

Recommended prior practical achievement level:
• Excellence for both 2.4 and 2.7 (the internals).
• Merit in at least two of the three externals or at the HOD discretion.
• All students considering Scholarship must discuss this individually with the Head of Faculty and/or with their teacher.
FILM AND MEDIA

Course outline:
The Scholarship examination will be based on the course of study for Level 3. Scholarship students must be able to demonstrate a comprehensive understanding of media theory and practice through the analysis of texts, processes and issues. They must be able to work independently and read and view widely.

Recommended prior achievement level:
- Students must take the Level 3 course Film and Media in 2019 or at the discretion of the Head of Subject.
- If students currently take Level 2 Film and Media in 2018, students must gain Excellence grades in 2.2 and 2.8 and/or one excellence in the practice Term 4 examinations.
- If students currently do not take Level 2 Film and Media in 2018, students must gain Excellence grades in 2.7 and 2.4 (English).

FRENCH

Course outline:
Scholarship French is an examination that is designed to test the students’ ability to demonstrate their understanding of spoken and written texts through written and spoken responses. Students will demonstrate high level analytical skills and critical thinking through logical and clear responses, using complex and accurate language fluently.

The course will include a range of activities to develop analytical and critical thinking skills as well as developing language skills, based on texts and discussions on world issues.

Students will need to show a commitment to the course in terms of attendance and completion of tasks. Students are encouraged to read extensively on their own.

Assessment:
A 2 hour external written examination which includes a written response in French to a spoken text in French and a written response in English to a written text in French. Following the written tasks, students will have 10 minutes to prepare an oral response of 3-4 minutes in French to a question linked to one of the texts from the written examination.

Recommended prior practical achievement level:
For NCEA students: Excellence grades in all NCEA Level 2 Achievement standards, enrolment in optional 3.1 Listening standard.
For IB students: at the discretion of the TIC Senior French, with achievement over 80% in Year 12 IB Term 4 examination and in Term 4 oral assessment.
GEOGRAPHY

Course outline:
Scholarship Geography is an examination that is designed to test student’s ability to demonstrate their understanding of a range of geographic perspectives and understandings about a geographic issue or problem. These are often “big picture” issues such as pollution, climate change, migration and water scarcity. Students are required to use their geographic knowledge, skills, ideas, and understanding to support their answers.

The course will cover a range of activities to develop critical thinking skills, to help students learn how to analyse new situations and to extrapolate into the future to solve problems facing the world. Students will learn how to develop a fully integrated, fluent discussion and argument in relation to a geographic context. The geographic context is generally indicated at the end of the year.

Recommended prior achievement level:
Students must be able to evaluate critically, develop an argument and communicate ideas effectively in an illustrated essay format.

Students must take the Level 3 course in 2018 or take IB Geography.

If students currently take Level 2 Geography in 2017, students must gain Excellence grades in 2.7 and 2.2 and/or and one excellence in Geography in the practice Term 4 examinations.

If students currently do not take Level 2 Geography in 2017, students must gain Excellence grades in 2.7 and 2.4 (English) and/or and at least one merit or better in the practice Term 4 examinations (English).

IB Geography - at the discretion and in consultation with the Head of Geography but includes Level one endorsed with Excellence. Level 1 English endorsed with Excellence.

HISTORY

Course outline:
The Scholarship History examination assesses the ability of students to convey their own independent argument about an historical idea or theme in an extended piece of writing. The theme changes each year. Previous themes include war, the significance of history, the importance of different interpretations and turning points. Students will use examples from their history course to write about the theme. The examination requires students to interpret sources and use key ideas from those sources to build their argument. They must also judge sources and critique the writing of historians.

The Scholarship History course will teach students how to approach questions, analyse and judge sources, develop an argument and to incorporate evidence effectively into a written response. Our lessons will be focused on the 2017 theme but will draw on examples covered in Year 12 and Year 13 History. Students will be expected to discuss ideas in order to develop the depth of understanding required at this level.

