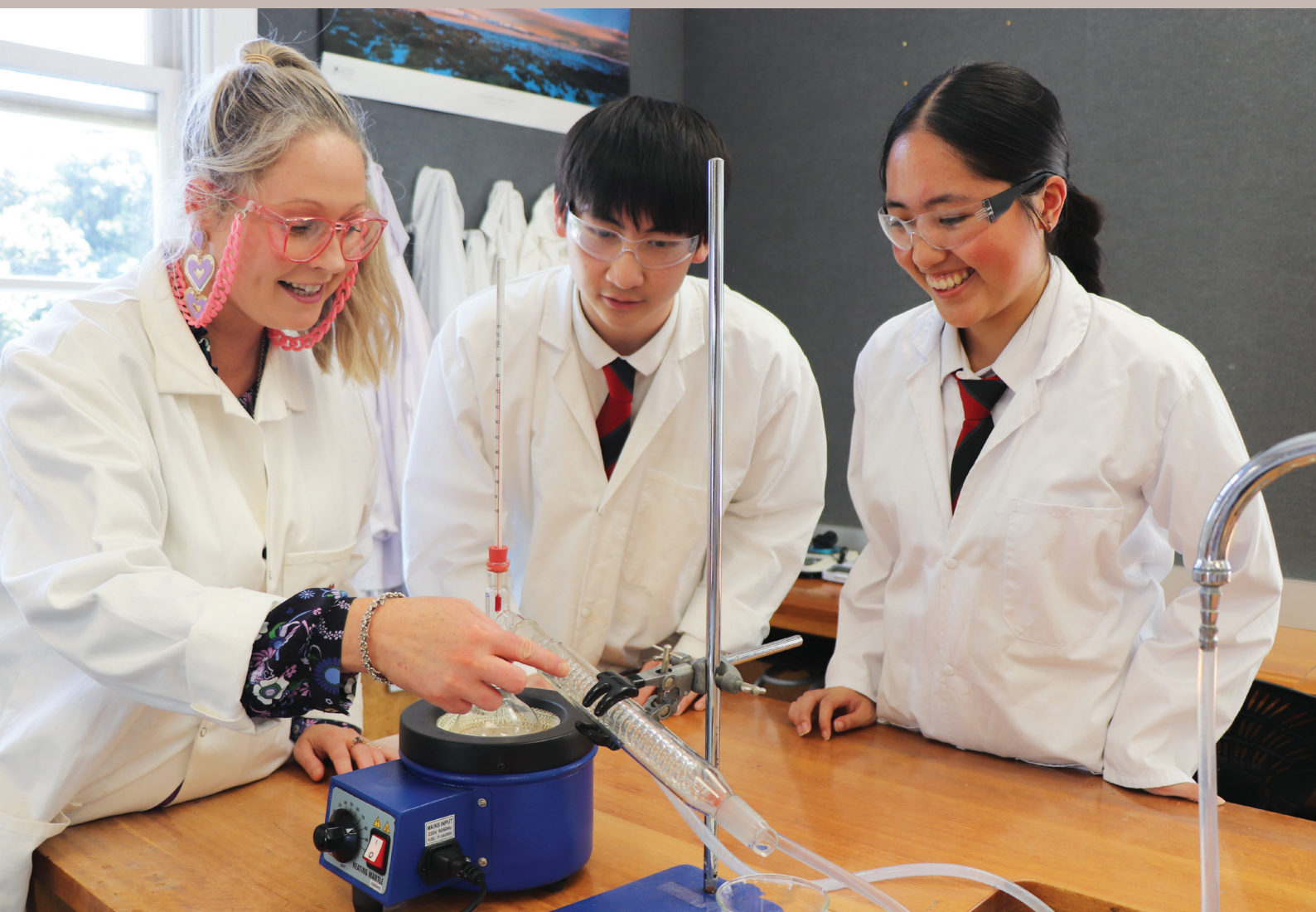




Senior School Curriculum 2026



Years 11, 12, and 13



Welcome

The curriculum handbook is an important part of your child's educational pathway – it provides information on subjects, courses and careers.

It provides an overview of our Year 11 Tohu programme as well as up-to-date explanations of the IB Diploma Programme and NCEA qualifications and programmes we offer. Students should consider their time in the Senior School as a three-year learning journey, setting themselves up for opportunities after school. All Year 11 students complete our own college-based qualification the Scots College Tohu. The Tohu award will be awarded at the end of Year 11, recognising students' academic achievements in their subjects and the Year 11 Project, as well as their commitment and engagement in extra-curricular activities and building character. Year 11 students will complete four rigorous Common Assessment Tasks (CATs) throughout the year in each of their five full-year subjects, including end of year exams. Upon completion of the Tohu, students will then choose an NCEA or IB Diploma pathway through Years 12 and 13. Well-informed course selection is crucial! It is important that parents and

caregivers spend time with their sons and daughters discussing the appropriate courses for their future aspirations. As a general rule of thumb, courses should be chosen which leave as many doors open as possible. Young people today have far more opportunities available to them and are more likely than ever to change their goals as they move through the Senior School and beyond. Please read the Future Pathways section carefully. An appointment with our Future

Pathways Coordinator, is a useful first step to find out what Year 12 and Year 13 subjects may be needed as prerequisites to tertiary studies. Our Future Pathways Coordinator has the most up to date information available, especially from universities. There are also many other avenues for sound advice within the College, from Senior Management to House Deans and Heads of Department.

Christian Zachariassen
Principal, Senior School

July 2025

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Introduction

This booklet is designed to give parents and students an overview of the courses offered in the Senior School at Scots College so that they are in a position to make wise course selections in the students' final three years at Secondary School.

It gives general details about courses and careers, and then outlines details of each individual subject. **Please note: the topics and assessment information for each subject are indicative only. They are a guide to the type of content that can be covered in each course and the likely assessment weightings.**

The actual combinations of subjects available in Years 11–13 in any one year depend on the constraints imposed by the timetable and the numbers of students opting to do particular subjects. Subjects will only be available if there is a sufficient number of students wishing to take them.

Early Term 3, parents and students are asked to make choices, and at this stage we do our best to satisfy all these choices, though we cannot guarantee that any particular combination of subjects will be available. Once the structure of the timetable is established, and decisions made about how subjects are grouped together, the structure cannot be changed. This means that, if at a later date students wish to change their courses, they can only do so within that established structure.

If you have any questions concerning your own particular situation as far as course selection is concerned, please don't hesitate to contact Mrs Sampson (Assistant Principal Curriculum), Mr McKnight (IBDP Coordinator), or Mr Smith (Deputy Principal Curriculum).

Future Pathways: Helping Students Make Informed Choices About Their Future

At Scots College, our Future Pathways Programme provides personalised career education that begins in Year 7 and continues right through to Year 13. This whole-school approach helps students make well-informed, confident decisions about their future – whether that's further study, training, or entering the workforce.

Middle School: Exploring Interests and Building Self-Awareness

The journey begins in the Middle School, where students are introduced to the world of careers. They start to explore their interests, develop adaptable skills, and understand the importance of career education. This foundation helps prepare them for the more significant decisions they'll make in the Senior School.

In Year 10, students do the Become Me programme either side of their Community Project. Become Me is designed to:

- Encourage reflection on their unique strengths, interests, and values
- Break down gender and social stereotypes around careers
- Spark curiosity about a wide range of future possibilities
- Give them tools to design and test out ideas for their future through practical activities

Year 11: Developing Self-Awareness

In Year 11, the focus shifts to self-discovery—understanding how they learn best and what motivates them. Students begin their Career Central profiles, which will grow with them through their senior years. This is a key time to build strong academic habits and prepare for subject choices in Year 12.

Year 12: Gaining Insight into Post-School Options

Year 12 is all about looking ahead. Students will:

- Hear from universities and Industry Training Organisations (ITOs) about the range of study and training opportunities available
- Start thinking seriously about what they might do after school
- Understand how Year 12 results can affect scholarship and hall of residence applications

Year 13: Preparing for Life Beyond School

In their final year, students will:

- Meet one-on-one with the Future Pathways Coordinator, to develop a clear plan (and a back-up plan) for life after school
- Attend presentations from all major tertiary providers in NZ as well as University of Melbourne and vocational organisations
- Participate in practical workshops covering CV writing, interview skills, networking, and more – equipping them with the tools they need to thrive in the real world

Practical Pathways Programme

We have a Practical Pathways Programme at Scots College very similar to Gateway. If you think you/your child might benefit from this, please book an appointment with Miss Neil to find out more.

University Entrance (UE): What You Need to Know

NCEA

To gain UE – the minimum requirement for most NZ university degrees – you need:

- NCEA Level 3, plus:
 - 14 credits in each of three approved subjects
 - Literacy: 10 credits at Level 2 or above (5 in reading, 5 in writing)
 - Numeracy: 10 credits at Level 1 or above (via unit or achievement standards)

Note: Some university programmes have additional requirements. Check directly with the university or contact Miss Neil for advice.

International Baccalaureate (IB)

To be awarded the IB Diploma, students must achieve a minimum of 24 points.

For more information, including university subject recommendations, visit our Scots College CareerWise site:
<https://scotscollege.careerwise.school>

Want to Chat About Your Future?

Students and parents are welcome to book a Future Pathways appointment at any time.

Miss Imogen Neil

Future Pathways Coordinator
careers@scotscollege.school.nz
(04) 978 5033

Useful Career & Study Websites

Career and Education Planning

Tahatū (formerly Careers NZ)	tahatu.govt.nz
Career Central	careercentral.school.nz
NZ Qualifications (NZQA)	nzqa.govt.nz/qualifications-standards
International Baccalaureate (IB)	ibo.org
Scholarships NZ (MoneyHub)	moneyhub.co.nz/scholarships-nz.html
Competenz Industry Training Info	competenz.org.nz/jobseekers/getting-work-ready
StudyLink (Student Loans and Allowances)	studylink.govt.nz

New Zealand Universities

Auckland University of Technology	aut.ac.nz
Lincoln University	lincoln.ac.nz
Massey University	massey.ac.nz
University of Auckland	auckland.ac.nz
University of Canterbury	canterbury.ac.nz
University of Otago	otago.ac.nz
University of Waikato	waikato.ac.nz
Victoria University of Wellington	wgtn.ac.nz

Wānanga

Te Wānanga o Aotearoa	twoa.ac.nz
Te Wānanga o Raukawa	wananga.com
Te Whare Wānanga o Awanuiarangi	wananga.ac.nz

Polytechnics

ARA Institute of Canterbury	ara.ac.nz
Eastern Institute of Technology	eit.ac.nz
Manukau Institute of Technology	manukau.ac.nz
Nelson Marlborough Institute of Technology	nmit.ac.nz
Northland Polytechnic – Auckland campus	northtec.ac.nz
Open Polytechnic	openpolytechnic.ac.nz
Otago Polytechnic	op.ac.nz
Southern Institute of Technology	sit.ac.nz
Tai Poutini Polytechnic	tpp.ac.nz
Toi Ohomai Institute of Technology	toiohohmai.ac.nz
Unitec New Zealand	unitec.ac.nz
Universal College of Learning	ucol.ac.nz
Waikato Institute of Technology	wintec.ac.nz
Wellington Institute of Technology	whitireiaweltec.ac.nz
Western Institute of Technology at Taranaki	witt.ac.nz
Whitireia New Zealand	whitireiaweltec.ac.nz

International Study

UK University Applications (UCAS)	ucas.com
US University Applications (Common App)	commonapp.org
NCAA Student-Athlete Info (USA) – NZ page	ncaa.org

