SCOTS COLLEGE
EST. 1916

Middle School Curriculum 2026

Years 7, 8, 9, and 10

Curriculum Handbook 2026

Welcome to Scots College Middle School!

Our Vision

- Establish a national and international reputation as being an outstanding co-educational Middle School.
- Continued development of Middle School programmes with emphasis on EXCELLENCE.
- Develop purpose driven leaders of the future who strive to reach their fullest potential, living lives of authenticity, service and significance.

Our Values

Respect, Authenticity, Compassion, Excellence.

This curriculum handbook is an essential guide for parents and students, providing key information on our International Baccalaureate (IB) Middle Years Programme (MYP), curriculum areas, subject offerings and approaches to teaching and learning in the Middle School. Please take the time to read through this handbook carefully.

Our Middle School curriculum is exciting, challenging, dynamic and wide-ranging. The IB MYP philosophy centers around fostering holistic development in students aged 11–16, emphasising practical connections between their studies and the real world. It encourages inquiry-based, concept-driven learning, promoting intellectual challenge and personal growth. The MYP aims to develop active learners who are knowledgeable, caring, and motivated individuals with a strong sense of personal identity and respect for diversity.

In essence, we aim to develop internationally minded young men and women who are equipped with the necessary skills to reach their fullest potential and the desire to make a difference in the world.

Compulsory second language learning along with a diverse range of Arts and Design/ Technology subjects set Middle School students up to make well-informed decisions on their future academic pathways.

Will Struthers
Principal, Middle School

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Course Descriptions

Introduction

Our Middle Years Programme (MYP) curriculum framework provides academic challenges that encourage students to embrace and understand the connections between learning areas and the real world.

The curriculum further challenges students to become internationally minded and reflective thinkers. A focus on approaches to learning skills throughout the programme ensures your children are ready for the rapidly changing 21st Century world.

The heart of the programme revolves around five key elements which:

- Encourage international mindedness in students to develop a foundation in their own language and culture.
- Encourage a positive attitude to learning by challenging students to solve problems, show creativity and resourcefulness, and participate actively in their communities.
- Reflect real life by providing a framework that allows students to see the connections among the subjects themselves, and between the subjects and real issues.
- Supports the development of communication skills to encourage inquiry, understanding, language acquisition, and to allow student reflection and expression.
- Emphasise, through the learner profile, the development of the whole student – physically, intellectually, emotionally and ethically.

The culmination of the MYP programme is the Year 10 Community Project. Working in small groups students are expected to identify a community need and take action to either bring change themselves, raise money to finance change carried out by others, raise awareness of the issue or provide an analysis of how this issue can be alleviated. Past projects include encouraging healthy eating at Kahurangi School, maintaining bike trails and starting a beach clean up.

Kate Bondett
MYP Coordinator

IB Learner Profile

The profile aims to develop learners who are:

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

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

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

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

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

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

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

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

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

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

What is the MYP?

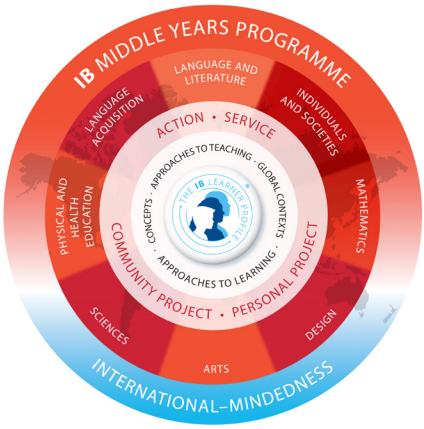
The Middle Years Programme (MYP) for students aged 11–16 is now offered by over 850 IB World Schools. At Scots we run the MYP in Years 7–10. The MYP is especially designed to help adolescents adjust to life in the 21st Century. It is a difficult time for these young people as they learn to cope with a constantly changing and increasingly interconnected world. The MYP provides them with the knowledge and skills they need as they grow, helping the students to find a sense of belonging. The MYP emphasises and builds on the IB Learner Profile. The key ideas behind the MYP are:

Holistic Learning
Whilst maintaining excellent standards of teaching and learning in across a wide and balanced range of traditional subjects, the MYP also has an extra emphasis on the inter-relatedness of the subjects. This encourages the student to consider issues and problems from a variety of points of view. The students learn to combine relevant knowledge, experience and critical thinking to solve real problems.

Intercultural Awareness
The MYP develops students' attitudes, knowledge and skills as they learn about their own and others' cultures. MYP teaching and learning encourages tolerance, respect and empathy. This is an essential part of education to create a better and more peaceful world in the future.

Communication
Good command of one's own language enables clear expression of ideas, attitudes and feelings. The learning of other languages extends the student's ability to communicate and it teaches appreciation of different cultures and ways of thinking. Good communication is also about listening to others and understanding variations and nuance. The MYP also encourages students to explore various modes of expression.

MYP Programme Model



Scots College is authorised to deliver the MYP and is an IB World School.

More information about MYP is available at www.ibo.org

Interdisciplinary Teaching and Learning

Interdisciplinary Teaching and Learning, a vital component of the Middle Years Programme and a wonderful opportunity for students, is becoming more prominent in the Middle School.

Interdisciplinary teaching and learning is characterised by a genuine need for distinct disciplinary knowledge or skills from two subjects, to be taught together. Just like the workplace, knowledge does not sit in discrete silos, it is used seamlessly together to work towards a goal or outcome. We try, using the MYP interdisciplinary framework, to give students an opportunity to experience the need for subjects to work together to achieve a result.

In 2026, all students from years 7–10 will participate in interdisciplinary learning which will bring together skills from multiple learning areas. We hope these learning opportunities will allow students to explore authentic real-world contexts which draw deeply on learning from different learning areas.

Service Learning

"IB learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment." (MYP: From principles into practice)

As an IB World School, Scots College is committed to a concept-based curriculum that leads to 'service as action'. Students will make connections between their inquiry in the classroom to the actions they take in school and in their wider community. Through the curriculum, students will become more confident, self- regulated learners as they become aware of their strengths, undertake challenges that develop new skills, show perseverance, collaboration, international-mindedness and make ethical considerations as they plan and evaluate their own initiated activities.

In the MYP, students from Years 7–10 will take time to reflect in PERFORM tutorials on these outcomes for service-learning. In Year 10, this culminates with the Community Project, where students in small groups will undertake a service project where they have identified a need in our community.

Middle School Homework Guidelines

READING
20–30 minutes daily

SPELLING
10 spelling words weekly

MATH
Mathmate, workbook or online platform for practice

LANGUAGE ACQUISITION
Vocabulary practice

SCIENCE
2–3 consolidation tasks/term

YEAR 10 – COMMUNITY PROJECT

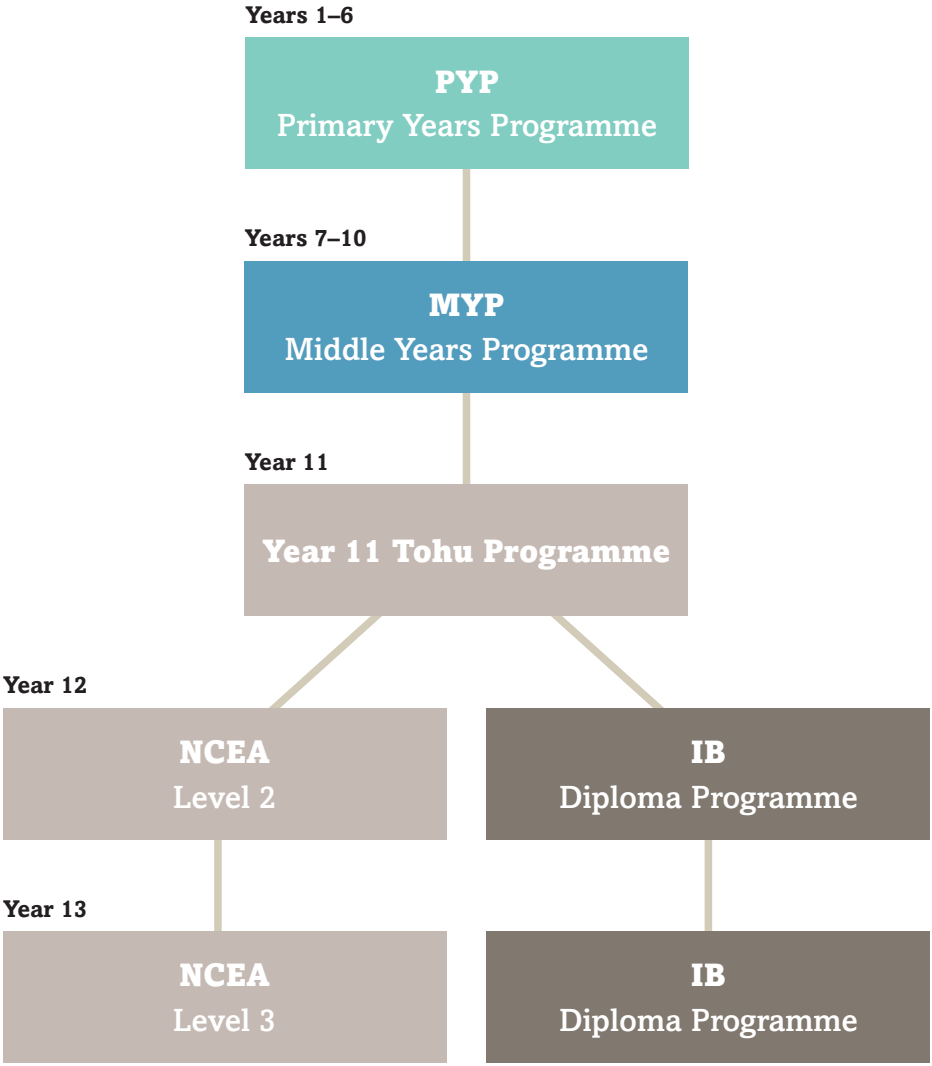
ALL WORK MISSED due to absence (for illness, sport or cultural activities)

Guidelines for MYP Assessment Weekly learning summary

If students are well, they are expected to be keeping up to date with work posted on the Weekly learning summary Light tabs in One Note.