Recommended prior achievement level:
Students must take the Level 3 course in 2017 or be entered into at least 1 internal NCEA Level 3 Standard Level 2 students can only take Scholarship History if they gain Excellence grades in 2.1, 2.2 & 2.4 and gain Excellence grades in either 2.5 or 2.6 in the Term 4 examinations.

Level 2 students not taking History cannot take Scholarship History IB History at the discretion and in consultation with the Head of History.
LATIN

Course outline:
This course demands a strong knowledge and understanding of Latin grammar and vocabulary to produce a fluent English translation of challenging Latin prose and poetry. In addition, the student will be expected to engage in deep levels of critical thinking and sophisticated analysis of the literature in terms of language, style, literary techniques, metrical effects and / or content.

Assessment:
There will be one passage of prose and one passage of poetry by Virgil. Each passage has one question requiring translation and one question requiring literary analysis. An introduction to each passage is given in English.

Recommended prior achievement level:
At least 3 standards achieved at Excellence in Level 2 Latin.
For IB students, at least 30/35 in Paper 1 of the Term 4 Year 12 IB school examination.

PAINTING

Course outline:
The Visual Arts Scholarship Performance Standard is intended for the highest achieving art students in their final year of secondary school. Scholarship is a distinct qualification, and for this reason assessment of Scholarship is separate from assessment of Level 3 Achievement Standards. The Scholarship Standard requires candidates to complete a separate body of work as well as that produced for Level 3 Achievement Standards for NCEA.

The body of work required for the Scholarship Standard is a selection of workbook extracts showing the proposal, plan or framework for a three panel folio. This folio must have been submitted also for NCEA Achievement Standard 3.4 and only students of the highest calibre will be encouraged to apply for the Visual Arts Scholarship. Students are expected to present an individually conceived and driven proposal with evidence that they have applied analytical, critical and reflective processes in the generation of their own original work. The methodology and independent focus of study at this level is similar to tertiary.

The Painting Scholarship programme is delivered in a weekly after school and/or lunchtime slot. In addition to this we offer a number of specialist workshops and an introductory cross-discipline workshop. These workshops give students an opportunity to discuss their work, one on one, with experts and practitioners.

Recommended prior achievement level:
Students must take NCEA Level 3 Painting Achievement Standard 3.4 in the year they are attempting Scholarship. This 14 credit externally assessed folio [A1 X 3] must be submitted along with their 8 page A3 Scholarship flip-file presentation.

It is not possible to sit Visual Arts Scholarship Standard from the IB programme.

It is expected any student attempting Scholarship should have successfully studied Visual Arts in either NCEA or IB in Year 11 and 12.
PHOTOGRAPHY

Course outline:
The Visual Arts Scholarship Performance Standard is intended for the highest achieving Art students in their final year of secondary school. Scholarship is a distinct qualification, and for this reason assessment of Scholarship is separate from assessment of Level 3 Achievement Standards. The Scholarship Standard requires candidates to complete a separate body of work as well as that produced for Level 3 Achievement Standards for NCEA.

The body of work required for the Scholarship Standard is a selection of workbook extracts showing the proposal, plan or framework for a three panel folio. This folio must have been submitted also for NCEA Achievement Standard 3.4 and only students of the highest calibre will be encouraged to apply for the Visual Arts Scholarship. Students are expected to present an individually conceived and driven proposal with evidence that they have applied analytical, critical and reflective processes in the generation of their own original work. The methodology and independent focus of study at this level is similar to tertiary.

The Photography Scholarship programme is delivered in a weekly after school and/or lunchtime slot. In addition to this we offer a number of specialist workshops and an introductory cross-discipline workshop. These workshops give students an opportunity to discuss their work, one on one, with experts and practitioners.

Recommended prior practical achievement level:
Recommended prior Achievement level – Scholarship Photography
Students must take NCEA Level 3 Photography Achievement Standard 3.4 in the year they are attempting Scholarship. This 14 credit externally assessed folio [A1 X 3] must be submitted along with their 8 page A3 Scholarship flip-file presentation.

It is not possible to sit Visual Arts Scholarship Standard from the IB programme.
It is expected any student attempting Scholarship should have successfully studied Visual Arts in NCEA in Year 12.