Senior School Subject & Pathway Options 2026

Subject	Year 11	IB Diploma		NCEA	
		Year 12	Year 13	Level 2	Level 3
Commerce					
Building a Business	Semester				
Business Management		§	*(Continuing)		
Business Studies				#	*
Commerce	Full year				
Economics		§	*(Continuing)	*	*
An Introduction to Wealth Management	Semester				
Tourism Studies (Unit Standards course)					
Digital Technologies					
Computer Science	Full year	§	*(Continuing)		
Digital Technologies					#
English/Literature					
English – Language and Literature		*	*(Continuing)		
English – Language B		*	*(Continuing)		
English – Second or other language (ESL)	Full year				
English – Standard	Full year			*	*
English – Studies				*	*
Language A – Literature (foreign languages)			*(Continuing)		
Humanities					
Classical Studies	Semester			#§	#
Egypt and Near Eastern Studies	Semester				
Environment Systems & Societies		§	*(Continuing)		
Geography	Semester	#§	*(Continuing)	#§	#
History	Semester	#§	*(Continuing)	#§	#
Humanities	Full year				
Psychology		§	*(Continuing)		
Languages					
Ab Initio language			*(Continuing)		
Chinese	Full year*	*	*(Continuing)	*	*
English – Language B		*	*(Continuing)		
English – Second or other language (ESL)	Full year *				
French	Full year *	*	*(Continuing)	*	*
Language A – Literature (foreign languages)			*(Continuing)		
Spanish	Full year *	*	*(Continuing)	*	*
Te Ao Haka (see Performing Arts, also)				#	#
Te Ao Māori	Full year				
Materials and Design Technologies					
Construction Technology (Unit Standards course)					
Design Technology Product Manufacture	Semester				
Design and Visual Communication (Graphics)	Full year			#	*
Materials Design Technology	Full year			*	*
Wearable Design Technology	Semester				*

Subject	Year 11	IB Diploma		NCEA	
		Year 12	Year 13	Level 2	Level 3
Mathematics					
Mathematics				*(Reasoning)	
Mathematics – Applications	Full year				
Mathematics – Analysis and Approaches		*(Reasoning)	*(Continuing)		
Mathematics – Applications and Interpretation		*(Reasoning)	*(Continuing)		
Mathematics – Calculus					*(Maths)
Mathematics – Reasoning	Full year				
Mathematics – Statistics				*(Applications)	*
Performing Arts					
Drama	Full year			#	#
Film Studies	Semester			#	#
Music	Full year	*	*(Continuing)	*	*
Music – Music Production	Semester				
Te Ao Haka (see Languages, also)				#	#
Physical Education					
Physical Education	Full year				#§
Sports and Exercise Science	Semester				
Sciences					
Biology		#	*(Continuing)	◇	*
Biology & Environmental Systems	Full year				
Biomedical Science	Semester				
Chemistry	Semester	Δ	*(Continuing)	Δ	*
Computer Science		§	*(Continuing)		
Environment Systems & Societies		§	*(Continuing)		
Physics	Semester	Δ	*(Continuing)	Δ¶	*□
Physics & Chemistry	Full year				
Sports and Exercise Science	Semester				
Visual Arts					
Art – Design and Illustration	Semester			#	*
Art – Foundation	Full year				
Art – Studio – Painting, Sculpture, or Printmaking				*	*
Art – Studio – Photography				*	*
Art – Visual		#	*(Continuing)		

* The previous year's course is a pre-requisite

The previous year's course is recommended

§ Pre-requisite/recommended courses from other subjects

◇ Full year Biology & Environmental Systems is a pre-requisite. The Biomedical Science semester course at Year 11 is recommended

Δ Full year Physics & Chemistry is a pre-requisite. The corresponding semester courses at Year 11 are recommended

¶ Studying Level 2 Mathematics is recommended – see requirement for Level 3 Physics

□ Studying Level 3 Calculus is required

Reminder: NCEA 2 and 3 Tourism and Construction courses offer Unit Standards, rather than Achievement Standards.

Year 11 Courses

Year 11 Programme Overview

The Year 11 programme is designed to prepare students well for Level 2 NCEA and the IB Diploma Programme by concentrating on learning and the development of key transferable skills.

The focus of the programme is to develop a depth and breadth of learning that isn't available in a course based on discrete Achievement Standards.

Courses in the programme have New Zealand Curriculum objectives as well as those of the International Baccalaureate as the basis of their design.

Learning within each course is connected, and units of work are themed or constructed to make learning deeper and more meaningful.

Students study five full-year subjects that provide the foundation of their further learning in NCEA or the IB Diploma Programme. English, Mathematics and Science are compulsory; students choose the most appropriate course within those subjects. These five full-year subjects are complemented by two semester courses and the collaborative project. Semester courses are more specialised and are designed to stimulate learning in a range of areas.

All courses consist of clear learning objectives that will be measured using a range of formative and summative assessments, allowing students and parents to receive feedback on levels of achievement and skill development.

At the foundation of the Year 11 programme are the key skills of: critical thinking, communication, collaboration, creativity, character, and the collection of information. Students will develop these skills through the learning activities that take place in their subject classes as well as through the project.

Scots Tohu

The Scots Tohu is a school-based qualification recognising all aspects of the Year 11 programme. It is a celebration of students' participation

and achievement in their academic, extra/co-curricular and character development.

Students' academic work will be assessed using common assessment tasks (CATs), in each course. Some of the CATs will be held at the end of the year in an exam hall setting. Scots College moved away from delivering NCEA Level 1 some years ago. With the impending changes to NCEA, Scots College will not assess nor result any NCEA Level 1 standards, except for the co-requisite Literacy and Numeracy standards.

The project is still an important part of the Year 11 programme, and its importance is a central element to the Scots Tohu.

Project details

- It is a collaborative group project
- Students will spend three periods a fortnight working on their project, for the first two terms of the year
- Students will research a problem and plan a solution, building in a number of 21st century skills such as collaboration, creativity and design thinking
- The project will be structured with staff supervision, regular tracking of tasks, checkpoints and events. The project will be launched at the start of the year and culminate in an exhibition at the end of Term 2
- Students will be asked to reflect on their project, demonstrating what they have learned or how they would have done some things differently
- Students' work will be assessed against future focussed learning skills

Hauora

Student hauora is supported through tutor time, co-curricular and other activities outside the classroom. Inside class time Year 11 students have (on average) three lessons a week dedicated

to hauora. This includes Leadership, Health, and Religious Education. Year 11 Religious Education focuses on diversity of belief, world religions, critical thinking, inquiry, and knowing one's self.

Resource fees

All Year 11 students will have a paid subscription to the full suite of Education Perfect online resources. Education Perfect provides online learning and assessment in most subject areas. It also provides a platform for digital assessment. The cost of the annual subscription is approximately \$70.

For other subject related resource fees, please see individual course descriptions.

NCEA Co-requisite Literacy and Numeracy

Changes to NCEA mean that to gain an NCEA Level Certificate qualification, students must demonstrate work-ready literacy and numeracy. Evidence for this readiness is gained by completing the co-requisite assessments. Students will be prepared for the NCEA co-requisite Literacy and Numeracy exams in Year 11 and sit these in May. The level of difficulty is aimed at Curriculum Level 5, which most students across the country should reach by the end of Year 10.

Students who do not gain this in Year 11 will be offered further opportunities in September and the following years.

What students need to select:

- 1 Science course
- 2 additional full-year courses
- 2 Semester courses

Please note, students will be automatically placed in an English class and an appropriate mathematics course based on Year 10 results.

Full Year Courses

Commerce

COMMERCE

Introduction to the course

Commerce is a full year course that builds on the skills and knowledge obtained from the Year 9 Business Studies and Year 10 MYP Enterprise courses. The course focusses on developing knowledge and understanding of fundamental business studies and economics skills in a domestic New Zealand context.

The course aims to provide a broad understanding of business studies as well as economics by looking at how the New Zealand economy operates and impacts on small businesses in the Wellington region. This course will enable the students to gain an understanding of how the public and private sectors of the economy work together and will provide an opportunity to analyse decisions from an individual, business and government perspective. Students will be able to apply knowledge from these subjects to grasp a better understanding of the world that they live in.

This course leads to further study at Year 12, allowing students to progress towards the NCEA Level 2 Business Studies and Economics courses as well as IB Diploma Business and Management and Economics. It provides valuable knowledge and skills for students interested in a pathway into commerce and a wider understanding of the economic and business environment.

How and what will I learn?

The Introduction to Business Studies component's topics include internal features of a small business, the marketing communication mix and foundational accounting practices. Students will be exposed to numerous local and national business case studies and a business pitch-based presentation that includes an analysis using economic theory.

The Introduction to Economics component uses a domestic New Zealand context to provide foundational economic skills for further study. It will cover the fundamental economic concepts of supply, demand and market equilibrium which underpin pricing and production decisions and consumer behaviour.

Transactions between the key sectors of the economy are explored with a focus on New Zealand and a comparison with key trading partners. Students will explore the microeconomics concepts of consumer, producer and government choices using economic models. Students may visit Parliament and the Reserve Bank and will engage with topical current affairs and economic situations throughout the year.

Students completing this course will develop the ability to:

- Understand the internal features of small businesses and how owners make operational decisions that have consequences for the success of their business
- Relate business knowledge of the marketing mix to a new or existing product from a suitable business connected to the student's life and community
- Construct economic models to describe market situations and the impact on the wider economy
- Analyse and explain stakeholders' behaviour using economic models
- Analyse and explain the inter-dependent nature of sectors in the economy
- Analyse and evaluate the impacts of significant events in markets and the wider economy
- Analyse and explain the roles and actions of governments in markets and the wider economy
- Understand economic issues relating to the economy
- Read and construct basic financial statements to determine best decisions for a firm

How will I be assessed?

Students progress will be assessed throughout the year with formative tasks. There will be four summative tasks, including media commentaries and an end-of-year exam style task.

Costs

Approximately \$15

Design and Visual Communication (Graphics)

DESIGN AND VISUAL COMMUNICATION

Introduction to the course

Year 11 Design and Visual Communication teaches students to think and work as a designer within the world of product and architectural design. Students will develop their creative and critical thinking skills through the application of the design process and learn to produce high quality visual representations of their ideas.

This course introduces students to a broad and more advanced range of design skills including concept generation and development, technical sketching, rendering, presentation methods using digital and handmade techniques, and digital and hand-made modelling. Students will have the opportunity to develop concepts and solutions within three main areas: Product, Spatial, and Exhibition design.

There is a cost of \$120 to cover specialist graphics materials: a full design stationary set including pens, markers, pencils, precision drawing tools, all modelling materials and access to the 3D printers and laser cutting equipment. Students will also have access to digital applications, such as the Adobe Creative Suite (Photoshop, Illustrator, etc.) and Fusion360.

How and what will I learn?

Students will learn to apply critical thinking and design skills to produce an organised body of work (portfolio). Students will be provided with a design brief per project and will be expected to show competence in the assigned activities. Methods of showcasing design thinking (digitally and/or using traditional media) will be developed as visual communication techniques will be critical to the success of each project.

Students completing this course will develop the ability to:

- Develop practical skills in drawing, sketching, rendering, designing, and modeling by hand and digitally
- Conduct market research to identify gaps in specific target markets, and use this insight to develop customer profiles and design solutions tailored to user needs
- Gain proficiency in computer-aided design software and have hands-on experience with 3D printing and laser cutting technologies
- Learn to create compelling presentations and apply key composition principles, including hierarchy, layout, and visual storytelling
- Explore how to curate and present their work in an exhibition setting, effectively showcasing their design thinking

How will I be assessed?