When being assessed over Distance, Teachers will communicate with Parents/Students about how the assessment is to be administered and submitted.

Dual Qualification Pathway



Middle School Curriculum and where it leads

	Year 7	Year 8	Year 9	Year 10
Arts	Visual Arts Film Drama Music	Visual Arts Film Drama Music	Visual Arts Film Drama Music	Visual Arts Film Drama Music
Design	Materials Design Technology / DVC (aka Graphics) / Digital Technology	Materials Design Technology / DVC (aka Graphics) / Digital Technology	Materials Design Technology / DVC (aka Graphics) / Digital Technology Business Studies	Materials Design Technology / DVC (aka Graphics) / Digital Technology Enterprise Studies
Individuals & Societies	Humanities	Humanities	Humanities	Humanities
English & Literature	English	English	English	English
Language Acquisition	French / Spanish / Chinese/English Acquisition / Te Reo Māori	French / Spanish / Chinese/ English Acquisition / Te Reo Māori	French / Spanish / Chinese/ English Acquisition / Te Reo Māori	French / Spanish / Chinese/ English Acquisition / Te Reo Māori
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
PE & Health	PE & Health / Sport	PE & Health / Sport	PE & Health	PE & Health
Sciences	Sciences	Sciences	Sciences	Sciences
Special Character	Religious Education	Religious Education	Religious Education	Religious Education

Year 11	**Year 12** Level 2 (NCEA)	**Year 13** Level 3 (NCEA)	**IB Diploma Programme** Years 12 & 13
Foundation Art Drama / Music / Film	Applied Art / Studio Art / Industry Art Drama / Music	Applied Art / Studio Art / Industry Art Drama / Music / Film and Media Studies	Visual Arts Music
Engineering Textiles / DVC (aka Graphics) / Wearable Design / Materials Design Technology Computer Science	Construction / Materials Design Technology / DVC (aka Graphics) / Wearable Design / Digital Technology	Construction / Materials Design Technology / DVC (aka Graphics) Wearable Design / Digital Technology	Computer Science
Geography / History / Humanities Commerce / Building a Business / An Introduction to Wealth Management	Classical Studies / Geography / History Economics / Business Studies / Tourism Studies	Classical Studies / Geography / History Economics / Business Studies / Tourism Studies	Environmental Systems & Societies / Geography / History / Psychology Economics / Business & Management
English / English Studies / ESL	English / English Studies / ESL	English / English Studies	Language and Literature / Language Acquisition / Language A Literature
Chinese / French / Spanish / ESL / Te Ao Haka	Chinese / French / Spanish / ESL / Te Ao Haka	Chinese / French / Spanish / Te Ao Haka	Ab Initio Language / Chinese / English Language Acquisition / French / Language A Literature / Spanish
Mathematical Reasoning/ Mathematical Applications	Mathematics / Statistics	Calculus / Mathematics- Real World / Statistics	Analysis and Approaches / Application and Interpretation
PE / Sports and Exercise Science	PE (Theory)	PE (Theory)	Sports, Exercise and Health
Biomedical Science / Biology & Environmental Systems / Chemistry / Physics / Physics & Chemistry	Physics /Chemistry / Biology	Physics /Chemistry / Biology	Physics / Chemistry / Biology
Religious Education	Religious Education	Extension	Theory of Knowledge

Drama

MYP Subject Group: Arts

What is this subject about?
Drama in the MYP engages students in an active relationship with theatre and encourages autonomous learning and exploration. It encourages the growth of creative, reflective and communication skills through practical work. Emphasis is placed on the artistic process and the students' understanding of this process as an essential component to their artistic development through continuous investigation, planning, goal setting, rehearsing, performing, reflection and evaluation.

How will students be assessed?
Assessment in drama is based on performance tasks supported by evidence and documentation in a process journal. Both group and individual performances will be assessed as well as the process journal.

Where does this subject lead?
Drama is a senior school academic option from Year 11 to 13 including scholarship. NCEA Level 2/3 drama can be counted towards a student's literacy credits. Many drama students also take part in a wide variety of co-curricular activities within the school including our major production.

What enrichment opportunities will there be?
In class: performance to other classes and the wider school community.
Outside of class: Shakespeare Festival, College Production, Middle School Production, Year 10 Exhibition Evening, visit to or by professional theatre groups.

YEAR 7 COURSE OUTLINE

Heroes of Aotearoa
Students will create drama through play-based role learning. They will explore the lives of real-life New Zealand Heroes such as Sir Edmund Hilary, Sir Peter Blake, Kate Sheppard, Jean Batten, Willie Apiata, Jonah Lomu and many more. Students will learn how to use drama conventions of storytelling and performance skills. Working collaboratively with improvisation and storytelling skills they will develop their ability to communicate to an audience with integrity and consideration to the source material while working in role. Within our heroes unit we will also explore Māori myth and legends in a new context.

YEAR 8 COURSE OUTLINE

Spotlight on the Environment
In Year 8 Drama students will explore how through performance we can communicate issues in our society concerning our environment. Through a scripted play they will consider the environment of the beach and its inhabitants. Students will develop performance skills of hoe to build a character, collaborate as a cast and consider technical elements of the theatre to bring a performance to life. In the second part of the course students will explore Physical Theatre to create responses to the ideas rubbish and the environment. Using the skills of movement students will work cooperatively to create their own dance drama to communicate their ideas to an audience. lens to explore role, situation, theme and mood to an audience. Students will consider the importance of making drama in response to world events.

YEAR 9 COURSE OUTLINE

How do we communicate with and without words?

Students will explore how a narrative idea can be expressed though the theatre form of Mime. Students will develop universal skills of mime and look at world practices of the art form. The students will workshop the specific techniques of Chinese and Japanese, French, Italian and Nouveau modern mime forms. Working both individually and collaboratively students will select and use performance skills of the art form studied to communicate an intention to an audience. The students self-directed work explores the skills of collaboration and communication and gives student ownership of the creative process. In the second part of the course they will explore performance skills of voice, body movement and use of space. They will transfer their mime skills into an open scripted piece of work where they can interpret role, situation and place as a culmination of all skills explored in the semester.

YEAR 10 COURSE OUTLINE

Culture Clash

Students will explore the Pasifika play of "*Niu Sila*" by Dave Armstrong and Oscar Kightley. Examining racial stereotypes, cross cultural friendships and our New Zealand societies prejudice and of the past and present. The play explores the issues through comedy and satire with serious undertones. The students will perform an extract from the play as an assessment task. The second part of the course is devised drama based work on the idea of a culture clash in a New Zealand context. Students will explore a real-life event in New Zealand's history such as the 1981 Springbok Tour, Dawn Raids or Women Take Back the Night/#METOO. They will craft an original piece of work for an intended audience.

Music

MYP Subject Group: Arts

What is this subject about?
Music is a complete art form that is beneficial in so many ways. Learning, creating and performing music has been proven to produce significant academic, social and health improvements. It also a highly enjoyable way to spend your time. In the MYP Music programme music is looked at through different topics, but the goal is always the same: to be actively involved in music making.

Students will learn how to perform music with confidence and expressiveness. Often there is a choice of what music to perform within a topic, and students are always encouraged to develop their skills further by either working in different styles, with other students or learning a new instrument. Singing is encouraged at all levels and all instruments and levels able to be catered for. Creating music is the other main aim in MYP Music. To this end, students will learn how to use vital computer skills to aid the making and mixing of their compositions.

How will students be assessed?
There are two main assessments at each level; a performance that is videoed, and a composition that is made into a sound file. Some written tasks discussing the performance and composition process are also required, and together these make up the music section of the MYP Arts 'Process journal'.

Where does this subject lead?
In Year 11 students can continue with Music which follows a programme combining performance, composition and music studies. In Year 12 students may opt into either NCEA Level 2 Music or IB Diploma Music. The NCEA programme has some optional standards which allow strengths to be followed. In Year 13 NCEA students tend to specialise in the areas that interest them such as performing, composition or music technology through a wide choice of standards, or continue working on IB Diploma Music.

What enrichment opportunities will there be?
In class: All projects have been structured to allow students to extend their different musical skill levels.
Outside of class: concerts, music competitions and additional musical instrument lessons.