PHYSICS

Course outline:
The Physics Scholarship examination is based on the Level 2 and Level 3 courses. The content is similar to the higher level IB course.

Scholarship students are expected to demonstrate high level critical thinking, abstraction and generalisation, and to integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations.

Scholarship students must be prepared to regularly complete extra assignments and attend weekly tutorial classes. These may be prior to school depending on the student’s option choice.

Recommended prior achievement level:
NCEA students - at least two Achievement Standards at Excellence level in the Level 2 Physics external examinations.

IB students - students should achieve over 80% in the Year 12 school IB Physics examination.
PHYSICAL EDUCATION

Course outline:
Assessment for Scholarship Physical Education will be in the form of a report. Candidates will self-select a suitable topic to produce the report. The report will be a critical analysis and evaluation of an aspect or aspects drawn from the Health and Physical Education curriculum at Level 8 and will be supported by an organised collection of evidence.

Scholarship Physical Education candidates are expected to use knowledge of physical education to critically evaluate information related to physical activity. Candidates are expected to demonstrate high level understanding and ideas through the application of bio-physical principles and socio-cultural factors drawn from their own learning experiences in, through and about, human body movement. Candidates are expected to demonstrate high-level critical thinking, abstraction and generalisation, and to integrate and synthesise ideas into the critical examination of their topic.

The course will help students to think critically, gather research on their topic, develop a structure for the report, apply knowledge, skills and understanding and integrate their own experiences into the report. The course will prepare students so they are able to write concise and meaningful paragraphs with logical development and convincing communication of ideas.

Recommended prior practical achievement level:
Students should be taking NCEA Level 3 Physical Education concurrently. Students should have attained Excellence in all Level 2 Physical Education internally assessed standards with the exception of the performance standard AS91330 (PE2.4). Other students may take Scholarship Physical Education at the discretion of the Head of Faculty of Health and Physical Education.
PRINTMAKING

Course outline:
The Visual Arts Scholarship Performance Standard is intended for the highest achieving art students in their final year of secondary school. Scholarship is a distinct qualification, and for this reason assessment of Scholarship is separate from assessment of Level 3 Achievement Standards. The Scholarship Standard requires candidates to complete a separate body of work as well as that produced for Level 3 Achievement Standards for NCEA.

The body of work required for the Scholarship Standard is a selection of workbook extracts showing the proposal, plan or framework for a three panel folio. This folio must have been submitted also for NCEA Achievement Standard 3.4 and only students of the highest calibre will be encouraged to apply for the Visual Arts Scholarship. Students are expected to present an individually conceived and driven proposal with evidence that they have applied analytical, critical and reflective processes in the generation of their original work. The methodology and independent focus of study at this level is similar to tertiary.

The Printmaking Scholarship programme is delivered in a weekly after school and/or lunchtime slot. In addition to this we offer a number of specialist workshops and an introductory crossdiscipline workshop. These workshops give students an opportunity to discuss their work, one on one, with experts and practitioners.

Recommended prior practical achievement level:
Students must take NCEA Level 3 Printmaking Achievement Standard 3.4 in the year they are attempting Scholarship. This 14 credit externally assessed folio [A1 X 3] must be submitted along with their 8 page A3 Scholarship flip-file presentation.

It is not possible to sit Visual Arts Scholarship Standard from the IB programme.

It is expected any student attempting Scholarship should have successfully studied Visual Arts in either NCEA or IB in Year 11 and 12.

SPANISH

Course outline:
The Scholarship Spanish course is designed to test the student's ability to demonstrate understanding of spoken and written texts through written and spoken responses. The course focuses on material that stimulates knowledge and encourages critical thinking.

Assessment:
A two-hour written external examination which comprises a written response in Spanish to a spoken text in Spanish and a written response in English to a written text in Spanish. Following the written tasks students prepare an oral response to a question based on the material in the written examination.