Each project is marked against one or more of four main criteria (Research, Design, Create, and Evaluate) with each criterion being marked out of a possible 8 points. Each unit has unique weighting for each criterion, which will be communicated in the course booklet provided at the beginning of the year. The overall mark for the course will be calculated and provided at the conclusion of the year.

Digital Technology

COMPUTER SCIENCE

Introduction to course

Digital technology has become a fundamental skill set in the contemporary era, equipping students for various industries. To facilitate the journey from consumers of digital content to creators, this course incorporates aspects of computer science, creative technologies, and information technology. It explores how we can use technology to create, store, process, analyse, and present information in a digital context.

How and what will I learn?

Students will acquire and apply knowledge and understanding of the field of computer science in a variety of contexts including user-centred design, project management methods, the iterative development process using a range of design software, version control tools, and object-oriented programming languages. They will also develop creative and practical digital technology skills, including game development, virtual reality, databases, and AI.

They will explore the social, economic, ethical, and environmental impact of digital technologies. This course also helps them to develop transferable skills such as creative problem-solving and teamwork.

Students completing this course will develop the ability to:

- Understand the foundations of digital design and the creative process required to develop digital solutions
- Successfully create a range of digital solutions in response to given issues
- Acquire knowledge of the iterative software development process
- Understand object-oriented programming principles
- Apply computational thinking to plan, develop, and deliver a digital system

How will I be assessed?

Students will be assessed on self-management, communication, collaboration, critical and creative thinking and problem solving.

In their assessment students will demonstrate how they have been able to:

- Develop an understanding of the foundations of digital design and the creative process required to successfully develop solutions to given issues
- Develop a range of skills and knowledge to help present their design ideas effectively and to a high standard

Drama

11 DRAMA COMPANY 26

Introduction to the course

This course will see students spending a year working in a Drama Company environment, with the purpose of producing work that explores our social conventions as a team player. Working collaboratively is at the centre of learning through Drama. The Year 11 Drama Company course has been developed to broaden students' skill base in drama. New skills and methodologies are to be introduced in the first half-year and explored fortnightly in a supportive workshop environment to develop students' repertoire of dramatic practices. Through these practices students will develop their stagecraft and confidence. The second part of the course is designed for students to work collaboratively on a larger body of work, and will culminate in producing a Company Production to an invited audience. This will take form based on the interest of the group and will be negotiated with the kaiako and ākonga.

How and what will I learn?

The course will include teacher-led workshops, exploration of renowned theatre practitioners' theatre forms

and methodologies such as Brecht, Stanislavski, Bogart, Musical Theatre, Combat Metaphor, Physical Theatre and Contemporary Playwrights, devised self-directed work, group collaboration and project-based work. This will conclude with a company production to an invited audience. The focus will be on developing the idea of Company; a condition of being with another or others, especially in a way that provides support and enjoyment. This is achieved by using collaboration in the arts and finding ways of working together in drama. These include the 8 C's of drama; creativity, confidence, communication, compassion, culture, collaboration, critical thinking and challenge.

Students completing this course will develop the ability to:

- Investigate the forms and purposes of drama in different historical and contemporary contexts
- Select and use techniques, conventions and technologies in a range of dramatic forms
- Research, evaluate and refine ideas in a range of dramatic forms to develop drama
- Perform and respond to drama and make critical judgements about how elements, techniques, conventions and technologies are used to create form and meaning in their own and others' work
- Work collaboratively with their peers in an artistic environment to produce a drama
- Communicate their ideas on social conventions through producing a drama for a specific audience

How will I be assessed?

The course will comprise diagnostic, formative and summative assessment. This will be achieved through observations, feedback from the teacher and peers when presenting work in progress. Students will be assessed on a small portfolio of work, reflection and the large scale production.

English

ENGLISH

Introduction to the course

The English course prepares students for using language in a wide variety of situations.

Students will be taught to communicate through written, oral and visual language. The course builds on Year 10 MYP English and prepares students to study either NCEA Level 2 or the IB Diploma.

How and what will I learn?

This course will involve a variety of approaches to learning. This course will include novel, short text and film study, oral presentations and writing.

Students completing this course will develop the ability to:

- Read and analyse visual and written texts
- Write in a wide variety of styles
- Prepare and present an oral text

How will I be assessed?

The course will offer a range of assessment opportunities, including formative assessments and a final summative examination.

Humanities

HUMANITIES

Introduction to the course

Full Year *Humanities* is a blended course which draws on aspects of Classical Studies, History, and Geography, and prepares students for the future by equipping them with the thinking skills required to actively engage in a changing world. It aims to ignite student curiosity for real world issues by exploring different societies, cultures, and perspectives. This is a skills-based course building from Year 10 MYP Humanities, and leads to Humanities subjects at Year 12: IB Diploma (History, Geography, Psychology) or NCEA (Classical Studies, History, Geography).

How and what will I learn?

This course uses a range of learning methods, including individual and group work, inquiry-based learning, place and space-based learning, and project-based learning.

Topics currently offered:

The Olympics Through Time and Space: a comprehensive study of the Olympic Games from their origins in Ancient Greece through the 19th century refoundation of the movement; case studies include the 1936 Berlin Olympics (Hitler and Jesse Owens), the 1972 Munich Olympics (Black September and Mossad), and the boycotts of the 70s and 80s (Montreal, Moscow, Los Angeles); we will also study the impacts of the modern Olympic Games on countries and communities.

Disaster Strikes: a study of the causes and consequences of natural disasters; case studies include the eruption of Mount Vesuvius and the different ways it both destroyed, and preserved, Pompeii and Herculaneum, the Napier Earthquake of 1931, the Tangiwai Disaster of 1953, and the Christchurch and/or Kaikoura earthquakes of the 2000s; we will study the geographical processes that caused these varied disasters, and their impacts on places and people.

Students completing this course will develop the ability to:

- Analyse and evaluate a range of different sources
- Interpret different perspectives and their implications
- Synthesise information to make valid arguments
- Structure information and ideas for an appropriate audience
- Use inquiry methods to collect and record relevant information
- Document sources of information using a recognised convention

How will I be assessed?

There will be four common assessments:

- Independent Inquiry
- Perspectives
- Data Collection and Analysis from Field Trip
- School Exam

Languages**DISCOVER THE CHINESE LANGUAGE AND CULTURE****Introduction to the course**

This course is designed for students interested in the Chinese language and culture. Students will build on their current Mandarin knowledge to help consolidate their future learning and prepare them for Year 12 courses (IBDP or NCEA).

How and what will I learn?

Learning will take many forms, including (but not limited to): research, group work, collaborative learning, community seminars, through Education Perfect, Quizlet, EOTC, online competitions and Chinese speech competitions with a focus on community engagement, and opportunities for interdisciplinary study.

Students completing this course will develop the ability to:

- Understand Chinese culture and legends
- Discover and perform traditional Chinese art
- Demonstrate an understanding of spoken Chinese texts
- Speak confidently in order to give a spoken presentation to an audience

How will I be assessed?

Assessments will be designed to measure the acquisition of oral, writing and reading skills in Mandarin Chinese. This will be done through a mixture of projects to be completed throughout the year, and an end of year exam.

ENGLISH ACQUISITION**Introduction to the course**

This course aims to support English Language development for ESOL students. Through a range of exciting units, students will build the skills that will aid them later in both NCEA and IB systems.

How and what will I learn?

Students will improve their English language ability through learning in a variety of contextual and thematic studies. Through reading extended texts, exploring different media and engaging in rich discussions, students will be provided with the skills necessary to express their ideas and respond critically in English.

Students completing this course will develop the ability to:

Listen to and read increasingly sophisticated texts and develop their ability to write and speak in a more complex way.

How will I be assessed?:

Students will be assessed throughout the year on their reading, writing, speaking, and listening skills. Each skill will be tested twice throughout the year. Students will also be assessed on an English language test, similar to what they may encounter in IELTS, IB or Cambridge language tests.

FRENCH**Introduction to the course**

The aim of this course is to build on students' existing knowledge of French language through the study of aspects of French-speaking societies such as their culture, history, art, literature and music. Students who successfully complete this course will be good candidates to continue study at Year 12 (IBDP or NCEA Level 2).

How and what will I learn?

The course will comprise four core units of work: The holidays in French;

Discovering the richness of France's regions; Exploring the variety of the French-speaking world; and Appreciating culture through a film study. Learning will be centred on individual and group work and the DELF Scolaire (A2 level), and will take an intercultural approach.

Students completing this course will develop the ability to:

- Understand ways in which French is organised for different purposes
- Express and respond to personal ideas and opinions
- Communicate appropriately in different situations, and participate and contribute in communities
- Use interactive skills
- Use intercultural understanding
- Use awareness of the role of language in relation to other areas of knowledge

Students completing this course will develop the ability to:

- Understand ways in which French is organised for different purposes
- Express and respond to personal ideas and opinions
- Communicate appropriately in different situations, participating and contributing in communities
- Develop interactive skills
- Develop intercultural understanding
- Have an awareness of the role of language in relation to other areas of knowledge

How will I be assessed?

Assessments will be designed to measure the acquisition of oral, writing and reading skills in French. This will be done through in-class assessments of reading, listening, and speaking. These assessments will include NCEA and IB-style questions. There will also be an end-of-year writing examination. In Term 3 students will sit the DELF Scolaire examination as part of their assessment.

SPANISH

Introduction to the course

The aim of the *Spanish* course is to build on language competency and develop intercultural awareness. This course will prepare students to engage with Spanish speaking countries by way of making connections with culture, history and language. Students who successfully complete this course will be good candidates to continue study in Year 12 (IBDP or NCEA). An interest in Hispanic culture would be an advantage.

How and what will I learn?

The course will comprise two core units: Discover Cuba and Cultural heritage of the Spanish speaking world. Teaching strategies will include (but are not limited to): research, group work, collaborative learning, literature, community seminars, Education Perfect, EOTC with a focus on community engagement and opportunities for interdisciplinary study.

Students completing this course will develop the ability to:

- Communicate clearly and effectively demonstrating intercultural understanding
- Use language appropriate to a range of interpersonal and/or cultural contexts
- Understand and use language to express and respond to a range of ideas with some accuracy and fluency
- Understand literature to demonstrate cultural and historical context
- Understand and apply topic-specific vocabulary for the correct purpose

How will I be assessed?

Assessments will be designed to measure the acquisition of oral, writing and reading skills in Spanish. This will be done through a mixture of projects to be completed throughout the year, and an end of year exam.

TE AO MĀORI

Introduction to the course

Te Ao Māori is a unique, fun and practical course, providing opportunities to engage in Māori culture, language, and traditional practices.

How and what will I learn?

Students will learn through the art form that includes choreography, singing, haka and key features of traditional dance. Students will engage in te reo development.

Students completing this course will develop the ability to:

- Co-ordination
- Confidence
- Discipline
- Management
- Collaborative
- Leadership
- Accountability
- Language acquisition

How will I be assessed?

- Understanding of disciplines
- Communication
- Te Ao Māori engagement
- Performing

Materials Design Technology

MATERIALS DESIGN TECHNOLOGY

Introduction to the course

This is a creative skill and project-based course that equips students with fabrication and construction skills to enable pathways into multiple Materials technology courses in Year 12. Students can opt to focus on a Construction based course with a focus on wood or a multifaceted materials course that will develop skills in Textiles, Costume, Fashion and Wearable design, metal casting, film prop and costume, 3D printing and CNC laser cutting. The

technological design process provides the framework for student projects. Materials Design Technology aims to develop students' critical design thinking skills through involvement with a range of materials and processes where digital design meets traditional design skills. Students will be able to specialise with individual interests of either wearable design and composite materials or construction. Both pathways are encouraged and supported through individual learning programmes.