YEAR 7 COURSE OUTLINE

Rhythm of Life
This semester-long course offers students an exciting opportunity to explore how rhythm shapes the way we experience music. Through hands-on creative tasks and dynamic performance activities, students will strengthen their music reading skills and deepen their understanding of rhythmic patterns and structures.

Students will compose original pieces using modern recording technologies, allowing them to express their musical ideas and develop technical skills in a supportive environment. Regular performance practice will encourage students to share their unique musical voices and build confidence in front of their peers.

A wide selection of contemporary music will be studied and performed, helping students discover what makes a performance successful, how to craft new music, and how to connect the sounds they hear with the way music is written. This course is designed to be both educational and enjoyable, inspiring students to grow as musicians and creators.

YEAR 8 COURSE OUTLINE

Pitch

In this semester-long course, students will engage in a focused exploration of pitch – its perception, function, and expressive potential in music. Through a series of creative tasks and performance experiences, students will deepen their understanding of music reading and interpretation. Composition projects incorporating modern recording technologies will empower students to craft original works, while regular performance practice will provide a platform for showcasing individual musical strengths.

A diverse selection of contemporary repertoire will be studied and performed, offering insight into the art of delivering compelling musical performances. Students will investigate how pitch shapes musical identity and expression, and how it connects the aural experience to written notation. This course invites students to discover their creative voice while building a strong foundation in musical literacy and performance.

YEAR 9 COURSE OUTLINE

Harmony

In this semester-long course, students will delve into the rich and expressive world of harmony, exploring how chords, progressions, and tonal relationships shape the emotional and structural landscape of music. Through creative tasks and ensemble performance experiences, students will enhance their ability to read and interpret harmonic elements within musical scores.

Composition projects utilizing contemporary recording technologies will encourage students to experiment with harmonic textures and create original works. Regular performance practice will foster confidence and allow students to contribute their individual musical strengths to collaborative settings.

A wide range of contemporary repertoire will be studied and performed, providing insight into the role of harmony in crafting compelling musical narratives. Students will investigate how harmonic choices influence mood, style, and meaning, and how these choices connect the listening experience to written notation. This course offers a dynamic and immersive journey into the heart of musical structure and expression.

YEAR 10 COURSE OUTLINE

This engaging semester course invites students to explore the vibrant cultural identity of Aotearoa through its popular music. In the Identity unit, students will learn and perform iconic New Zealand songs that reflect diverse aspects of our national character – from storytelling and language to social movements and regional pride. Students will also select and perform a New Zealand song of their choice, developing their performance confidence and music reading skills along the way.

In the Expression unit, students will step into the world of film music, discovering how composers use sound to shape emotion and narrative. Through hands-on composition tasks, students will create original music for a short film or special occasion, learning techniques used by renowned film composers. This unit offers a creative and rewarding opportunity to combine imagination with musical literacy, while deepening students' understanding of how music communicates feeling and meaning.

Visual Arts

MYP Subject Group: Arts

What is this subject about?

'All great artists draw from the same resource: the human heart, which tells us that we are all more alike than we are unalike.'

– Maya Angelou

The arts are a defining feature of cultural identity. They provide us with insight into the past, into what is valued in the present and into hopes and aspirations for the future. They are dynamic and fluid, responding to the present while also preserving traditions of the past.

The arts provide us with the means to examine our world and what it is to be human; as universal forms of human expression, the arts enable us to share our experiences, discoveries, understandings and preoccupations. As such, the arts provide opportunities for intercultural exchange and dialogue while also shaping our individual and collective identities. We turn to the arts in times of uncertainty as well as at times of celebration. Through the study of art practices, artists and artworks in their cultural, historical and social contexts, we can gain insight into the role of the arts in society and also into the concerns and values of a particular culture.'

– (International Baccalaureate Organisation, 2023)

How will students be assessed?

The arts assessment is based on a portfolio of evidence where all work is documented in a process journal/visual diary. The scale and media used in creating the artwork is not restricted by the process journal, as photographs and colour copies of original work will be a part of the final assessment. Both group and individual work will be assessed on the evidence documented in the process journal by the individual student.

Where does this subject lead?

In Year 11 students can continue with Art. In Year 12 students may opt into either NCEA Level 2 Design or NCEA Level 2 Painting or IB Diploma Visual Art (two-year programme). In Year 13 students may opt into a maximum of two art courses of either NCEA Level 3 Design or NCEA Level 3 Painting or NCEA Level 3 Printmaking or NCEA Level 3 Photography or NCEA Level 3 Sculpture or continue working on IB Diploma Visual Art.

What enrichment opportunities will there be?

- Artist-in-residence programmes
- Community-based art projects
- Local and National Art competitions

YEAR 7 COURSE OUTLINE

Popular Culture and the Elements of Art

In this semester-long course students explore the world of Superheroes and Pop Art. Students will learn about some of the basic elements of art to create pop culture-inspired work using a variety of media. Students will gain skills related to pencil control, process journal writing and organisation, basic art-related research/literacy, exploration of colour, and a range of media There will be a focus in Year 7 Visual Art as well on the students' ability to organize and self-manage themselves verbally, visually and in written form, within their Process Journals and classes OneNote.

YEAR 8 COURSE OUTLINE

The Changing Face

In this semester-long course students continue developing ideas around shapes and forms, as well as learn about features of the face and body such as proportion. Students explore simple forms that leads onto a clay mask that explores

personal identity. Students also develop skills in sculpture and painting. Artist models are more rigorously explored and there is continued development of the process journal, subject-specific literacy, experimentation of wet and dry media and the digital realm.

YEAR 9 COURSE OUTLINE

Abstracting Colour
In this semester-long course students look at the genre of abstraction. Students will solidify ideas around what abstract art is and how and way artists make abstract art. Students will continue to acquire and apply skills in dry and wet media, such as pencil, paint, as well as photography and digital platforms. Artist models are again more rigorously explored and greater choice is given in terms of outcomes. There will be a focus in Year 9 Visual Art as well on the students' ability to thinking creatively, through verbal, visual and written form, and document this within their Process Journals and their classes OneNote.

YEAR 10 COURSE OUTLINE

Tūrangawaewae – A Place of Belonging
In this semester-long course students look at the genre of landscape art. This course aims to set up students for Year 11 Art at the introductory level in regard to project management, contextual understanding of art, creative thinking and development and response to artists' work and their own work. Students build on previous skills developed over Years 7-9 and work in new materials and methods including: charcoal, woodblock and/or intaglio printing, multi-media, and/or design.

Film

MYP Subject Group: Arts

What is this subject about?
From learning about, and how to create media, students have the chance to understand better the power of media as a tool for expression and investigation. Imagery in film tells a story that immediately crosses cultural boundaries to speak in a universal language. Film will also allow students to develop planning and organisational skills within a highly motivating context.

How will students be assessed?
Students will be assessed on their ability to create film, within the context of the class work, such as stop motion Lego stories, through to their own creative expressions. Students will also be expected to keep a process journal, to allow them to reflect on their creative journey.

Where does this subject lead?
This subject allows students to develop the core skills and knowledge required for IB Diploma Film in Year 12. There is also a Semester course in as part of the Y11 program which continues through until Year 13 NCEA.

What enrichment opportunities will there be?
Students will be encouraged to involve themselves in the backstage effort for College events, such as Scots' Got Talent as camera operator's etcetera. There is also opportunity for individual extension in editing and sound engineering. There is also the opportunity for students to be mentored when they enter Film competitions outside of the College as well as our own "2 in 12" competition.

YEAR 7 COURSE OUTLINE

Stop and Change the World
Students will be introduced to camera shots via tablets. This includes basic editing using stop motion animation. The Stop Motion animation will focus on Lego brick films and paper animation. Students will then choose a moment of scientific and technical innovation and explore innovative ways to explore this moment using Lego and/or paper stop motion.

YEAR 8 COURSE OUTLINE

Our Stories
Students will learn the skills needed to tell stories and explore larger social issues within the school context, using the medium of film. Students will tell stories that impact their lives, focusing on how cinematography is used in storytelling.

YEAR 9 COURSE OUTLINE

Selling the Idea
Students will study the power of the film maker to communicate with different communities through the creation of Public Service Announcements. They will focus on how to connect with an audience through the medium of film. Students will engage in a three week foley block, exploring the skills involved in creating filmic sound.

YEAR 10 COURSE OUTLINE (SEMESTER)

That's not fair!!
Students will work with the different aesthetics of documentary and mockumentary filmmaking to make a comment on wider social issues.

Design & Visual Communication, Digital Technology, Materials Design Technology and Commerce

MYP Subject Group: Design

What is this subject about?
As part of the Middle Years Programme, Design challenges all students to:

- Apply practical and creative thinking skills to solve design problems
- Explore the role of design in both historical and contemporary contexts
- Consider their responsibilities when making design decisions and taking action

The MYP uses the Design Cycle as a scaffold to structure inquiry, analyse problems, and find solutions.

How will students be assessed?
Each assessment follows the design cycle, requiring students to solve a problem in a given brief:

1. Describe the issue
2. Research related concepts
3. Generate design ideas
4. Identify and develop the strongest idea/s
5. Present the final design
6. Evaluate the success design against the brief

Where does this subject lead?
In the Senior School Scots offers full year NCEA Graphics/DVC and Product Design, Materials Design Technology and Wearable Design Technology and Construction Technology at Years 11, 12 and 13, where students broaden their repertoire of techniques to tackle increasingly challenging design problems. NCEA Digital Technology courses at Years 11, 12 and 13 build upon the fundamental ideas explored during Years 7–10 Digital Technology. The focus moves away from physical projects to digital ones, including; Web Design, Programming, 3D Modelling and Information Technology.