Recommended prior practical achievement level:
For NCEA students: Endorsements with Excellence at Level 2.
For IB students: at the discretion of the Head of Subject.
STATISTICS

Course outline:

Scholarship Statistics candidates are expected to demonstrate high-level critical thinking, abstraction and generalisation, and to integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations.

The student will use knowledge of statistics to apply statistical and probability concepts and methods to complex problems in contexts which may be unfamiliar, interpret and, where appropriate, make inferences and clearly communicate concepts and findings.

The course will cover a range of activities to help students to interpret graphs and models in order to write concise and meaningful statistical reports using time series and bivariate data. In addition it will develop critical thinking skills and abstract reasoning to enable students to read and explain statistical outputs.

Recommended prior practical achievement level:

Students should be taking NCEA Level 3 Statistics concurrently or have completed the NCEA L3 Statistics course in a previous year.

Students should have attained at least a Merit in the externally assessed AS 91267 Apply Probability Methods in Solving Problems standard.

It is not advisable for IB students to take Scholarship Statistics.
Course outline:
Students from all Technology subjects are eligible to sit Scholarship in Technology. However, they must discuss this individually with the Head of Faculty Technology. Students will be required to demonstrate a high level of synthesis, integration, and critical reflection on a range of technological experiences, relating to their major project(s) in one or more technological areas.

Recommended prior practical achievement level:
At least Merit in Level 2 Technology standard report submission is recommended. Students new to Technology in Year 13 are still eligible to sit Scholarship at the discretion of the Technology teacher and Head of Faculty Technology.
To gain NCEA certificates, students must reach a set total number of credits, made up from Achievement Standards, Unit Standards or a mixture of both. This is similar to the way university degrees are awarded.

NCEA can be awarded at Level 1, 2 or 3.

**NCEA Level 1 Certificate**
Students must earn at least 80 credits.

**NCEA Level 2 Certificate**
Students must earn 60 credits at Level 2 or higher, plus 20 other credits from any other level.

**NCEA Level 3 Certificate**
Students must earn 60 credits at Level 3, plus 20 other credits at Level 2 or above.

Students can gain NCEA certificates endorsed with Merit or Excellence according to the number of these grades they attain overall.

School leavers are able to build on their NCEA at polytechnics, universities, wananga, colleges of education and private training institutions. NCEA is used for University Entrance selection and to limited entry courses at the tertiary level.

**Frequently Asked Questions**
1. Is NCEA accepted at overseas universities? Yes. Students from St Cuthbert’s have been accepted at leading international universities such as Yale, Duke, Brown and the University of Edinburgh.

2. Do students with NCEA get acceptance to limited entry university courses? Yes.

3. Does NCEA report failure? The Record of Achievement does not record not achieved results or standard not assessed grades. The Result Notice available from mid to late January will record all results, including not achieved, for both external and internal standards.

4. Does NCEA recognise high achievement? Achievement across all courses is recognised with certificates at all levels endorsed with Excellence and Merit (as well as achieved or not achieved). The endorsements serve many purposes: they will motivate students and provide universities and employers with clear, concise benchmarks. The Scholarship level provides recognition of very high achievement.

5. Is internal assessment as rigorous as external assessment in NCEA? Changes to the processes by which internally assessed standards are moderated means that three times as many samples of student work will be moderated. External moderation of internally assessed standards ensures that schools across the country are assessing in a fair and valid way.
The International Baccalaureate (IB) is a qualification course for students aged 16 - 19 leading to final examinations and an internationally recognised qualification. It provides a compromise between early specialisation preferred in some national systems and the greater breadth found in others.

The IB programme emphasises the importance of high academic standards, the international nature of knowledge, critical thinking, active citizenship and cultural understanding. It encourages students to develop into active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB Diploma programme is suitable for students who are highly motivated, well organised, interested in developing their thinking skills and have a dedicated approach to study. It is accessible to average or above average students who possess these attributes while at the same time enables gifted students to demonstrate their talents.

In New Zealand IB schools, students complete NCEA Level 1 in Year 11 and then choose either to continue on the NCEA pathway at Level 2 or begin the two-year IB diploma programme.