How and what will I learn?

Students will learn as they make and design a series of four distinct products. Students will gain familiarity with workshop safety protocols, practical and digital skills and project management. Students will focus primarily on wood-based products, alongside explorations into materials such as foam, fabric, acrylic and 3D printed products. Students are guided through a range of construction methods using traditional and digital manufacturing methods. Students will develop digital literacy skills using design-based software to manufacture designs using the laser cutter and 3D printer. They will utilise a range of CNC machines in the workshop to manipulate materials and explore how all these processes are applied in a range of manufacturing industries.

Students completing this course will develop the ability to:

- Create and design industry-relevant products using a variety of materials and manufacturing skills
- Develop language skills to articulate, judge, and justify their own design ideas
- Analyse existing solutions in terms of both functional and aesthetic value
- Understand how materials are applied in real-world contexts
- Follow a design cycle and adhere to a design brief to meet specifications
- Maintain a high standard of health and safety in the workshop environment

- Manipulate a range of materials including acrylic, wood, textiles, and metal
- Utilise CNC machinery to process materials according to their chosen pathway focus

How will I be assessed?

A documented skills folder that illustrates material manipulation and research applications and the completion of individual projects where documentation of process, testing, and trialling is evident. Observation of students' personal practices in areas such as safety and efficiency will contribute to the final assessment.

Where does this subject lead?

This course prepares students for study in Materials Design at Level 2, Construction Level 2 and Wearable Design at Level 2.

Costs

There will be a cost set each year of \$120 to cover specialist materials and computer licensing.

Mathematics

MATHEMATICAL REASONING

Introduction to the course

This Mathematics course deals with mathematical theory, and patterns, and their application in real-life problems. It covers algebra, geometry and trigonometry in detail, and the basics of probability and statistics. This course is intended for students who wish to pursue studies in mathematics at a higher level. It is for students who enjoy developing mathematical arguments, problem-solving and exploring both real and abstract applications of mathematics. Students will become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also learn to explore real and abstract applications of different concepts with, and without, the use

of technology. This course is aimed at students who want to continue with Mathematics into Year 12 and Year 13, and possibly further study of other Mathematical subjects.

This course progresses to IBDP Mathematics and NCEA Level 2 Mathematics or Statistics.

How and what will I learn?

This course aims to develop students' skills in logical and systematic thinking; presentation and critical analysis of data; solving of both familiar and unfamiliar problems; abstract reasoning; and number processing using calculator and computer. The course comprises units covering: Algebra, Geometry, Trigonometry, and Statistics & Probability.

Students completing this course will develop the ability to:

- Think logically and systematically to develop sound mathematical arguments
- Present and discuss mathematical information
- Solve both familiar and unfamiliar problems using various problem-solving strategies
- Use technology to develop mathematical models and solve problems

How will I be assessed?

Students will be assessed in Terms 1, 2, and 3 through internal time-bound assessments. These assessments will include investigative tasks, written reports, and timed skill-based assessments. This will assess student understanding of mathematical models and patterns, along with students' fluency with different forms of mathematical representation, and their ability to investigate different mathematical scenarios. Term 4 will conclude with an end of year exam covering content from throughout the course.

MATHEMATICAL APPLICATIONS

Introduction to the course

This Mathematics course deals with mathematical theory and their application in real life problems. It will cover number, probability and statistics, geometry and measurement (including trigonometry).

This course is intended for students who enjoy describing the real world and solving practical problems using mathematics. This course will suit those students who enjoy mathematics best when seen in a practical context. It is aimed towards students who are not always confident with mathematics.

This course progresses to NCEA Level 2 Statistics. Please note, those who wish to continue onto the IB Diploma Mathematics course in Year 12 should study Mathematical Reasoning in Year 11.

How and what will I learn?

Students will learn through problem solving and visual examples as well as investigating problem-solving methods and completing some research. This course is comprised of units in Number, Statistics & Inference, Geometry, Measurement, Trigonometry, and Probability.

Students completing this course will develop the ability to:

- Present, discuss, and interpret statistical data
- Apply numeric reasoning to various contextual scenarios
- Solve familiar and unfamiliar problems using a variety of problem-solving techniques
- Use technology to understand and interpret mathematical models and solve problems

How will I be assessed?

Students will be assessed in Terms 1, 2 and 3 through internal time bound assessments. These assessments will include investigative tasks, written reports, as well as timed skill-based

assessments. Term 4 will conclude with an end of year exam covering content from one of the topics taught throughout the year.

Music

MUSIC

Introduction to the course

This is a dynamic course for active musicians that focuses on the practical and theoretical skills a working musician needs as a performer, composer and producer. The course will provide opportunities for students to develop their areas of strength and develop areas of weakness. A willingness to perform, compose and work with others is a prerequisite. Singers, instrumentalists and producers are all welcome.

How and what will I learn?

Students will work in practical settings as much as possible, firstly learning recording, live sound and computer music skills, and then developing performances and compositions. A high degree of independence and collaboration will be encouraged in order to complete work on personalised projects. The broad structure of the course includes units on performing, composing and music studies.

Students completing this course will develop the ability to:

- Develop advanced performance skills
- Develop advanced skills in the use of composing and editing software
- Develop analytical skills to describe the inner workings of music
- Gain experience and understanding in the use of live and recorded sound

How will I be assessed?

Assessments will take many forms over the year. Each unit will cover a mix of practical tasks that contribute to an overall grade. The final grade will be constructed from: Performance, Composition, Analysis, Music Technology.

Physical Education

PHYSICAL EDUCATION

Introduction to the course

The Year 11 Physical Education course offers ākonga a diverse range of engaging learning opportunities, primarily set in practical environments. Ākonga will be encouraged to deepen their understanding of movement concepts. This course is designed for those with a strong work ethic who enjoy an active and fun learning experience.

How and what will I learn?

Learning experiences will be predominantly practical, enriched with unique opportunities such as bubble football and guest speakers. Ākonga will learn to apply principles of anatomy, biomechanics, physiology, and psychology to various physical activities. Additionally, they will explore the impact of interpersonal skills and social responsibility within sports contexts.

Students completing this course will develop an understanding of:

- Functional anatomy, biomechanics, and exercise physiology
- Interpersonal skills and societal influences
- Physical activity performance
- Sports education, including coaching, leadership, personal training, event management and player management
- Skill analysis, including physical activity psychology

How will I be assessed?

Ākonga will be assessed in and through movement contexts using four varied assessments designed to encourage diverse response styles. These assessments will include self/peer reflections, written reports, and presentations. The self/peer reflection component will promote metacognition and allow ākonga to critically evaluate their own progress. Written reports will assess their ability to articulate

understanding, analyse information, and communicate effectively. Presentations will enable ākonga to showcase their knowledge, engage the audience, and demonstrate practical application.

Science

BIOLOGY AND ENVIRONMENTAL SYSTEMS

Introduction to the course:

This course is designed to provide students with an introduction to some of the key fundamental skills and understanding of both Biology and Environmental Systems. We have selected topics which are naturally interconnected to provide a comprehensive understanding of the intricate web of life - from the cellular and molecular levels of biology to the broader context of environmental science. If this course is done in conjunction with the Semester Biomedical course, it will prepare students for Year 12 study in either NCEA Biology or IB Biology and IB Environmental Systems and Societies.

How and what will I learn?

Students will learn through practical work, class discussions and online platforms. The topics studied will cover the structure and functions of cells, the inheritance of genetic traits, the diversity of life and interactions within ecosystems and the impact of humans.

Students completing this course will develop the ability to:

Think critically, research, investigate and make connections between observed phenomena which allow them to draw conclusions.

How will I be assessed?

During the year students will undertake three Common Assessment Tasks (CATs) which will comprise of an end-of-topic test and two written reports. A fourth CAT will be an examination at the end of the year.

PHYSICS AND CHEMISTRY

Introduction to the course

This course is designed to introduce students to the fundamentals of Physics and Chemistry and allow them to see the connections between the two subjects. Alongside the respective semester courses, it will cover content that will prepare students for NCEA Level 2, IBDP Physics or Chemistry.

How and what will I learn?

Students will learn through practical work, inquiry, class discussions and online platforms. The Chemistry topics students will cover are atomic structure and bonding, rates of reaction and organic chemistry. The Physics topics that are covered are electricity, light, heat, and magnetism using a microbit as a transducer and investigating machines. An additional skill developed will be the use of MS Excel to collect, transform and present data. With this background knowledge, students will begin to understand physical and chemical phenomena occurring in the world around them and the ways we can harness processes for human progress.

Students completing this course will develop the ability to:

Think logically and critically, to observe and describe Physics and Chemistry in everyday occurrences, and to identify commonalities and themes. Students will learn how to collect reliable qualitative and quantitative data, process and present it and derive conclusions justified with evidence.

How will I be assessed?

There will be a range of different school-based assessments for this course (end-of-topic tests and practical investigations) that make up three Common Assessment Tasks (CATs) throughout the year. A fourth CAT will be a summative exam at the end of the course.

Visual Art

FOUNDATION ART

Introduction to the course

The Foundation Art course is a pathway to studying art in Years 12 and 13. It is designed to provide students with the various skills required of young art students. Through this course, students may handle a variety of art-making media such as sculpture, painting, drawing, photography, and printmaking. This is an introductory course to senior art, so the aims of this course are to provide foundational knowledge of art-making processes and thinking. In this course, students will study the work of established artists, an important feature of studying Art at a senior level. Students are expected to purchase and maintain their own materials to supplement those supplied by the Art Department. As well, students may undergo field trips to visit galleries and exhibitions and will be expected to do so independently as well. Prior study of Year 10 Art (full year or semester) is highly recommended, and students are encouraged to discuss with the Head of Department Art prior to course selection.

How and what will I learn?

All work will be documented in a visual diary, with larger work being kept in folders. The programme will begin in quite a teacher-directed form and will gradually become more student-directed as the programme develops and will then be based on student needs.

Students completing this course will develop the ability to:

- Handle a range of art-making processes using various media
- Project manage effectively, think creatively, and work collaboratively
- Apply key skills such as:
 - Time and self-management
 - Critical art analysis
 - Annotation
 - Planning
 - Research

How will I be assessed?

There will be four main components of assessment in the Foundation Art programme.

- Visual Diary practice: This will require students to keep all work organised in their workbooks, including visual and material experimentation, self-reflection, and idea development
- Art Portfolio: This will require students to generate a range of completed works in a variety of media and will be presented at the end of the programme
- Artist research and comparison: This will require students to compare two self-selected artworks from established artists. Students will compare artistic ideas, historical backgrounds, formal qualities and functions, and the purpose of the works selected
- Control of drawing: This will require students to show a fluency of control of the materials used across a range of media and will include 2D drawing, 3D drawing, and photographic drawing

Semester Courses

Commerce

AN INTRODUCTION TO WEALTH MANAGEMENT

Introduction to the course

This semester course is aimed at all students, by providing them with life skills that will be useful now and in the future with their financial decision making. No prior knowledge will be needed and there is no expectation that they should take a commerce class in Year 11 or in future years.

Students will be introduced to the topics of Managing Income and Spending (budgeting), Savings and Investing (shares and the share market, property, compounding interest and KiwiSaver).

How and what will I learn?