What enrichment opportunities will there be?
Students are encouraged to extend the complexity and refinement of their design projects as far as time allows. Prototyping tools such as the 3D printer and laser cutter are available for students who wish to make and test their ideas.

Design & Visual Communication

YEAR 7 COURSE OUTLINE

Students will be introduced to the exciting world of design, where they will learn fundamental drawing and modelling techniques to visually communicate their ideas. Through the four stages of the design cycle, students will explore various design and art movements, ultimately creating a final product that blends the characteristics of a chosen movement with their own creative style.

YEAR 8 COURSE OUTLINE

In this course, students will deepen their understanding of the design cycle through a semester-long project focused on spatial design. They will learn how to read and respond to a design brief, conduct research to identify key aesthetic and functional requirements, and develop a design tailored to their family's needs.

Students will be introduced to technical drawing skills, gaining an understanding of scale, proportion, and spatial awareness. The project will end with the creation of a detailed digital model of their spatial design. Students will also have the opportunity to bring their ideas to life through 3D printing of their final design.

YEAR 9 COURSE OUTLINE

In this project-based course, students will continue to build their design capabilities by exploring both 2D and 3D techniques within the context of product design.

They will investigate various modes of transport from around the world and, using the design cycle, conceptualize and develop an innovative, energy-efficient transport solution.

Students will begin with traditional drawing methods to sketch their ideas, then transition into 3D modelling software to refine and present their final design. Along the way, they will be introduced to key concepts such as ergonomics and other principles specific to product design, helping them create solutions that are functional and user-focused.

YEAR 10 COURSE OUTLINE

In this semester-long project, students will deepen their understanding of the design cycle by applying effective design practices to real-world challenges. Through research into the local community, they will identify needs and propose innovative spatial design solutions that are both creative and contextually relevant.

Students will use a range of idea generation techniques to explore diverse possibilities and apply their research to develop a refined, high-quality spatial design outcome. They will also learn to critically evaluate their ideas and design decisions throughout the process, helping them make more purposeful and relevant choices.

Throughout the project, students will refine their conventional drawing and modelling techniques while also developing proficiency in digital tools to visually document their thinking and final outcomes.

The skills gained in this course will prepare students for a confident transition into the Year 11 Tohu program.

Digital Technologies

YEAR 7 COURSE OUTLINE

The Year 7 course introduces students to the fundamentals of computational thinking, digital innovation and the MYP design cycle. Students will explore key concepts such as algorithms, artificial intelligence (AI), and machine learning, including applications like text and image recognition. Through the design cycle, they will develop a project in Scratch that incorporates machine learning to address a real-world problem.

YEAR 8 COURSE OUTLINE

The Year 8 course provides students with a deeper understanding of computational thinking, digital innovation and the MYP design cycle.

Rescue Robot
Students will investigate how robots are used in everyday life and high-risk environments, such as during earthquake response efforts. They will design and construct a micro:bit powered robot and program it to navigate a maze to simulate a rescue mission. This hands-on project encourages creative problem-solving and real-world application of digital technologies.

YEAR 9 COURSE OUTLINE

The Year 9 builds further on the principles of computational thinking, design thinking and their role in digital innovation. Students will continue to use the framework of the MYP design cycle.

Beyond the Headset
Students will explore the cultural significance of a marae or another special place within Aotearoa New Zealand. They will design and develop a virtual reality (VR) experience to help their peers better understand the history, tikanga, and stories connected to the site. Using their programming skills, students will create an interactive and engaging digital environment. They will also learn the basics of 3D modelling to bring their ideas to life. Throughout the project, students will work with a high level of independence, managing all aspects of the design and development process.

YEAR 10 COURSE OUTLINE

This Year 10 Digital Technology course is a half year subject that focuses on key areas of digital design. This course gives students a foundation for senior digital technology and computer science options in the future.

Animation
Students will learn the core principles of 2D animation, such as squash and stretch, anticipation, timing, and exaggeration, to bring motion and energy to text and objects. Using Adobe After Effects and other digital tools, they explore keyframing, easing, and composition techniques to create engaging motion graphics. Students follow the MYP design cycle to research, plan, create, and refine their work, developing both creative and technical skills in motion design.

Materials Design Technology

YEAR 7 COURSE OUTLINE

Students will be introduced to a range of construction and fabrication techniques using materials such as wood, fabric, and metal. Focus is placed on foundational skills such as workshop health and safety, measurement, accuracy, the use of hand tools, wood carving and textile printing. Students will be introduced to laser cutting and 3D modelling and printing. They will develop their technology knowledge base through the construction of a physical outcome that demonstrates their practical based learning. In addition, students will be introduced to the MYP design cycle. Through implementation of the design cycle, they will solve a design brief and produce a small standalone project. This will be graded against MYP criteria, such as research, conceptual design and stakeholder feedback.

YEAR 8 COURSE OUTLINE

Students will be introduced to a developing range of construction and fabrication techniques using materials such as wood, acrylic and 3D printing. Focus is placed on developing workshop and modelling skills with projects requiring an increase in precision with measurement, accuracy. The use of assisted power tools is introduced. Students will develop laser cutting, 3D modelling and printing skills. They will develop their technology knowledge base through the construction of a physical outcome that demonstrates their practical based learning. In addition, students will complete an MYP design cycle where they will solve a design brief and produce an integral component of their larger project. This will be graded against MYP criteria, such as research, conceptual design and stakeholder feedback.

YEAR 9 COURSE OUTLINE

Students will manufacture a product that combines advanced woodworking skills and sublimated textile design. Fabrication skills are extended in the use of woodworking power and hand tools, vector design for laser cutting, textile design, 3D modelling and 3D printing skills. In addition, students will use the MYP design cycle to develop an integral component for their product, as well as exploring a secondary 3D printed product design. At Stage 3 Students will respond to a design brief and develop a range of concept options for review, use client feedback and evaluate their outcome. At this year level, students are developing digital design and planning skills and solidifying practical workshop skills.

YEAR 10 COURSE OUTLINE

In Year 10, students will practise and apply the design cycle with greater independence in at least one core project. In this project students continue to develop and extend digital design and planning skills including CAD modelling and machining (laser cutting) as well as traditional use of machinery and hand tools. Students will analyse existing products and trial and test by modelling to develop their outcomes. Students learn to frequently review each part of their design and developing understanding of trial and error as a key design thinking tool. Continued and increased levels of technical accuracy are expected so that their product meets the needs of the brief and stakeholders.

Business Studies

MYP Subject Group: Design

What is this subject about?
Students explore the choices, resources and processes that are available to communities whilst engaging with the financial literacy concepts of economic scarcity, income and budgeting, and saving.

How will students be assessed?
There are a range of formats of assessment tasks including creation of a family budget, development of a report comparing holiday destination costs, and analysis of different stakeholder perspectives to a change proposal. Research and investigation through the design cycle forms an important part of all assessment tasks.

Where does this subject lead?
This subject leads to Year 10 Enterprise Studies. It also provides a background which is useful in all aspects of working and personal life. The theoretical aspect leads towards Year 11 Commerce subjects which can then open up the opportunity to take NCEA Level 2 Economics and/or NCEA Level 2 Business Studies, or IB Business and Management and/or IB Economics.

What enrichment opportunities will there be?
- SavY Financial Literacy workshops
- Field trip to Shelley Bay development
- Online budgeting simulation through Banqer

YEAR 9 COURSE OUTLINE

How do communities manage sustainable economic choices?
This unit of work is an inquiry into considering perspectives of household, producers, communities and government to assist in economic decisions. Students investigate a proposed change to an area of Wellington including the positive and negative impacts any change would have on different stakeholders. Students examine and appreciate the perspectives of different groups impacted by change.

Managing financial systems and processes
This topic encourages students to inquire into budgeting and its impact on varying levels of income, wants and needs. “Students examine how individuals families can prepare for their future quality of life by their present day saving decisions.”

Enterprise Studies

MYP Subject Group: Design

What is this subject about?
Students engage in the research process about how businesses create solutions to solve the problem of making a first impression with customers for a new product using packaging and branding and then how create solutions to the problem of effectively promoting that product. These designs are based on the wants and needs of target markets chosen in respect to the special attributes they have assigned to their product. Our 'Statements of Inquiry' will be 'How communication using aesthetics can be used to change markets and trends' and 'The development of different forms of marketing is used for variations target markets.'

How will students be assessed?
There are a range of assessment tasks: Students engage in the research process of packaging, branding, modes of communication and analyse existing products to meet target markets' needs. As part of the unit, students are required to present a research plan, provide evidence of research and develop feasible packaging, branding designs and promotion from which to choose the most appropriate marketing strategies. As part of the design unit, students will be assessed on their ability to engage in primary and secondary research on their way to establishing a design brief and specifications in pursuit of providing solutions to the problem of making first impressions and communication links to customers wants and needs. Their findings will be presented in both written and visual presentation formats.