The two-year course

Students study six subjects, complete an Extended Essay, follow a Theory of Knowledge course and participate in Creativity, Action and Service.

Normally three of the six subjects are studied at higher level (HL), equivalent to 240 teaching hours over the two years. The remaining three subjects are studied at standard level (SL), equivalent to 150 teaching hours over the two years. Many of the HL courses are at a similar standard to first year university courses.

Students must choose one subject from each group. Note: instead of a Group 6 subject, a candidate may select an additional subject from Groups 1 - 4.

<table>
<thead>
<tr>
<th>Group</th>
<th>Subjects Offered at St Cuthbert’s</th>
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</thead>
<tbody>
<tr>
<td><strong>Group 1: Languages A1</strong></td>
<td>English HL/SL, Chinese HL/SL</td>
</tr>
<tr>
<td><strong>Group 2: Learned Language</strong></td>
<td>French HL/SL, Spanish HL/SL, Latin HL/SL, French Ab Initio, English Ab Initio</td>
</tr>
<tr>
<td><strong>Group 4: Experimental Sciences</strong></td>
<td>Biology HL/SL, Chemistry HL/SL, Physics HL/SL, Environmental Systems and Societies SL</td>
</tr>
<tr>
<td><strong>Group 5: Mathematics</strong></td>
<td>Mathematics HL/SL</td>
</tr>
</tbody>
</table>

Assessment

Classroom teachers and IB examiners work in partnership to ensure that students have ample opportunity to demonstrate what they have learned and that they are able to communicate this. A variety of assessment methods is used to acknowledge both the content and the process of academic achievement and to take into account differing learning styles and cultural patterns.

The three main components of assessment:
1. External examinations which are externally marked and each marker is moderated by a mark/remark method.
2. Tasks which are internally supervised with the guidance of the teacher over a period of time but marked by external examiners.
3. Internal assessment where the candidate’s work is marked by the teacher with this marking being subjected to external moderation.

Almost all courses have an internally assessed component.

Specialised forms of assessment are used in subjects such as visual arts, music and foreign languages. Examinations tend to form the basis of the assessment for most courses because of their high levels of objectivity and reliability. Internally assessed work usually counts for a minimum of 20% and maximum of 50% of the final grade in a subject.

Results

The grading system used by IBO is criterion based, rather than norm referenced. This means there is no fixed percentage of each grade. Each examined subject is graded on a scale of one (minimum) to seven (maximum). Generally each assessment component is awarded marks. The total of the component marks are used to award the subject grade.

In order to be awarded the IB Diploma a student must meet defined standards and conditions, including a minimum total of 24 points and the satisfactory completion of the three diploma requirements: Theory of Knowledge, the Extended Essay and Creativity, Action and Service activities.

The maximum score of 45 includes three points for the combination of the Extended Essay and work in Theory of Knowledge.

Frequently Asked Questions

1. Will students still be able to do NCEA in Year 12 and 13?

Most New Zealand schools offering the IB Diploma programme also offer NCEA at Levels 2 and 3. Students complete Year 11 NCEA and then choose the qualification pathway most suited to their needs. At the end of Year 12 it is possible to change from the Diploma programme to NCEA if the course is proving difficult. This does not happen often. It is not possible to move into the Diploma course at the beginning of Year 13.
International Baccalaureate

2. Why has St Cuthbert’s added this qualification?
The investigation of the IB qualification formed part of the qualifications pathway review that the school undertook in 2009-2010. The International Baccalaureate qualification was chosen because it strongly supports our goal for our teaching and learning programmes: to develop students into successful, autonomous, independent learners who are able to think critically, caringly and creatively.

In addition to this, its philosophy aligns closely with the values and beliefs articulated in our school Compass. With increasing numbers of our students seeking entrance to international universities we must ensure that we offer a world class education - one that embodies the multidimensional nature of the school and its mission, which is to create remarkable futures for our young women.

Hence as part of this commitment, there is a need to make sure that the qualifications we are offering are the right ones for the school. This means ensuring that they address the identified needs of providing classroom programmes that open tertiary doors and enable our girls to thrive in the global society in which they live.