Learning will be student centred, with a focus on independent learning. There will be an opportunity to develop their own personal finance plans and develop an understanding of key financial milestones in their lifetimes. Learning tools will consist of the online tool Banquer High and research to be reflected on the 'Real World' vs Banquer High simulation. There will be a \$30 approx charge for the subscription to Banquer High.

Students completing this course will develop the ability to:

- Demonstrate understanding of the effect of life stage factors on personal income sources
- Perform income-related calculations for personal financial management
- Demonstrate understanding of credit and debt in personal finances
- Demonstrate understanding of personal financial goal setting
- Produce a balanced budget to manage personal finances
- Demonstrate knowledge of personal financial saving and investment options

- Describe risks and basic risk management strategies for personal finances
- Develop an Investment strategy that leads to a researched investment portfolio

How will I be assessed?

Students will complete tasks including tests, presentations a report and an investment portfolio. This will be based on in class learning and their own research.

Costs

Approximately \$30

BUILDING A BUSINESS

Introduction to the course

This course is the perfect way for Year 11 students to learn how to run a small business. It is an authentic and fun learning experience that enables students to develop enterprising attributes while running a small one-off business enterprise. The course content and structure are adapted from the Young Enterprise Scheme (YES).

How and what will I learn?

Start-Up is an experiential learning programme built around the delivery of Business Studies. The purpose of the course is to carry out and review a product-based business activity within a classroom context with direction.

While the nature of the course is practical the fundamentals of Business Studies concepts will be learnt by the students. Some of the topics the students will learn are:

- Company formation and idea development
- Business planning
- Market research
- Creating the business plan
- Review, reflection, and financials

Students completing this course will develop the ability to:

- To work together to create a new product or service
- Learn about business planning, product development, marketing, and financial management
- To sell their product or service at a school market day

How will I be assessed?

Assessment will be based on pre-determined business objectives in line with:

- Operational efficiency
- Sustainability
- Profitability

Design Technology

DESIGN TECHNOLOGY PRODUCT MANUFACTURE

Introduction to the course

This course is designed to provide a foundation for students who are interested in either Materials Technology or Wearable Design Technology. This course focuses on product design using 3D printing and laser cutting. The course is industry focused on material design skills. Students will design and make products in a series of small projects developing manufacture and design skills. Students will make products such as lighting, jewellery and components for modular furniture. Students will respond to a design brief and complete an individual product design using a manufacturing technique and material of their choice.

How and what will I learn?

Students will learn to create a range of products using practical and software skills in 3D printing and laser cutting. These versatile technology skills can be used with materials ranging from wood, acrylic, plastics or fabric. Products will

range from lighting solutions, furniture and or costume. Students will learn to follow a design brief, develop a range of outcomes for a design solution and then produce a product. After completing a series of directed projects students will develop skills in their chosen manufacturing medium and complete a project of their choice. Students will learn how to project manage their workflow and complete a lighting, furniture or fashion product.

Students completing this course will develop the ability to:

- Use 3D CAD modelling and vector-based design software effectively
- Manufacture products using digital fabrication tools such as laser cutters and 3D printers
- Enhance creative thinking through project-based learning
- Develop practical skills across a range of media
- Project manage an individual design from concept to completion

How will I be assessed?

Students will be assessed in areas of the design process, fabrication skills, project management and concept development. They will submit a series of projects that illustrates their understanding and skills. Their final project outcomes will be depending on which composite material they choose to work with and their manufacturing method. There will be a \$60 cost to cover materials.

WEARABLE DESIGN

Introduction to the course

This course provides a foundation for students who are interested in Wearable Technology and Material Technology in Year 12. The course combines technology skills with artistic sculpture practice. Students are provided with foundational skills in creating and designing textiles and EVA costume foam. They will learn sewing and laser cutting techniques and conceptual design skills. Other materials such as 3D printing, resin and wire sculpture,

thermoplastics and modelling may be incorporated. Students interested in sculpture, designing costume for film and or fashion are encouraged. There will be a \$60 cost to cover materials.

How and what will I learn?

Students will learn through making practical outcomes in a range of materials, using hands on and machine production methods. Workshops exploring the topic such as, 3D printed textiles, thermoplastics, sewing and foam sculpture will run concurrently with students developing conceptual design skills. Students will also investigate scientific solutions to sustainability issues within the textiles industry. Students completing this course will create a wearable garment component or costume component project based on their areas of interest. Students will focus on self-management, collaboration, problem-solving, communication, and creative thinking through project-based learning.

Students completing this course will develop the ability to:

- Focus on visual communication and creative thinking through project-based practical learning
- Develop hands-on skills in:
 - Foam prop construction
 - Model making
 - Accessory design
 - Textile manipulation
 - Foam-smithing
 - Laser cutting
- Be assessed on key competencies relevant to the course
- Build capabilities in conceptual design, sculpture, project management, and practical execution

How will I be assessed?

Students will be assessed in areas of the design process, fabrication inquiry, project management and an individual design project. They will present solutions to problems in the areas of fashion, or a costume designed for film.

A practical independent project will be completed, using their area of interest and all other topics will be investigated through practical workshops and inquiry-based learning.

Film Studies

FILM STUDIES

Introduction to the course

In this course, students will explore the work of auteur filmmakers—directors known for their unique and recognisable cinematic styles. Through hands-on, practical learning, students will film their own sequences inspired by these auteurs. The course culminates in the creation of a 2-minute short film that blends their original work with stylistic elements drawn from their chosen directors. Students will be encouraged to challenge their understanding of cinematography, editing, storytelling, and sound as they begin to develop their own distinctive filmic voice.

How and what will I learn?

Students will learn to operate cameras and film scenes using techniques inspired by influential auteur directors. The course places a strong emphasis on practical filmmaking and editing, supported by a solid theoretical foundation. Students will work with editing software such as Premiere Pro, Premiere Rush, and CapCut. This practical experience will be enriched by an understanding of the stylistic and technical approaches used by various directors. The course also complements film studies units in English, allowing for cross-curricular connections.

Students completing this course will develop the ability to:

- Plan, shoot, and edit a short film sequence in the style of an auteur filmmaker
- Operate digital cameras and apply professional filming techniques
- Use editing software such as Premiere Pro, Premiere Rush, and CapCut

- Analyse and replicate the visual and narrative styles of influential directors
- Apply creative and critical thinking to cinematography, sound design, and storytelling
- Develop a personal filmic style through practical experimentation and reflection

How will I be assessed?

Students will be assessed through the completion of a 2-minute short film that demonstrates a clear understanding of the chosen auteur's style. In addition, they will submit process documentation that highlights their technical skills in camera operation, editing, and sound recording. This documentation will also reflect their ability to plan, execute, and reflect on their creative decisions throughout the filmmaking process.

Humanities

GEOGRAPHY

Introduction to the course

This course covers aspects of both human and physical Geography in the 21st Century. It prepares students for the future by equipping them with the thinking skills required to actively engage in a changing world. It aims to ignite student curiosity into real world issues by exploring different societies, cultures, and perspectives. It is a skills based course building on Year 10 MYP Humanities, and can lead to any IB Diploma or NCEA Humanities subjects.

How and what will I learn?

This course will investigate elements of natural formations and the cultural environment, as well as current issues, while integrating Geographic Information Systems (GIS) and digital technologies to produce a product. Students will focus on understanding:

- The unique characteristics of natural and cultural environments
- How environments are shaped by processes that create spatial patterns

- How people interact with natural and cultural environments
- The consequences of these interactions on both people and the environment

Students completing this course will develop the ability to:

- Interpret different perspectives and their implications on social structure
- Structure information and ideas for appropriate audience
- Use inquiry methods to collect and record relevant information
- Apply a range of mapping techniques

How will I be assessed?

- Fieldwork investigation
- Open-book fieldwork evaluation

CLASSICAL STUDIES

Introduction to the course

This semester course is for all students who enjoyed Humanities and are interested in the classical world (ancient Greece and Rome). It is designed to lead equally into NCEA Level 2 and 3 History or Classical Studies, or IB Diploma History. It may be taken in conjunction with its counterparts Egypt and Near Eastern Studies or History, or alone. This course will explore the relationship between the classical world and the modern one, with a focus on both continuity and change. It is an inter-disciplinary subject with topics selected from history, mythology, and archaeology, thus providing a "big picture" introduction to life in the ancient world.

How and what will I learn?

As a class we will study Greek and Roman mythology and religion, the Trojan War and epic heroes, the early days of archaeology and some of the great discoveries (Troy, Mycenae, Crete), and an introduction to the history of Greece and the Roman Empire.

Students completing this course will develop the ability to:

- Research and communicate ideas

- Critically evaluate written and visual sources of information
- Understand continuity and change as historical concepts
- Understand the ways everyday life and culture help shape historical societies

How will I be assessed?

- Greek or Roman Banquet (Research and Practical Activity)
- Roman Emperors (Investigation and Presentation)

HISTORY

Introduction to the course

This semester course is for all students who enjoyed Humanities and are interested in modern history. It is designed to lead equally into Level 2 and 3 History or Classical Studies, or IB Diploma History. All students taking this course will be well prepared to study either or both courses in either programme. It may be taken in conjunction with its counterpart Classical Studies or alone. The course will explore the relationship between the recent past and the present, with a focus on cause and consequence, continuity and change, and the different perspectives of individuals and groups on contested events. The course will use a range of case studies to explore how different individuals and groups have amassed power and influence, and how people has responded to these individuals and groups.

How and what will I learn?

Framed around the concepts of social and political change in the twentieth century, this course will draw on a range of case studies to highlight the causes and effects of individuals and groups amassing power. Topics studied could include the rise of authoritarian leaders in Europe (Hitler, Mussolini, Stalin), the 1917 Russian Revolution and the Black Civil Rights Movement. Through these topics, students will also consider what lessons can be learnt from our history and how we can apply those lessons to the world we live in today.

Students completing this course will develop the ability to:

- Critically evaluate sources of information, both primary and secondary, and assess their value and limitations
- Identify the origins and purposes of sources of information, and the potential biases that accompany those origins and purposes
- Understand continuity and change as historical concepts
- Understand that the way people engage with history can change, and can be influenced by contemporary cultural and political factors

How will I be assessed?

- Investigation
- Essay

Music

MUSIC PRODUCTION

Introduction to the course

This is a course for songwriters, beat makers, producers and those wanting to learn more about music recording. Advanced techniques of creating, structuring and recording music will form the basis of two major practical projects. There is no requirement to read music or play an instrument, just a need for people wanting to develop their creative skills and learn the techniques of recording music. There are clear pathways to NCEA and IB Diploma Music following this course, and it can also act as a complementary course to Full Year Music.

How and what will I learn?

Students will develop knowledge of recording technology and music production software with two major projects creating original music individually and in a team. There will be opportunities to develop their own genres and use all the resources available at Scots College to achieve quality recordings. An important part of the course is developing skills as a

producer and learning how to work effectively in collaboration with other musicians.

Students completing this course will develop the ability to:

- Create original music
- Develop music studio skills
- Act as a producer
- Learn how to work collaboratively

How will I be assessed?

Assessment will be focussed around two major projects where you will create, record and produce original music in styles of your choice. The final grade will be constructed from: Musical Structuring, Creativity, Music Technology, Collaboration.

Science

BIOMEDICAL SCIENCE

Introduction to the course

Through studying this course, students will develop an awareness of the complex internal systems of humans and how these systems work together to keep us alive. This course alongside the full year Biology and Environmental Systems course will prepare students for NCEA Level 2 or IBDP Biology.

How and what will I learn?

Students will learn through practical work, class discussions and online platforms. The topics studied will cover the immune system and how it responds to disease and microbes. Students will also explore the central and peripheral nervous system – how it controls our behaviour and how drugs interfere with it.