Where does this subject lead?
To Year 11 Commerce subjects which can then open up the opportunity to take NCEA Level 2 Economics and/or NCEA Level 2 Business Studies, or IB Diploma Business and Management and/ or IB Diploma Economics.

It also provides for valuable entrepreneurial skills and knowledge for young people who will contribute towards New Zealand's economic future.

What enrichment opportunities will there be?
- Learning new design tools
- Interaction with target markets

YEAR 10 COURSE OUTLINE

How does this product satisfy the needs of my community?
This unit of work is an inquiry into creating and evaluating products which manage client wants and needs.

How can I provide solutions to client based demands?
This unit of work is an inquiry into how timely interactions with clients, using appropriate communication techniques and drives design decisions. Students engage in identifying a problem associated with their current home design with a view to presenting a solution to the problem.

Humanities

MYP Subject Group: Individuals and Societies

What is this subject about?
Humanities as a learning area is about how societies work, and how people can participate as critical, active, informed, and responsible citizens. Students study a range of topics taken from both the past and the present, and also look towards the future. Case studies are drawn from within New Zealand and the wider world, encouraging both an understanding of our local context, and an idea of our place in the global community. Humanities helps students to develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies, and the environments in which they live.

By studying Humanities, students will understand, and become contributors to, the local, national, and global communities in which they live and work. Students collect, describe, and analyse data used in studies of societies; test hypotheses; and learn how to interpret increasingly complex information, including original source material. They will be asked to engage critically with societal issues and evaluate the sustainability of alternative social, economic, political, and environmental practices.

How will students be assessed?
There are a wide range of assessment formats, including: data collection (surveys, interviews), research, oral and visual presentations, essay writing, and class tests.

Where does this subject lead?
In Year 11 students can choose from a wide range of subjects, including: a full year course that offers an interdisciplinary approach to the senior strands of Humanities, with content and skills from all three, as well as individual semester courses in Classics, History, and Geography. In Years 12 and 13 all three of these specialist subjects continue, and are offered under both assessment pathways, NCEA and IBDP. In addition, IB students can study Psychology.

What enrichment opportunities will there be?
The Humanities department supports Middle School students to participate in a range of external events such as Model United Nations, Model European Union, Model Australian Parliament, Climate Change Wellington, Create One World, and Change Makers; and various speech competitions (eg Race Unity, Commonwealth, Baha'i). All students also undertake an inter-disciplinary unit alongside their classroom studies, connecting Humanities to another subject and using skills from both to solve a challenge.

YEAR 7 AND 8 COURSE OUTLINE

Year 7 and 8 students learn the foundational skills that are vital for success in Humanities: how to find and understand different forms of information, how to read critically, how to understand that different people have different perspectives, and how to communicate effectively.They will study a range of topics that include: Māori and Pasifika exploration and settlement of the Pacific and Aotearoa, kaitiakitanga, formation of national identities, the role of myths and legends in ancient cultures, and other aspects of world history and geography.

YEAR 9 AND 10 COURSE OUTLINE

Year 9 and 10 students will build on the skills they have already learned to become critical thinkers who are able to: analyse and evaluate sources of information for usefulness and reliability, conduct independent investigations (research effectively, gather primary data), understand different perspectives of individuals and groups, and communicate effectively to a range of different audiences. They will study a range of topics that include: causes and consequences of major world conflicts, environment and sustainability, ancient civilisations and cultures, and the history of Aotearoa.

English

MYP Subject Group: Language and Literature

What is this subject about?
Language is fundamental to learning, thinking, and communicating; it is the backbone of the whole curriculum. The power of language is best experienced through quality literature.

Studying language and literature here at Scots College will enable students to become highly proficient in their understanding and use of the English language.

The English Language and Literature Middle Years Programme (MYP) at Scots is exciting and academically rigorous, and will equip students with linguistic, analytical and communication skills that are also useful across all other subject groups.

There are six skill areas: listening, speaking, reading, writing, viewing, and presenting which develop as both independent and interdependent skills as we learn to understand, produce, respond to and critique texts.

Students will develop these skills through the study of both language and literature.

Throughout the programme, students will engage with the curriculum and demonstrate their understanding at increasing levels of sophistication.

Our inquiry focus for each year group reflects the increasing demands of the curriculum and assessment criteria across the MYP levels.

Our aim is to help students towards greater expertise in their thinking and reasoning.

How will students be assessed?
Students will demonstrate their learning through a range of assessment strategies and tasks to reflect the MYP criteria and AtL at different levels of the programme.

Assessment for language and literature in all years of the programme is criterion-related, based on four equally weighted assessment criteria:

- Analysing
- Organising
- Producing Text
- Using Language

Where does this subject lead?
English is a compulsory subject through to Year 12 NCEA and in both years of the IB Diploma. English is an option for Year 13 NCEA students.

What enrichment opportunities will there be?
In class: all students are encouraged to expand and extend their learning and are offered opportunities for "deeper learning" – extending their analytical and thinking skills through individual and group inquiry. We also focus on transferring knowledge within and across disciplines.

Outside of class: we will offer students the opportunity to participate in competitions, conferences, or events as they become available and there are opportunities to extend learning through a range of activities, including:

- Debating
- Spelling competitions
- STRIPES Reading Awards
- NZ Spelling Bee
- Scots Collegians Speech Competition
- Author Visits
- Writing Competitions
- Scots College Writing Festival

Key Concepts
The key concepts that provide a framework for language and literature are communication, connections, creativity, and perspective.

These key concepts provide a framework for language and literature, informing units of work and helping organise teaching and learning.

YEAR 7 COURSE OUTLINE

In Year 7 we focus on developing skills in communication, including: handwriting, reading for understanding, spelling, grammar, punctuation, listening, and oral presentations.

We also begin to develop concept-based inquiry, focusing on active questioning and transferrable understanding to drive and organise learning.

Inquiry at Year 7 includes:
Why We Read and How We Read
Students will explore concepts of text, purpose and audience and consider how, when, and why we create texts in English and in our everyday lives.

How we can inspire others through the stories we tell
Students will explore a variety of texts, comparing features within and across the texts. Students learn how to identify creators' choices and to consider how stylistic choices help to convey the creators' feeling or emotions in ways that impact an audience.

How stories help us to explore the past
Students will read, view, listen to stories that are set or written in the past to: understand events that have taken place; inform their present thinking; and guide a direction towards future understanding.

How poetry is a powerful way to express our thoughts about things we care about
Students will compare a range of poems, including examples of spoken word poetry, to explore how poetry is an effective way to express emotions and engage an audience.

How stories can help us to explore life challenges and injustices
Students explore how, when, and why the concept of "hero's journey" connects stories from different cultures and different times.

YEAR 8 COURSE OUTLINE

In Year 8 we continue and expand concept-based inquiry.

An ongoing focus for the year is exploring how ideas are communicated across a range of texts. They will develop understanding of the relationships across and among texts – and the impact of style and techniques on audiences.

We continue to develop students' analysis and communication skills. Students also develop their ability to use a range of skills and write in a variety of styles suited to specific audience and purposes.

Inquiry at Year 8 includes:
How language and literature give us insights into ourselves and others
Students will explore how a character's actions and reactions to other characters or events in a text can add to our appreciation of difference, improve our understanding of perspective, and help us develop empathy.

Students will also explore relationships across text types through comparison between texts.

How persuasive texts use language intended to influence our behavior and decisions
Students will explore the power of rhetoric (from Aristotle onwards) and examine how specific techniques and devices can be used to persuade an audience, influence decision making, and drive behaviour change.

How we can explore multiple layers of meaning within a text or text
The students will explore a range of texts and consider how and why these stories are shared within and across cultures and how texts can be ambiguous and interpreted in different ways.

YEAR 9 COURSE OUTLINE

In Year 9, we continue to develop the skills required to communicate ideas effectively across a range of genre.

We explore how ideas are communicated across a range of texts. Students will develop understanding of the relationships across and among texts – and the impact of style and techniques on audiences.

We continue to develop students' analysis and communication skills. Students also develop their ability to use a range of skills and write in a variety of styles suited to specific audience and purposes.

We use reading to inspire crafted and engaging writing.

Inquiry at Year 9 includes:
How the stories we tell about ourselves reflect our culture and identity
Students will explore a range of autobiographical writing, looking at aspects of purpose, style, and audience across the different texts.

How our sense of perspective is enhanced by studying texts from other times/places
Students will explore how we can create connections with others and build and maintain relationships that overcome barriers or extend beyond contexts.

How creative expression helps us to make sense of the "big issues" in our world
Students will explore, through close analysis, how creative choices made by a director can impact how they relate to significant issues represented in texts.

How different styles of text are designed to influence us
We will build on our investigation of the power of language at Year 8 to explore how we are impacted by verbal and visual language used in advertising and/or persuasive texts.

YEAR 10 COURSE OUTLINE

In Year 10, we continue to develop the skills required to communicate ideas effectively across a range of genre as we consolidate the skills required for MYP. We build on work done at Year 9 and continue to explore how ideas are communicated across a range of texts with an extended focus on understanding and critiquing texts as we prepare students to transition to study English at Year 11 and beyond.