3. What will it cost?
Registration fees for the IB examinations are about NZ $1150 - $1200 depending on the exchange rate. This is charged to the student’s account in Term 2 of Year 13. A fee of $350 per candidate is also charged for examination paper courier costs. This is charged to the student’s account in Term 3 of Year 13.

4. What is ab initio?
This is an international languages course where the student has had little or no previous experience of the language. At the school, French and Mandarin are offered as the ab initio languages. To be eligible to enter the French Ab Initio course students must not have studied French after the end of Year 7.

9. For Mandarin Ab Initio any student who has had more than two years formal education at any level in Mandarin is not eligible and should select another Language B option.

5. What subjects that the school currently offers are not included in the IB qualification?
Accounting, Art History, Classical Studies, Media Studies, Physical Education and Te Reo are not offered in IB.

6. What happens if my daughter decides the Diploma programme is not for her?
Students studying for the IB Diploma are able to opt into the NCEA qualification at any time during Year 12. The school has a strong pastoral guidance system which supports all students in making the most appropriate decisions about assessment and qualifications. Any student who does not complete the full IB Diploma course will receive a letter stating that she has attempted part of the qualification.

NZQA Scholarship Awards

The New Zealand Qualifications Award Scholarship is a monetary award to recognise top scholars throughout the country. It is a challenging and rigorous examination with only 3% of those entered for NCEA Level 3 gaining the award.

This assessment extends the best secondary students and enables the top scholars throughout the country to be identified and acknowledged. Students are expected to synthesise and integrate concepts, and apply higher-level thinking based on in-school and independent learning. Scholarship is an award and as such does not generate credits towards NCEA.

Both NCEA and IB students can sit the NZ Scholarship examinations. All students who gain a Scholarship will receive a monetary award.

The Scholarship awards are:

- Scholarship Award: For those students who achieve Scholarship standards in three or more subjects – $2,000 each year for three years
- Top Subject Scholar Award: The top subject achiever in each Scholarship subject – $2,000 each year for three years
- Single Subject Award: Candidates who achieve the Scholarship standard in up to two subjects – a one-off payment of $500 per subject

To be eligible for these awards candidates must sit all Scholarship examinations in the same year. To receive these financial awards students must be enrolled in tertiary study in New Zealand in the years they receive monetary awards and maintain a ‘B’ average. Foreign fee paying students are not eligible for the financial awards. There is no compassionate consideration provided for the Scholarship examinations.

Student Commitment

Year 13 Scholarship candidates at St Cuthbert’s are timetabled for Scholarship classes and are expected to have a high level of commitment to their study and be prepared to complete additional work beyond these timetabled classes. Scholarship demands that students synthesise and integrate concepts and apply a higher-level thinking than that required at Level 3 of the NCEA. They must be self-directed and take responsibility for their learning.
Entry to degree-level programmes

NCEA
Numeracy:
10 credits from Level 1 or above from specified achievement standards or three specific numeracy unit standards.

Literacy:
Five credits in reading and five credits in writing at Level 2 and above from specific standards.

Level 3:
Achievement of NCEA Level 3: 60 credits at Level 3, plus 20 credits at Level 2 or above. Students must gain 14 credits from each of three approved subjects.

Approved Subjects:

International Baccalaureate
A student will gain University Entrance if they are awarded the full International Baccalaureate Diploma with a minimum of 24 points.

To gain admission to a degree course at a New Zealand University
1. You must meet the University Entrance Standard.
2. You may be required to attain a “rank score” to gain entrance to most universities.
3. You may need to meet other requirements, depending on the degree you intend to study. For example, you may be required to study certain subjects while at school and gain a specific number of credits in these subjects, have an interview or complete a portfolio, audition or CV. Students need to visit relevant tertiary websites to check selection criteria. Hard copies of prospectuses are also available from the Careers Centre.
4. Discretionary Entrance refers to the entry standard required of Year 12 (NCEA Level 2) applicants to university. There is no provision for Discretionary Entrance for students studying IB.