Students completing this course will develop the ability to:

- Understand the interconnectedness of biological systems
- Conduct scientific research and investigations
- Apply critical thinking skills in a scientific context

How will I be assessed?

During the course students will undertake two Common Assessment Tasks (CATs) which will comprise of a presentation and an end-of-topic test.

CHEMISTRY

Introduction to the course

This course will provide key foundation knowledge and practical skills and, alongside the full year Physics and Chemistry course, will prepare students for NCEA Level 2 or IBDP Chemistry.

How and what will I learn?

Students will learn through practical work, class discussions and online platforms (e.g. Education Perfect, Gizmo). The course is designed as an introduction to stoichiometry, writing chemical equations and solubility/precipitation.

Students completing this course will develop the ability to:

- Calculate the unknown concentration of a solution using titration
- Determine concentration via colorimetry using a standard curve
- Identify unknown ions in a solution through qualitative analysis
- Perform chemical calculations involving the mole

How will I be assessed?

There will be two Common Assessment Tasks (CATs) which centre around practical inquiry. Common Assessment Task 1 involves two mini-investigations: the first where concentration of an unknown solution is determined via titration and the second which identifies unknown ions in solutions. Common Assessment Task 2 is an inquiry investigation using colorimetry.

PHYSICS

Introduction to the course

This course will offer additional Physics topics to provide key foundation knowledge required for future studies. This course alongside the full year Physics and Chemistry course will

prepare students for NCEA Level 2 or IBDP Physics.

How and what will I learn?

Students will learn through a variety of methods including class discussion, developing and using theory and practical work. Topics will include experimental investigation, mechanics and wave characteristics (reflection, refraction, dispersion and diffraction). Students will learn where and how they are used in the scientific world and in everyday life.

Students completing this course will develop the ability to:

- Think logically and analytically in a scientific context
- Recognise commonalities and overarching themes across scientific disciplines
- Experimentally determine relationships in physics through practical investigation

How will I be assessed?

Students will write up a practical report and complete end of topic tests.

Sports and Exercise Science

SPORTS AND EXERCISE SCIENCE

Introduction to the course

The Sports and Exercise Science course aims to develop ākongā understanding of the functional components of health and fitness. Ākongā will explore physiological, biomechanical, psychological, and motor control aspects of physical education. The course is designed to be practical, focusing on the real-world application of the science behind human movement. It prepares ākongā for the IBDP Sports Science course and enhances their understanding of NCEA topics in Physical Education, providing insights

into university research and testing methods as well as the foundations of sports and exercise science.

How and what will I learn?

This semester-long course consists of modules including Sports Nutrition, Anatomy, Biomechanics, Energy Systems, Exercise Physiology, and Sports Psychology. Learning occurs through lectures, seminars, guest speakers, gym and weight room sessions. Enrichment opportunities include activities such as diving and bubble football.

Students completing this course will develop an understanding of:

- Sports Nutrition: Macro and micronutrients
- Energy Systems: Aerobic and anaerobic systems
- Exercise Physiology: The body's response to training (heart rates, stroke volume, temperature regulation)
- Anatomy: Muscles and bones
- Biomechanics: How our body moves and why, improving sports performance through technique, principles of balance and stability related to sporting movements
- Sports Psychology: Arousal, visualisation, self-talk, goal setting

How will I be assessed?

Ākongā will be assessed through a variety of methods to ensure a comprehensive evaluation of their understanding and skills. These methods include short response tests, practical performance assessments, and research projects. Short response tests will evaluate their grasp of key concepts, while practical performance assessments will allow them to demonstrate their skills and apply theoretical knowledge in real-world activities. Additionally, research projects will involve investigating sports science topics, analysing data, and presenting findings through reports or presentations.

Visual Art

DESIGN AND ILLUSTRATION

Introduction to the course

The Design and Illustration course is a pathway to studying art in Years 12 and 13. It is designed to provide students with the various skills required of young art students. Through this course, students will focus on either a small-scale branding or an illustration project with a focus on character or environmental concept design. There will be a focus on drawing for design and illustration as well as digital design or illustration skills. This is an introductory course to senior art, so the aims of this course are to provide knowledge of art-making processes and thinking. Students are expected to purchase and maintain their own materials to supplement those supplied by the Art Department. Prior study of Year 10 Art (full year or semester) is highly recommended, and students are encouraged to discuss with the Head of Department Art prior to course selection.

How and what will I learn?

All work will be documented in a visual diary, with larger work being kept in folders. There will also be a 3D component in this programme. The programme will begin quite teacher-directed and will gradually become more student-directed as the programme develops and will be based on student needs.

Students completing this course will develop the ability to:

- Handle a range of design or illustration materials and technologies
- Manage large-scale projects, think creatively and work collaboratively
- Skills including time and self-management, critical art analysis, annotation, planning and research

How will I be assessed?

- There will be four main components of assessment in the Design and Illustration Art programme
- Visual Diary practice: This will require students to keep all work organised in their workbooks, including visual and material experimentation, self-reflection, and idea development
- Art Portfolio: This will require students to generate two completed works. One will be an A2-sized poster and the other will be a 3D-created graphic design idea or character
- Design or illustration research and comparison: This will require students to compare two self-selected designs or illustrations from established artists. Students will compare the formal design or illustration qualities and the intended audience and purpose of the works selected
- Control of drawing: This will require students to show a fluency of control of the materials used across a range of media and will include 2D drawing and 3D drawing

Years 12 & 13 Courses

Course Structures (IBDP)

International Baccalaureate Diploma Programme (IBDP)

The International Baccalaureate Diploma Programme (IBDP) is an internationally recognised two-year qualification based on subjects studied in Years 12 and 13. It aims to give students a broad holistic pre-university qualification. It is assessed in six main subject areas as well as Creativity, Activity and Service (CAS – this looks at community service, sporting and cultural activities), Theory of Knowledge (TOK – this looks at the philosophy of knowledge) and an Extended Essay (4000 words) in a subject of the student's choice.

The IB Diploma was first introduced at the College in 2010. Students entering Year 12 have the choice of pursuing the IB Diploma or NCEA, but not both.

The Diploma Programme prepares students for university and encourages them to:

- ask challenging questions
- learn how to learn
- develop a strong sense of their own identity and culture
- develop the ability to communicate with and understand people from other countries and cultures.

Students considering the IB Diploma Programme should note the following are important:

- a sound record of achievement to date
- self motivated and a desire to be challenged
- independent learning skills
- good organisational and time management skills
- a desire to keep your options broad
- an interest in an international perspective.

In the IB Diploma there are six groups of subjects to choose from:

- Mother Tongue Language: (Literature)
- Language Acquisition
- Individuals and Societies
- Sciences
- Mathematics
- Arts

The Core

The Core is made up of 150 hours of Creativity, Activity and Service, a 4000-word Extended Essay and Theory of Knowledge course.

Creativity, Activity and Service (CAS) is a pass/fail component of the core. Students choose a variety of activities that span creative endeavours, physical challenges, and service opportunities. Students engage in experiential learning and write reflections on seven related learner outcomes. They produce a portfolio of their activities over the two years of the course.

The Extended Essay (EE) is chosen in any of the IB Diploma subjects. Students are advised to write their Extended Essay on a topic related to a subject they study. Students will be led through the process of writing the EE in Core classes. They are also allocated an EE supervisor who will also provide feedback. The EE process begins in Term 3 of Year 12 of the Diploma and finishes in Term 2 of Year 13.

The Theory of Knowledge (TOK) component of the IB Diploma is a major part of the Core. Over seven terms, IB students grapple with the central knowledge question at the heart of TOK – how do we know? In essence, students

explore how knowledge is created, understood and shared. They also explore how knowledge changes over time. The course is framed by a central theme (*knowledge and the knower*), along with optional themes such as *knowledge and language*. Students discover how knowledge is developed in disciplines like History and the Natural Sciences.

TOK is assessed through an exhibition at the end of Year 12 and through a piece of extended writing in Year 13. The exhibition is marked internally and moderated externally; the essay is assessed externally. TOK is also addressed in subject lessons, helping students to make meaningful and authentic connections and realise the characteristics of the IB learner profile.

IBDP Course Design

The IB Diploma subjects are offered at two levels, standard level (SL) and higher level (HL). Each course is 150 hours and 240 hours of study respectively. All students must study three SL and three HL subjects chosen from each of the six groups with the exception of group 6 which can be omitted allowing two choices from either of the groups 3 or 4. Environmental Systems and Societies belongs to both the Science and Individual and Societies subject areas. This allows students to select two subjects from another area. The table below outlines the subjects available:

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Mother Tongue Language	Language Acquisition	Individuals and Societies	Sciences	Mathematics	The Arts
Literature	French	Economics	Biology	Analysis and Approaches	Music
Language and Literature	Spanish	History	Chemistry	Applications and Interpretation (SL)	Visual Arts
	Chinese	Geography	Physics		
		Psychology	Computer Science		
		Business Management	Sports Exercise and Health Science		
		Environmental Systems and Societies (SL)	Environmental Systems and Societies (SL)		

Some examples of choices taken by current students are:

Higher level	Standard level	Higher level	Standard level
English	Mathematics	Mathematics	History
French	Chemistry	Chemistry	Spanish (<i>Ab Initio</i>)
History	Visual Arts	Physics	English

Resource Fees

All Year 12 and 13 students will have a paid subscription to the full suite of Education Perfect online resources. Education Perfect provides online learning and assessment in most subject areas. It also provides a platform for digital assessment. The cost of the annual subscription is approximately \$70.

There is an online resource and textbook fee of approximately \$300 per year.

For other subject related resource fees, please see individual course descriptions.

Please note that resource fees are separate from the IBDP examination fees. Please see page 72 for those details.

Frequently Asked Questions

How is the IBDP assessed?

Assessment happens in a variety of ways throughout the two-year Diploma. It includes assessment of student work both by outside examiners, as well as the students' own teachers.

Each course has an internally assessed component of around 20–50% of the course and the balance is from externally assessed work, including examinations at the conclusion of the two-year Diploma. This gives students every opportunity to demonstrate the knowledge and skills they have acquired.

Subjects are scored on a 1–7 scale with up to three core points for Theory of Knowledge and the Extended Essay. Students must get at least 24 points out of a possible 45 and satisfy other requirements (see IBDP student handbook).

Do all students who attempt the IBDP earn the qualification?

No. Students must achieve the pass mark of 24 or more points.

On average the world average score is 30 and the average Diploma award rate is 80%.

In Australasia the average score is 33 and the award rate is 92%.

To date, at Scots the average score is 33 and 100% of students have gained places at universities.

How are the subjects developed?

Each subject is reviewed every six years, guaranteeing the most relevant, contemporary curriculum anywhere in the world.

What about learning specific to NZ?

As well as focussing on international perspectives of learning and teaching, the curriculum insists students fully explore their home culture and language. This equips IB Diploma holders to not only debate real-world issues from an international perspective but also to provide leadership and support both locally and globally.

The IBDP sounds like a lot of extra work. What are the advantages?

- There is little extra time involved. The IBDP commitment is comparable to the workload for students who wish to achieve merit or excellence in NCEA
- The Diploma is based on a broad and balanced curriculum. The Diploma encourages students to become lifelong learners rather than aiming to simply “get the grade”
- Students develop a sense of the world around them, their responsibility to it, and the skills with which to embrace the complexities of life
- The IBDP, based upon the best practices from national systems of education around the world, is designed to provide a qualification recognised by universities all over the world
- It encourages students to appreciate cultures and attitudes other than their own and to be informed, tolerant and willing to communicate with others
- The Diploma provides a broad general education while still allowing specialised study in areas corresponding to an individual's particular interests and plans for the future

Can students transfer from one IBDP school to another?