Inquiry at Year 10 includes:
How reading critically helps us to appreciate context and authors' perspectives
Students will explore a variety of texts that have been written from different perspectives. They will consider how the author's context (time, place, situation) has informed/ is reflected in the text and how their own understanding of the event informs their reading/ response to the text.

How the risks and opportunities of scientific and technical innovation are explored in texts
Students will explore a range of science fiction stories to consider how scientific and technical innovation is represented in literature. Students will explore relationships across texts that include different time periods and representation in different forms of media.

How a study of specific techniques used by an author can help us to explore the main ideas in a text
Students will develop skills in responding to texts through exploring how a technique (or techniques) used by author helps us to understand a main idea in a text. Students will also focus on developing skills needed for extended essay writing.

How a film director positions the viewer to respond in a particular way to a character, event, or situation
Students will explore a technique (or techniques) used by a director position the viewer to respond in a particular way to a character, event, or situation. Students will also focus on developing skills needed for extended essay writing.

How text creators can position an audience to respond in a particular way to a character, event, or situation
Students will develop their understanding of the art of rhetoric, exploring how our language choices and how we interpret language can reveal values or beliefs. Students will explore a range of media, consider how texts have been designed for specific purposes, and how to engage critically with the texts that they encounter every day.

Chinese, French, Spanish, Te Reo Māori and English Acquisition

MYP Subject Group: Language Acquisition

What is this subject about?

"Learning to speak another's language means taking one's place in the human community. It means reaching out to others across cultural and linguistic boundaries. Language is far more than a system to be explained. It is our most important link to the world around us. Language is culture in motion. It is people interacting with people." – Savignon (1983 – as cited in the MYP Language Acquisition Guide 2020)

The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world.

The Phases

Teaching and learning in the language acquisition subject group is organized in six phases. The phases do not correspond to particular age groups or MYP years. When planning the language acquisition curriculum, teachers decide the most suitable phase in which to place individual students or a group of students, as informed by the achievable exit point for the students and the language learning pathways available to the students.

How will students be assessed?

There are a range of assessment tasks across the 4 skills: Listening, Reading, Speaking and Writing. Students will be exposed to the language in a variety of formats such as: letter, speech, newspaper article, role-play, blog, email, conversation.

What enrichment opportunities will there be?

In class:

- Often, Middle School classes will be mixed phases to provide further challenge or support where needed.

Outside of class:

- All students are entered into the annual Language Perfect World championships.
- Workshops with cultural groups such as the Confucius Institute, Alliance Française, and members of the local Spanish-speaking community
- Opportunities for students to engage in Te Ao Haka
- Students are given the opportunity to sit the DELF & HSK exams.
- Language weeks are celebrated throughout the year to encourage and promote our rich diversity.
- Year 10 French trip to Nouméa (when possible)

Key Concepts

The key concepts that provide a framework for language acquisition are communication, connections, creativity, and culture. These key concepts provide a framework for language acquisition, informing units of work and helping organise teaching and learning.

COURSE OUTLINE YEAR 7

Students are given an initial taste of the language and cultures of the countries where these languages are spoken in Semester 1. Towards the end of Semester 1 they will select the language they will continue with for the remainder of the MYP programme.

Course Outline for MYP1 (Year 7 & 9 Beginners)

Introductions
This unit examines how different cultures possess different customs and ways they introduce themselves.

Our identity
This unit examines how language, culture and family shape our identity.

My hobbies
Students will reflect on their lifestyle and hobbies in New Zealand and compare with a typical lifestyle of a student in the Target Language country. They will find out the common things they share.

Course Outline for MYP2 (Year 8 & Year 9 Beginners)

Celebrations and Traditions
This unit looks at the different festivals and celebrations of the Target Language culture. Pupils will get a chance to be creative and create their own festival based on the culture and history they have learnt about.

Food
What is an empanada, escargot, rēwena and Moon cake? Pupils find out in this unit. There may even be some delicacies to try!

School
How does school life vary from culture to culture? What subjects are taught and how are they taught? Pupils will explore how the education system differs to New Zealand.

CHINESE YEAR 8–10

Where does this subject lead?
In Year 11 students can opt for Chinese. In Year 12 students can choose to continue to NCEA Level 2 and 3 Chinese or IB Diploma.

What enrichment opportunities will there be?
- Chinese Bridge Competition
- Exchange with Beijing National Day School
- Possibility to sit HSK exams
- Chinese Essay Writing Competition
- Education Perfect World Series competition

FRENCH YEAR 8–10

Where does this subject lead?
In Year 11 students can opt for French. In Year 12 students can choose to continue to NCEA Level 2 and 3 French or IB Diploma.

What enrichment opportunities will there be?
- A language trip to New Caledonia to immersed students into the culture and the language as well as developing their intercultural understanding.
- Opportunity to sit DELF exams.

SPANISH YEAR 8–10

Where does this subject lead?
In Year 11 students can opt for Spanish. In Year 12 students can choose to continue to NCEA Level 2 and 3 Spanish or IB Diploma.

What enrichment opportunities will there be?
- Workshops led by the Spanish speaking community in Wellington should the opportunity arise.
- Learn the history and importance of food in the Spanish speaking world.

TE REO MĀORI YEAR 8–10

Where does this subject lead?
From 2023, Year 11–13 students can opt for Te Ao Haka. Te Ao Haka is a culturally responsive art form, providing opportunities for all ākonga to engage in Māori culture, language, and traditional practice. Te Ao Haka is founded on traditional knowledge, but is progressive in the development and evolution of the art form.

What enrichment opportunities will there be?

- Performance opportunities in and out of school
- Workshops from members of the Te Ao Haka community

Course Outline for MYP3 (Year 9)

House and home
Students will understand that in different cultures there are differences between peoples' home lives and routines depending on the culture and/ or geography.

My city and town
Students will look at how cities are different and the geography of the target language culture.

Travel and Customs
Students will understand foreign customs how it is important when travelling overseas.

Course Outline for MYP4 (Year 10)

My life as a teenager
The students will understand more about their own identity and understand how their identity is shaped by the influence of relationships and connections with others.

Making a living
Students will examine the differences between attitudes to work and employment in their own country and those in target language culture.

The environment
Students get a chance to explore approaches to environmental protection in other cultures, and explore what it means to champion these causes.

ENGLISH ACQUISITION

What is this subject about?
The MYP Language B English course helps ESOL students to use the English language effectively through in-depth studies of a variety of social issues and contexts.

Where does this subject lead?
Pupils with limited English will follow an English B course and develop the same skills as other Language students. Students who demonstrate aptitude will have the opportunity of joining NCEA English Literature or IB classes in year 12 or 13.

What enrichment opportunities will there be?
As part of the international experience, ESOL students may have the opportunity throughout the year, usually during the holidays, to engage in a variety of activities outside the classroom such as bowling, rock-climbing, museum visits and other excursions. These are geared to give them experience and confidence in English speaking contexts.

Assessment

Criterion A: Listening
Pupils develop their active and passive listening skills and understanding how visual prompts can infer meaning.

Criterion B: Reading
Pupils learn that it's not just written text that conveys meaning; they will look at how purpose, audience and layout can change affect the final product.

Criterion C: Speaking
Pupils will learn to negotiate ideas and knowledge through authentic interactive activities.

Criterion D: Writing
Productive skills will be developed using formal and informal register to show competencies in exchanging and presenting of ideas.

Mathematics

MYP Subject Group: Mathematics

What is this subject about?
The study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. Mathematics can help make sense of the world and allows phenomena to be described in precise terms. It also promotes careful analysis and the search for patterns and relationships, skills necessary for success both inside and outside of the classroom.

Studying mathematics is more than simply learning formulae or techniques. Students should not have the impression that all of the answers can be found in a book but, rather, that they can be active participants in the search for concepts and relationships. In that light, mathematics becomes a subject that is alive with the thrill of exploration and the rewards of discovery. At the same time, that new knowledge may then be applied to other situations, opening up even more doors for students.

Mathematics promotes both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and that are useful in the world outside school. Students learn how to represent information, to explore and model situations, and to find solutions to familiar and unfamiliar problems.

How will students be assessed?
Students will be assessed through formative methods such as class discussions, class work, homework and mini-projects, as well as summative methods such as class tests, presentations, investigations and projects.

Where does this subject lead?
Mathematics is compulsory in Year 11, with two separate courses available. Mathematics is also compulsory for Year 12 NCEA. Students choose to study either Mathematics or Statistics. Mathematics at Year 12 becomes Year 13 Calculus, whilst Statistics carries on as Year 13 Statistics. IB Diploma students can choose between two courses of study.

What enrichment opportunities will there be?
In class: There are a wide variety of extension and enrichment opportunities available within lessons, including more challenging problems and resources, applying knowledge to unfamiliar scenarios, additional topics, problem solving and preparation for mathematics competitions. All Year 7 & 8 students participate in the Problem Challenge organised by the University of Otago and all Year 7–10 students participate in the Bebras Computational Thinking Competition.

Outside of class: There are various opportunities for students to participate in mathematics competitions and apply their mathematical and problem-solving skills, in addition to those that are compulsory for all students. These include:

- Junior Mathematics Competition
- Australian Mathematics Competition
- Mathswell

YEAR 7 COURSE OUTLINE

Numbers are everywhere!
Students will review number operations and learn how to use patterns to solve perplexing problems. Students extend their knowledge of numbers by working with factors, multiples, prime numbers, decimals, order of operations, directed numbers, fractions and proportion. Students will complete an investigation looking for patterns when carrying out a series of calculations.