Academic English language requirement at University of Auckland
The University of Auckland has introduced an academic English language requirement for entry into all undergraduate programmes. This applies to all domestic students and...
International students who are applying on the basis of a New Zealand secondary school qualification. In addition to the University Entrance literacy standard, students will require:

NCEA: A minimum of 17 credits in English in Level 2 and/or Level 3.

IB: International Baccalaureate Diploma with 26 points.

If students do not meet this requirement but otherwise qualify for admission, you can meet the Academic English Language requirement by passing an academic English language course at the University of Auckland in their first year of study.

Calculating your rank score using NCEA results
Your NCEA rank score is calculated using your best 80 credits at Level 3 from up to five approved subjects. You will gain four points for each Excellence credit, three points for each Merit credit and two points for each achieved credit. You cannot include more than 24 credits from any one subject.

NCEA and IB: Entry to overseas universities
Students wishing to apply for overseas universities (whether as New Zealand citizens or citizens of other countries) need to check entrance criteria very carefully. The responsibility lies with the student, but Mrs Rhonda Vink (Head of Careers) and Mrs Issy Coleman (Careers Counsellor) are happy to assist with research. The IB Diploma and NCEA Level 3 qualification are both recognised by all New Zealand and overseas universities.

NCEA and IB: Entry to overseas universities
Applications for university residential college and tertiary scholarships for IB candidates are based on a provisional predicted grade. This grade is generated from data for all IB internal assessments and IB College examination results. The predicted grade is confidential and cannot be released to the student.
Making decisions about which subjects to take and plans for future tertiary training and career pathways can be challenging. The staff in our Careers Department are available to assist girls as they move through the Senior School and into the world beyond. One of the key components to making good decisions involves knowing yourself well. Identification of your strengths, personality type, values and positive life experiences help build self-awareness.

Exploration of possible opportunities is also essential. Our career mentoring and guest speaker programme will provide the chance for girls to meet professionals who are working in areas that they are interested in.

Career education will also support girls’ development, facilitating learning about future opportunities and providing tools and information to equip girls as they make decisions about the future.

### CAREER DEVELOPMENT

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<td>Individual careers appointments for all students in Year 13.</td>
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<tr>
<td></td>
<td>Careers Department presentation on university applications for NZ and overseas, tertiary scholarships, halls of residence applications, financing tertiary study (within HUB).</td>
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<td></td>
<td>University presentations - NZ and overseas.</td>
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<td></td>
<td>University course planning workshops for NZ universities.</td>
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<td>Career mentoring programme.</td>
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<td></td>
<td>Support with tertiary scholarship applications.</td>
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<td><strong>Year 12</strong></td>
<td>Exploring options</td>
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<td>Individual careers appointments for all students in Year 12.</td>
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<td></td>
<td>Career mentoring programme.</td>
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<td></td>
<td>HUB Careers assemblies and Careers Evening.</td>
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<td>Presentations about university life and future career pathways.</td>
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<tr>
<td><strong>Year 11</strong></td>
<td>Developing self-awareness and exposure to opportunities</td>
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<tr>
<td></td>
<td>Career education programme (15 lessons) - personal portfolio development, exploration projects, tertiary study research, curriculum pathways information and subject selection.</td>
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<td></td>
<td>Guest Career speaker assemblies and HUB Careers Evening.</td>
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<tr>
<td><strong>Year 10</strong></td>
<td>Building the foundation</td>
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<tr>
<td></td>
<td>Career education programme - the future world of work, career assessments, career research, subject selection.</td>
</tr>
</tbody>
</table>

### Careers appointments

Individual career appointments are available for students in Year 12 and 13 with Mrs Rhonda Vink (Head of Careers). To book an appointment, please email Ms Yvonne Marren (Careers Department) or use the online booking system (if in Year 13). Parents are most welcome to attend these appointments.

### Subject selection appointments

In Term 3, shorter subject selection appointments for students in Year 10-12 are available with either Mrs Vink, or Academic Director, Ms Mary Robinson.

### Location of Careers team

We are located in the Beattie Centre.

### Contacts

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