Yes, but while the Diploma itself is the same from school to school, the subject choices available to students will vary. Timelines and deadlines for a Diploma's central elements – Extended Essay, Theory of Knowledge (TOK), Creativity, Activity and Service (CAS) – usually vary also.

What is “Theory of Knowledge”?

Theory of Knowledge (TOK) is a seminar-type course that explores the linkages between subject areas. It challenges students to consider what they know and how they learn. Students organise an exhibition and write a 1600-word essay in order to successfully complete the course. Essentially this is helping to teach them ‘how’ to think.

What is “CAS”?

CAS stands for Creativity, Activity and Service. In order to successfully complete the IB Diploma, each student performs a number of activities that are evenly split among creative, action, and service-oriented endeavours. This allows students to formalise and reflect on activities that they are already doing. The CAS coordinator assists all students to develop an appropriate programme.

Can a student be in the IBDP and be in sports, music, or other extracurricular activities?

Absolutely. Many of our IBDP students are involved in either sports or other

extra-curricular activities such as band, scouting, church groups, external music or dance lessons, to name a few. Some of our most successful students are our busiest. Success in the IB Diploma Programme depends upon the student's ability to manage their time, set priorities, and follow through with commitments.

Which foreign language should I choose for the Diploma?

We would encourage students to continue to study any language course from previous years thus maintaining a continuum of learning to a good level of understanding. However, if a foreign language was not studied previous to Year 12 there is the choice of the Ab Initio option which is a beginners course. The study of a second language is compulsory for the IB Diploma Programme.

My skills and interests are in the sciences. How does the IBDP address this?

Many good science students elect to take two higher level science courses. The science courses have an interdisciplinary project which involves solving a science problem from the perspective of all three experimental sciences. This is a good reflection of the approach taken in real situations.

If IBDP isn't right for me, can I transfer to NCEA?

Yes, this is possible either during or at the end of Year 12 but not thereafter.

How will IBDP help me at university?

The IBDP is an excellent preparation for university studies and is accepted by leading universities worldwide, and in New Zealand as a university entrance qualification.

Some universities offer scholarships to students with the Diploma and others, like the University of Canterbury, at the discretion of academic departments, may reward students with excellent Diploma grades by exempting the requirements for admission to second level courses.

IBDP Subjects and Prerequisites

(AVAILABILITY SUBJECT TO MINIMUM CLASS NUMBERS)

GROUP 1: Mother Tongue Language

LANGUAGE A: LANGUAGE AND LITERATURE (ENGLISH) (HIGHER OR STANDARD LEVEL)

Course Description

This is a language and literature-based course in which students study both language and literature from New Zealand and abroad. A wide variety of genres are studied including poetry, novels, plays and media.

Assessment

Standard Level:
Internal: 30% – Individual oral
External: 70% – Examination

Higher Level:
Internal: 20% – Individual oral
External: 80% – Examination
(60% exam; 20% HL Essay)

Prerequisites

Students will need to have achieved well in Year 11 English.

LANGUAGE A: LITERATURE (CHINESE) (HIGHER OR STANDARD LEVEL)

Course Description

In this course, students will focus exclusively on literary texts, both from Chinese origins and translated work, adopting a variety of approaches to textual criticism. Students will explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world. A range of genres will be studied, including poetry, dramas, prose: fiction and prose: non-fiction.

Assessment

Standard Level:
Internal: 30% – Individual oral
External: 70% – Examination

Higher Level:
Internal: 20% – Individual oral
External: 80% – Examination
(60% exam; 20% HL Essay)

Prerequisites

Students should have Chinese as their mother tongue language. Students will need to be very proficient at reading and writing in Chinese.

GROUP 2: Language Acquisition

YEARS 12 AND 13

The languages currently offered at Scots College in the IB Diploma Programme are French, Spanish and Mandarin. Students opting for Chinese A may choose to take English B as their Group 2 subject.

FRENCH (HIGHER OR STANDARD LEVEL OR AB INITIO)

SPANISH (HIGHER OR STANDARD LEVEL OR AB INITIO)

CHINESE (HIGHER OR STANDARD LEVEL OR AB INITIO)

ENGLISH (HIGHER OR STANDARD LEVEL)

Course Description

These two year courses focus on language acquisition and development in the four language skills: listening, speaking, reading and writing. The syllabus comprises three parts: language, texts and cultural awareness, and gives students the opportunity to reach a high degree of competence in the language, and to explore its culture in an international context. Students develop

an ability to interact and communicate clearly and effectively in a range of situations, to express their opinions on a variety of subjects and to understand and use a range of vocabulary. Students read both literary and non-literary texts and learn to write in a variety of formats and contexts.

Ab Initio (Standard Level) Course Description

The Ab Initio course is designed for those students who have little or no prior experience in language of choice. Students can choose to study a European Language (Spanish* or French*) or an Asian Language (Mandarin).

* Language option is dependent on student numbers.

Assessment (SL and HL)

Internal: 25% – Individual oral
External: 75% –
25% productive skills (written assessment); 50% receptive skills (listening and reading assessment)

Assessment (Ab Initio)

Internal: 25% – Individual oral
External: 75% –
25% productive skills (written assessment); 50% receptive skills (listening and reading assessment)

Prerequisites

For SL and HL, students must have completed a Year 11 course in the language. Optional study of HSK, DELF and DELE would be beneficial but not essential.

There are no prerequisites for entry in to Ab Initio. Ab Initio must be a language that the student has not studied previously.

Extra-curricular activities

Students are encouraged to take advantage of a range of other cultural

and linguistic opportunities, both at and outside school, through film, TV, the international press and a host of internet sites promoting language study. Local and national competitions are a regular feature of language study.

For further clarification on the differences between Ab Initio, SL & HL, please contact the Learning Area Coordinator, Ms Sadat.

For other language requests please see the IB Diploma Co-ordinator.

GROUP 3: Individuals and Societies

ECONOMICS (HIGHER OR STANDARD LEVEL)

Course Description

This course is aimed at students who wish to understand more about the New Zealand and world economies. It prepares students for further study of social sciences or business and gives them a personal understanding of the economic environment in which they live.

Traditional economic theory of demand and supply is taught and applied to a range of current economic situations. We investigate inflation, unemployment, economic growth and development issues, international trade and exchange rates. Destruction of the environment, pollution as a result of production and reduction of poverty in the less developed nations are interesting issues covered from an economic perspective. The higher level course includes a study of the theory of how firms make decisions, which involves using graphical analysis.

Assessment

Standard Level:

Internal: 30% – Guided coursework (written portfolio)

External: 70% – Written examination

Higher Level:

Internal: 20% – Guided coursework (written portfolio)

External: 80% – Written examination

Prerequisites

There are no prerequisites for this course, however given the academic rigors of the course, it is recommended that students have achieved well in Year 11 Commerce and English.

HISTORY (HIGHER OR STANDARD LEVEL)

Course Description

This course provides students with the opportunity to study individuals and societies in a variety of nineteenth and twentieth century contexts by exploring political, economic, and social issues and developments. Within these historical contexts an understanding of the methodology and practice of the discipline of History will be developed further. Students learn to ask and answer important questions, evaluate evidence, identify and analyse different interpretations of the past, and substantiate their arguments and judgments.

Topics studied include Causes and Effects of 20th Century Wars, The Cold War, and The Move to Global War at Standard Level, with an addition of Korea, China, and The Cold War in Asia at Higher Level.

What will I study?

Standard Level:

- Causes and Effects of Twentieth Century Wars
- The Cold War and Super Power Rivalries
- The Move to Global War

Higher Level (as above plus):

- Colonialism and National Identity in Oceania
- Korea and China
- The Cold War in Asia

Assessment

• 80% – Written Examination (HL), 75% – Essays (SL)

• 20% – Individual Assignment (HL), 25% – Historical Investigation (SL)

Prerequisites

Recommended but not required – any of Year 11 History, Classical Studies, or Humanities.

BUSINESS MANAGEMENT (HIGHER OR STANDARD LEVEL)

Course Description

Business management is a rigorous, challenging and dynamic discipline in the individuals and societies subject group. The role of businesses, as distinct from other organisations and actors in a society, is to produce and sell goods and services that meet human needs and wants by organising resources. Profit-making, risk-taking and operating in a competitive environment characterise most business organisations.

Business Management studies business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. It examines how business decisions are influenced by factors internal and external to an organisation, and how these decisions impact upon its stakeholders, both internally and externally.

The course is underpinned by six key concepts: change, culture, ethics, globalisation, innovation and strategy. Students will explore the relationships between these concepts, the tools, techniques and theories of business management utilising appropriate real life case studies.

Assessment

Internal: 25% (HL), 25% (SL) – Guided coursework (written assignment)

External: 75% (HL), 75% (SL) – Written examination

Prerequisites

No specific previous knowledge of business and management is required. However, the course aims for students to be able to apply business principles, practices and skills. Therefore, Year 11 Commerce would be beneficial as well as a good achievement in Year 11 English.

ENVIRONMENTAL SYSTEMS AND SOCIETIES (HIGHER OR STANDARD LEVEL)

Course Description

This course aims to provide students with an understanding of the relationship between humans and the environment. That enables students to adopt an informed personal view of the wide range of pressing environmental issues that we face e.g. climate change and encourages consideration of the choices and decisions that they make in their lives.

Environmental systems and societies meets the requirements of both group 3 and 4 allowing students further choices. This includes another subject from group 3 or 4 or two subjects from group 6.

Assessment

Higher Level:

Internal: 20% – Practical work

External: 80% – Written examination

Standard Level:

Internal: 25% – Practical work

External: 75% – Written examinations

Prerequisites

No specific previous knowledge of science or geography required. However, as the course aims to foster an international perspective, awareness of local and global environmental concerns and an understanding of scientific methods, any science or geography would be good preparation.

PSYCHOLOGY (HIGHER OR STANDARD LEVEL)

Course Description

The DP psychology course focuses on conceptual understanding and the ability to apply concepts across a variety of contexts. Throughout this course students will learn how human behaviour can be analysed through a biological, cognitive and social approach. This content is framed through the contexts of Health and Wellbeing, Human Relationships, Human Development, and Learning and Cognition. A key

focus is on understanding the empirical evidence that supports the theories, gaining a deep understanding of psychological research methods through reviewing existing research and practical application of research through enquiry.

Assessment

Higher Level:

Internal: 20%

External: 80%

Standard Level:

Internal: 30%

External: 70%

Prerequisites

Year 11 Biology and Environmental Systems is highly recommended.

GEOGRAPHY (HIGHER OR STANDARD LEVEL)

Course Description

The study of Geography is an exciting opportunity to develop a deeper understanding of how individuals, societies and the physical environment interact. We do this by exploring conceptual understandings like physical processes, places, who has power and future possibilities. Through a balanced program of physical and human geography we inquire into changing human populations, the increasingly important role of climate change, and patterns of consumption and sustainability. We also explore geographic themes such as sports and tourism, disasters, oceans, food and health, and urban patterns. Higher Level students will also examine contemporary global issues and patterns. Geography challenges our views, sharpens our skills, and promotes a true international understanding.

Assessment:

- 80% – Written Examination (HL), 75% – (SL)

- 20% – Individual Assignment (HL), 25% – Inquiry and Analysis (SL)

Students receive opportunities throughout the two years to practise and refine the skills required for the two

forms of assessment. We are assessed on our knowledge and understanding, application and analysis of that knowledge, synthesis and evaluation and selection and application of skills.