The truth according to statistics
As well as looking at statistical diagrams and calculations, students will be introduced to elements of probability, including the likelihood of events and exploring what 'random' means. They will use a computer simulation to explore a 'random walk' experiment, and make conclusions.

Grand designs
Students will learn about perimeter, area and volume of various shapes. They will use these skills to perform calculations involved in the design of a house.

Code breakers
Students will be introduced to the concepts of algebra, and in particular patterns and sequences. They will consider the topic of code breaking and will be asked to break a series of codes and encode a secret message of their own.

YEAR 8 COURSE OUTLINE

Business savvy
Students will review number properties and operations. The culminating activity requires them to create a budget for a gala or picnic stall, such as a sausage sizzle.

Seeing patterns
Students will learn the basic rules of algebra, and examine how changing one quantity can change other quantities in a predictable way. As a culminating activity, they will be asked to investigate various patterns involving figures built from increasing quantities of cubes.

Geometric artistry and construction
Students will be introduced to classical geometry, including constructions of shapes using only a compass and straight-edge. They will be asked to create a piece of art by constructing shapes and using geometric transformations.

We need a fairer world
Students will learn about fractions, decimals, and percentages, with increasing complexity. They will be asked to use these skills to compare health and well-being measures across various developing countries.

YEAR 9 COURSE OUTLINE

Can we choose the best option?
Students will review number properties and extend their learning of fractions, decimals and percentages. They are asked to use these skills to compare various snack bars to determine the healthiest option.

Why so many rules?
Students will extend their skills with algebra, with an emphasis on solving equations, exploring sequences and graphing relationships between two variables.

Statistics can change the world
Students learn more about statistics, with an emphasis on data collection methods and possible sources of bias. Working collaboratively in groups, students are asked to complete a survey about a topic important to them, and report on their findings. Students continue to develop their understanding of probability, with emphasis on evaluating risk by using probability methods such as tree diagrams.

There are letters everywhere
Students learn the rules of algebraic manipulation when operating with symbols like x or y, and develop an understanding of arithmetic in general, including indices and brackets.

Students are introduced to more complicated algebraic equations, and are encouraged to solve them by carrying out a series of small steps to simplify them. The culminating activity of this unit investigates numerical relationships within a number grid and uses algebra to explain why such relationships exist.

Getting from A to B
Students will explore angles rules and bearings. They will also extend their knowledge of time and space. Students are asked to produce a report detailing how they would mobilise assistance worldwide in response to a natural disaster.

YEAR 10 COURSE OUTLINE

Patterns are everywhere
Students will review number and algebra properties, including exploring sequences. Students will extend their understanding of solving equations and develop their ability to model everyday situations using equations to solve problems. The culminating activity will investigate sequences within a mathematical puzzle and find rules that generalise them.

Maths is beautiful
Students will learn about finding unknown sides and angles in right-angled triangles using trigonometry. They will examine in detail, four transformations: rotation, reflection, translation, and enlargement and will use them to design a logo for a company.

Cash strapped
Students will examine fractions, decimals, and percentages, with a focus on financial literacy and compound interest. They will produce a report comparing the best options for repaying a small loan.

Prove it!
Students will develop skills in expanding and factorising quadratic expressions. They will also develop the concept of algebraic proof using a series of logical statements. Students will also explore the ways in which algebraic equations can be graphed, with a particular focus on linear and quadratic functions.

Let's save the environment
Students will learn about length, area, and volume of increasingly complex shapes and figures. They will consider different options to minimise wasted resources in packaging and to maximise effective use.

PE & Health

MYP Subject Group: Physical Education and Health

What is this subject about?
In the Middle Years Programme (MYP), Physical Education and Health (PE&H) serves as a cornerstone for holistic education, encompassing far more than exercise and sport. It's a multifaceted subject that delves into the intricate dynamics of physical fitness, mental resilience, and emotional well-being. Through a diverse array of activities, from team sports to individual challenges, students not only develop their motor skills but also learn the value of teamwork, cooperation, and emotional intelligence.

Moreover, PE&H in the MYP isn't confined to the gym or the playing field; it extends into the classroom, where students explore essential topics such as nutrition, anatomy, and mental health. They learn to make informed choices about their diet, understand the importance of sleep and relaxation, and develop strategies for managing stress and maintaining positive mental health. This comprehensive approach equips students with the knowledge and skills they need to lead healthy, balanced lives both now and in the future.

Beyond the physical and cognitive aspects, PE&H in the MYP also nurtures students' social and emotional growth. Through reflective activities and discussions, they learn to recognise and respect the diverse needs and abilities of their peers, fostering empathy and inclusivity. They also explore issues related to body image, peer pressure, and healthy relationships, empowering them to navigate the complexities of adolescence with confidence and integrity.

In essence, PE&H in the MYP is designed to nurture resilient, well-rounded individuals who are equipped to thrive in all aspects of their lives. Through a balanced blend of physical activity, health education, and personal development, students emerge from the program with a profound understanding of the interconnectedness between mind, body, and spirit, prepared to embrace the challenges and opportunities that lie ahead.

How will students be assessed?
Students are assessed through a mix of practical and written methods. This includes performance evaluations in physical activities, skill demonstrations, fitness testing, written assignments on health topics, reflective journals, peer/self-assessment, and presentations. Assessment aims to evaluate physical skills, knowledge, and personal development while fostering lifelong wellness habits.

Where does this subject lead?
This subject leads to Year 11 Tohu P.E as well as a Sports & Exercise Science (Semester Course). Furthermore pathways include level 2 & 3 NCEA P.E as well as NCEA Health and IB Sports, Exercise & Health science.

What enrichment opportunities will there be?
In-Class:

1. Video/Skill Analysis: Working with technology to develop understanding.

2. Workshops: Interactive sessions on topics like mental health or nutrition.

3. Peer Teaching: Students teach/coach each other about specific skills or concepts.

Out-of-Class:

1. Scots Sporting Teams: Joining teams or clubs for deeper skill development.

2. Volunteer Work: Assisting in health-related events or community programs.

3. EOTC: Activities like hiking or rock climbing for teamwork and fitness.

These opportunities broaden students' perspectives, fostering practical skills and a deeper understanding of physical activity and health.

YEAR 7 COURSE OUTLINE

In the Year 7 PE course, students explore fitness components like cardiovascular endurance, strength, flexibility, and body composition through tailored activities. They also learn about social responsibility, emphasizing teamwork and sportsmanship. Basic anatomy principles are introduced, covering major muscle groups and skeletal structure. Additionally, aesthetic movements such as dance and gymnastics foster creativity and coordination. Health topics, from nutrition to mental wellness, round out the curriculum.

YEAR 8 COURSE OUTLINE

In Year 8 PE, students deepen their understanding of physical education across various domains. They explore advanced concepts like training methods and leadership principles while refining skills in skill analysis. Aesthetic movement continues to be a focus, with students building upon their skills in dance or gymnastics. Additionally, health education progresses, with a focus on practical applications like stress management and resilience-building.

YEAR 9 COURSE OUTLINE

In Year 9 PE, students explore advanced topics in physical education and well-being. They study physiological responses to exercise, examining how the body reacts during physical activity. Additionally, they delve into sports psychology, learning about motivation, goal-setting, and stress management to enhance performance. Skill learning is emphasised, focusing on practice methods and feedback mechanisms to improve sports skills. Aesthetic movement remains important, with students refining skills in areas like dance or yoga. Health education covers topics such as nutrition and mental well-being, empowering students to lead healthy lifestyles.

YEAR 10 COURSE OUTLINE

In Year 10 PE, students delve into advanced concepts to deepen their understanding of physical education and its broader societal implications. They explore the body's systems, including cardiovascular, respiratory, muscular, and skeletal, and how they adapt during physical activity. They also examine the role of physical activity in society, considering its impact on health and societal norms. Biomechanics principles are introduced to enhance understanding of human movement and sports performance. Cultural and artistic movements like the Maori Haka and yoga are explored, alongside continued health education covering mental health awareness and healthy lifestyles.

Science

MYP Subject Group: Sciences

What is this subject about?
With inquiry at the core, the MYP Science framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP Science curriculum explores the connections between science and everyday life. As they investigate real examples of science applications, students will discover the conflicts and dependencies between science and morality, ethics, culture, economics, politics, and the environment.

Scientific inquiry also fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Students should learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities.

How will students be assessed?
Students are assessed on their scientific knowledge, skills and application. Science knowledge is primarily assessed through end-of-unit tests which take place throughout the year, science skills are assessed through investigation design and writing science reports and the application of science ideas is assessed through research and presentations.

Where does this subject lead?
Science in the Middle School leads into Chemistry, Biology, and Physics at NCEA. For IB Diploma, the choices are Chemistry, Physics, Biology and Environmental Systems.

What enrichment opportunities will there be?
In class: Depending on their year level, students are encouraged to take part in some of the following: various science competitions, (e.g. International Chemistry Quiz), Taputeranga Marine Reserve field trip, Owhiro Bay quarry field trip, Carter Observatory visit, Science Roadshow. Additional extension tasks may be given during lessons to students who complete class work to a high standard; this is decided on, and set, by the classroom teacher.

Outside of class: Depending on their year level, students are encouraged to take part in the following: Science Awards Trust Science Badge, RSC Bronze Crest, NIWA Science Fair, Wellington Junior Physics Tournament and others.

YEAR 7 COURSE OUTLINE

So I'm a Scientist
The first unit of work for the year introduces students to common laboratory equipment, safe lab practice and the underlying skills behind science investigations.

Staying Alive
This unit looks at the characteristics and classification of life, food webs in the ocean, how humans interact with their natural environment and issues associated with creating reserves.

What's the matter?
During this unit of work students examine the nature and states of matter making up the physical world around them.

Above and Beyond
This unit focuses on the sky above us: our solar system and how the sun, planets and their satellites interact with each other.

YEAR 8 COURSE OUTLINE

Fire!
The first unit introduces students to combustion and how this chemical reaction plays a vital role in our everyday lives. The science of the

fire triangle and ways of mitigating harm are examined for different settings, and the issues surrounding use of retardants are evaluated.

Food For Thought
This unit introduces nutrition, food groups and the human digestive system, looking at how diet has a host of implications for the wider world. Students are challenged to put food choices into a wider context of sustainability and development.

Growing Great
Our second unit deals with the science of plants, their structure and reproduction, highlighting species native to Aotearoa. Students find out about the vital role plants play in enabling life on Earth, producing oxygen and as the basis for the entire food chain.

Every rock tells a story
During this unit students explore the structure of the Earth, plate tectonics, the main types of rocks and how they are formed. They learn how earthquakes, volcanoes and tsunami are related to the tectonic environment.

YEAR 9 COURSE OUTLINE

Looks Good, Sounds Amazing
During this unit students will investigate the properties of waves and how they affect us in everyday life. This will include the study of sound and hearing, light and vision, including a dissection of a cow's eye.

Get organised
This unit of work explores the complexity of life from cells, to organ systems and organisms, with human respiration and circulatory systems as a focus. The unit includes a heart-lung dissection.

Models and Patterns
The first unit of the year looks at how our model of the atom has developed through history, the discovery of the chemical elements and how their behaviour may be predicted.

Balance of power
This unit looks at electricity, fuels and their impact on climate. Students investigate the arguments surrounding carbon emissions and renewable energy sources and decide how we should meet our future energy requirements.

YEAR 10 COURSE OUTLINE

Make me
In this unit of work students learn about DNA and how it replicates itself, together with the mechanics of reproduction and mechanisms of change. They also research emerging gene technologies and consider their potential to help or harm us.

All Change
During this unit students encounter a variety of different types of chemical change and make accurate observations. They learn to identify products of reactions and use chemical equations to express the process. Students are exposed to an array of different laboratory techniques.

Hard and Fast
This unit of work looks at the physics of movement. Students explore how equations can be used to describe and calculate speed, acceleration and distance travelled, and find out how Newton's laws of motion relate forces to the motion of objects.

Round and Round…
This unit is concerned with the major Earth cycles including the water, carbon, nitrogen, oxygen and rock cycles. Students learn how these cycles interact and relate to sustainable human technology and practices.

Special Character Religious Education

What is this subject about?
Religious Education challenges all students to:

- inquire into the nature of faith, religion and theology
- reflect on their own world view in relation to others
- examine what is at the core of culture and human nature.

Religious Education at Scots does not fall into one of the eight MYP subject groups and will not appear on reports, though the curriculum is structured on the MYP framework.

How will students be assessed?
Units are designed to develop the following characteristics.

- Knowledge and Understanding
- Inquiry
- Communication
- Reflection

Where does this subject lead?
Our RE curriculum follows on from the PYP Attitudes in the Junior School and aims to prepare students for Theory of Knowledge in the IB Diploma Programme as well as support higher order thinking skills for NCEA students. The Year 11 and 12 courses continue to explore world religions, morals and ethics. The curriculum also supports service and other Special Character elements of students' school and personal lives.

What enrichment opportunities will there be?
The study of religion gives students a greater understanding of self, others and the world at large. To include world religions the Scots RE course is supported by visiting experts and trips to places of worship.

YEAR 7 COURSE OUTLINE

The Year 7 course covers the teachings of Jesus, his life and ministry. Particular attention is given to the early church and the actions taken at the church's formation. Students also explore the nature of God's Kingdom and consider how power can reject or reflect the values studied.

YEAR 8 COURSE OUTLINE

In Year 8 students examine what is meant by the term 'God'. They are introduced to many metaphors and symbolise of God through myths, legends, film, and text. Students explore the nature of God and how various cultures view and respond to the world we cannot see.

YEAR 9 COURSE OUTLINE

The Year 9 course focuses on the Torah and subsequent history texts from the Bible which give a foundational knowledge of the Judeo-Christian tradition. Through these students recognise the interconnectedness of all things and the importance of maintaining supportive relationships. Students reflect on their own and others actions, and how they have worked to strengthen relationships to make the world a better place.

YEAR 10 COURSE OUTLINE

In Year 10, the key focus is examining worldviews, where they come from and how they influence our lives. Students will be required to closely examine a worldview different to their own and critically reflect on how theirs has been formed and is forming. Alongside this they will look at the development of the Christian church from its origins to modern day expressions. Students also study Judaism, and the role faith plays in identity. We will learn how to recognise and combat modern antisemitism.

Year 10 Community Project

Guide for whānau

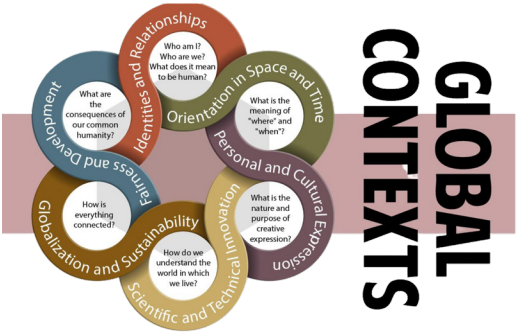
The community project is...

- An important service and action project
- An opportunity to engage in service learning and demonstrate Approaches to Learning skills (ATLs)
- A way for students to deepen their sense of empathy and develop understanding of their role within a community – including local, global and virtual communities.

ACTION
Learning by doing, learning through experience and taking principled action.

SERVICE LEARNING
Learning about a community in order to serve them to the best of your ability.

The Community Project is about being globally-minded and seeking to make the world a better and more peaceful place.



Taking Action

The Community Project can either be completed alone, in pairs or in groups of three.

Each project will have a teacher-supervisor and guidance and planning sessions will take place weekly in Thursday tutor time.

The groups will carry out their action in their own time, e.g. weekends and school holidays.

How can family support?

BE A MENTOR

Parents, teachers, community leaders and anyone can get involved by mentoring our students, sharing their own service initiatives/stories, helping to make community connections and supporting our learners to take personal action.

Process Journal

Document all your steps individually in your Teams Notebook.

Family, friends, teachers or any other interested person should have a very clear understanding of your Community Project journey by reading your process journal.

Community Project Exhibition

The school community and whānau will be invited to a showcase of each group's project in Term 3.

Timeframe

BY THE START OF TERM 3

complete your group research and action.

WEEKS 3–4, TERM 3

TED-X style group presentations.

Questions?

Contact calvertj@scotscollege.school.nz

Middle Years Programme

A&A Programme (Able & Ambitious)

At Scots we are committed to assisting all students to reach their full potential academically, emotionally and socially.

We recognise that an able and ambitious student may or may not possess high intelligence, but will demonstrate, or have the potential to demonstrate, exceptionality in relation to their peers of the same age, culture or circumstances. A student may be able in one or more areas and their abilities and ambitiousness will emerge at times and in circumstances that are unique to that student.

Students may self-select or be nominated to be included in the programme by parents or teachers.

Once identified, students complete a needs analysis, and the Able and Ambitious co-ordinator will draw up an Individual Education Plan. The IEP assists subject teachers to develop strategies within their lessons to ensure that the students can achieve their potential. Able and Ambitious students are encouraged to take part in a wide range of enrichment activities organised by different subject areas and through external providers.

Rebecca Jackson

Teacher of French / Able and Ambitious Coordinator

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Āwhina Learning Support Overview

Here at Scots we accept that a number of our students will require extra support if they are to achieve to their academic potential. Students diagnosed with Specific Learning Disabilities, i.e.; Dyslexia, Dyspraxia, ADHD, Dysgraphia, Dyscalculia, will have an Individual Support Plan (ISP) prepared outlining the learning issues and strategies that teachers can use to support these students.

In Years 7, 8, 9, and 10 these students may have the support of an experienced Teacher Aide (usually English, Humanities and Mathematics) in some of their lessons. In consultation with the Principal, MYP coordinator and the Head of Learning Support some students may join a dedicated Learning Support class in lieu of one of the student's subject classes.

To ensure that students can achieve their academic potential in assessment situations a range of support strategies may be included as part of a student's ISP. This support may include the provision of extra time for assignments and tests, using their device instead of handwriting or the provision of a reader-writer in tests or exams.

Parents wishing to know more about Middle School Learning Support are encouraged to contact David Carr.

David Carr

Head of Department Learning Support

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