Prerequisites

Recommended but not required – Year 11 Humanities or Geography.

GROUP 4: Experimental Sciences

BIOLOGY (HIGHER OR STANDARD LEVEL)

Course Description

Biology is the study of the living world. It involves the following topics: cells, biochemistry, genetics, ecology, evolution, human health and physiology, plant science.

Assessment

Internal: 20% – Practical work

External: 80% – Written examinations

Prerequisites

Year 11 Biology and Environmental Systems full year course. The Year 11 Biomedical Science course is also recommended.

CHEMISTRY (HIGHER OR STANDARD LEVEL)

Course Description

Chemistry is the study of matter. It involves the behaviour of materials and what happens when substances react to form new substances. This course covers: quantitative chemistry, atomic structure and bonding, periodicity, energy in reactions, rates of reactions, organic chemistry, equilibrium, acid/base chemistry, oxidation-reduction, and spectroscopy.

Assessment

Internal: 20% – Practical work

External: 80% – Written examinations

Prerequisites

Year 11 Physics and Chemistry full year course. The Year 11 semester Chemistry course is also recommended.

PHYSICS (HIGHER OR STANDARD LEVEL)

Course Description

The course covers: motion, forces, waves, thermal physics, electrical, simple harmonic motion, electric and magnetic fields, fission, space and nuclear physics. Higher level students also study: relativistic motion, rotational motion, electromagnetic induction and quantum models.

Assessment

Internal: 20% – Practical work

External: 80% – Written examinations

Prerequisites

Year 11 Physics and Chemistry full year course and Year 11 Maths-Reasoning. The Year 11 semester Physics course is also recommended.

ENVIRONMENTAL SYSTEMS AND SOCIETIES (HIGHER OR STANDARD LEVEL)

For full course description see Group 3.

COMPUTER SCIENCE (HIGHER OR STANDARD LEVEL)

Course Description

This course is geared towards innovation in computer science. Topics to be studied, including practical work, are computer fundamentals, networks, databases, machine learning, computational thinking, and programming.

Assessment

Internal: 20% – Development of a computational solution

External: 80% – Written examination

Prerequisites

Year 11 Computer Science.

GROUP 5: Mathematics

ANALYSIS AND APPROACHES (HIGHER OR STANDARD LEVEL)

Course Description

The analysis and approaches course is designed for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments, and develop strong skills in mathematical thinking. They will explore real and abstract applications, sometimes with technology, and will enjoy the thrill of mathematical problem solving and generalisation. Students will spend approximately 30 hours of the course in independent research and study for their investigation (see assessment).

Topics and suggested hours of programmed learning:

- Number and Algebra:
19 hours (SL), 39 hours (HL)
- Functions:
21 hours (SL), 32 hours (HL)
- Geometry and trigonometry:
25 hours (SL), 51 hours (HL)
- Statistics and probability:
27 hours (SL), 33 hours (HL)
- Calculus:
28 hours (SL), 55 hours (HL)

Assessment

Students will write an investigation which will be internally marked and externally moderated. The investigation contributes 20% to their final grade.

Both the standard and higher levels have external exams. Exam paper 1 is a non-calculator assessment worth 40% of the SL grade and 30% of the HL grade. Exam paper 2 is a calculator-required assessment worth 40% of the SL grade and 30% of the HL grade. Higher level students have a third exam paper of extended problems which is worth 20% of the HL grade.

Prerequisites

Students will be required to have achieved well in Year 11 Mathematical Reasoning to pursue this course. Students without the pre-requisites are required to meet with the Head of Mathematics prior to entry.

APPLICATIONS AND INTERPRETATION (STANDARD LEVEL)

Course Description

This course is for students who are interested in developing their mathematics for describing our world, modelling and solving practical problems using the power of technology. Students who take this subject will be those who enjoy mathematics best when seen in a practical context. Students will spend approximately 30 hours of the course in independent research and study for their investigation (see assessment).

Topics and suggested hours of programmed learning:

- Number and Algebra: 16 hours (SL)
- Functions: 31 hours (SL)
- Geometry and Trigonometry:
18 hours (SL)
- Statistics and Probability:
36 hours (SL)
- Calculus: 19 hours (SL)

Important note: Students need to check that their desired course at university accepts Math AI. Some courses such as Engineering require Math AA. Check with Miss Neil, the Future Pathway Coordinator.

Assessment

Students will write an investigation which will be internally marked and externally moderated. The investigation contributes 20% to their final grade.

There are two external exam papers. Exam paper 1 is a short-response-questions assessment worth 40% of the SL grade. Exam paper 2 is an extended-response-questions assessment worth 40% of the SL grade. Students are required to have calculators for each exam.

Prerequisites

Students will be required to have achieved well in Year 11 Mathematical Reasoning to pursue this course. Students without the pre-requisites are required to meet with the Head of Mathematics prior to entry.

GROUP 6: The Arts

MUSIC (HIGHER OR STANDARD LEVEL)

Course Description

This course combines the study of musical styles, performance and composition into four units of study. Exploring Music studies will investigate electronic music and chamber music, Experimenting studies, New Zealand Hip Hop and dramatic music, Presenting will develop a portfolio of performances and compositions, and Making (Higher Level only) is a chance to collaborate with another artist to make a joint project. It will be important to have a sense of independence and the ability to collaborate.

Assessment

IB Diploma Music is assessed through practical and written tasks throughout the course. There is no final exam.

Prerequisites

Students are expected to have:

- attained an advanced level with an instrument or voice
- proven experience in composition
- a high understanding of music theory and analysis.

Entry is at the discretion of the Head of Music.

VISUAL ARTS (HIGHER OR STANDARD LEVEL)

Course Description

There are a number of options within the standard level and higher level courses, but for whichever option a student chooses there are three compulsory

parts: the workbook, the comparative study and the exhibition.

The studio work criteria reward the pursuit of projects in a variety of media, the development of original ideas, the discovery of creative solutions and the acquisition of technical skills.

Work of quality which shows a maturity of artistic understanding at the end of the course is preferable to work which shows a superficial acquaintance with a large number of materials.

Assessment

Internal: 40% – Exhibition of 8–11 completed works (or 4–7 for Standard Level), this includes a curatorial rationale

External: 60% – 20% is a comparative study that examines and compares a range of works by a range of artists, the form of this is presented as a powerpoint; and 40% is the process portfolio that include 13–25 workbook pages where experimentation and art-making activities are documented

NB: All candidates complete a record booklet as part of moderation. It includes: a personal statement, photographs of studio work and photocopied workbook pages.

Prerequisites

Year 11 Foundation Art or equivalent highly recommended.

Course Structures (NCEA)

National Certificate in Educational Achievement (NCEA) – Levels 2 and 3

NCEA has three levels, Level 1, Level 2 and Level 3, and there is also NZ Scholarship for the most able students.

Scots College does not offer any credits towards the Level 1 certificate.

At least 50% of the year's work in most subjects will be externally assessed, in general by means of a three-hour examination, while up to 50% (depending on the subject) will be internally assessed. This external assessment will only take place in Years 12 and 13. Scholarship is assessed purely by means of a three-hour examination (or a folio of work in the case of DVC and Visual Art, or a written report for Technology).

How does it work in practice?

The curriculum content of each subject at each level is divided up into about five to eight 'topics' and each of these topics is either internally or externally assessed.

For each topic there will be an Achievement Standard (AS) which specifies exactly what the students must do in order to 'pass', earning credits towards the NCEA. For each standard there are three levels of achievement: achieved, achieved with merit, and achieved with excellence.

Some of the subjects at Scots College will be assessed by Unit Standards (US). Unit Standards have one level of achievement only. Credits achieved from Unit Standards have the same status as those from Achievement Standards for the NCEA Level 2 and 3 certificates.

To achieve NCEA students will have to accumulate a certain number of credits (see below). So each student's official

annual results (issued in May of the following year) will show:

- Credits gained from the standards (both external and internal)
- Grades (achieved, merit or excellence) for each standard
- Examination results for the externally assessed standards
- The level of NCEA completed including any applicable endorsements

After students have left school, they will be able to complete or upgrade their NCEA level. NCEA credits can be gained in most courses at polytechnics and colleges of education, and in accredited private and government training establishments and on-job training programmes.

NCEA results are recognised by tertiary institutions (both New Zealand and overseas) and employers. For some purposes, internal results may be more relevant; for others, examination results may be more relevant. But for most purposes a combination of all results will give a clear picture of a student's achievements.

As part of our commitment to hauora Year 12 NCEA students continue with Leadership, Health, and Religious Education lessons once a week.

NCEA Levels 2, 3

To gain NCEA at any level, 60 credits need to be achieved at that level or higher. In addition, the literacy and numeracy corequisite of 20 credits must also be achieved. The corequisite only needs to be completed once and contributes to all levels of NCEA. Most students will gain the corequisite in Year 11 and those who do not will be given further opportunities in Year 12 and 13. Refer to page 10 for further information on the co-requisite.

For 2026, Year 13 will be able to use the interim provisions, which use the literacy and numeracy credits they have gained from standards in Year 12.

Endorsement

The NCEA Level 2 and 3 certificates may be endorsed 'with excellence' or 'with merit' if at least 50 of the credits are gained with excellence/merit respectively. Individual subject endorsements are also available where a student gains 14 or more credits in a subject with excellence/merit/achieved respectively, provided at least 3 credits are external and 3 credits are internal (PE is exempt from this requirement).

Examinations NCEA Levels 2, 3

A student gains credits in each subject, some internally assessed, some externally assessed. The externally assessed credits are examined in most subjects by three-hour examinations in November (but not Visual Art, DVC, Physical Education, Materials or Wearable Design Technology).

University Entrance

Another important qualification is University Entrance, which entitles a student to a place at a university. To achieve this, NCEA Level 3 must be attained with the following provisos: 14 Achievement Standards credits are needed at Level 3 in each of three approved Level 3 subjects. Also required are 10 UE approved Literacy credits at Level 2 or above (5 reading/5 writing), (refer to page 4).

NZ Scholarship (Year 13)

In addition, the most able students are encouraged to enter Scholarship in up to three subjects; each subject (except Visual Arts, DVC, and Design Technology) has just one examination. Students need to be aware that the Scholarship exams occur concurrently with the Level 3 exams in November, and this will mean several exams in a short space of time. A decision about whether or not to enter Scholarship needs to be made early in Term 3.

Resource Fees

All Year 12 and 13 students will have a paid subscription to the full suite of Education Perfect online resources. Education Perfect provides online learning and assessment in most subject areas. It also provides a platform for digital assessment. The cost of the annual subscription is approximately \$70.

For other subject related resource fees, please see individual course descriptions.

General Course Information

Year 12 Courses

Students take six subjects at NCEA Level 2 as well as lessons in Religious Education, Health and Leadership.

Students must take a course of study in each of English and Mathematics. The remaining subjects must be chosen from the following list:

- Biology
- Business Studies
- Chemistry
- Classical Studies
- Construction Technology
- Design & Visual Communication
- Digital Technologies
- Drama
- Economics
- Film Studies
- Geography
- History
- Languages
 - Chinese
 - English Acquisition (ESL)
 - French
 - Spanish
- Materials Design Technology
- Music
- Physical Education
- Physics
- Te Ao Haka
- Tourism Studies
- Visual Arts
 - Art Design and Illustration
 - Studio Art – Painting, Sculpture, Printmaking
 - Studio Art – Photography
- Wearable Design Technology

Parents and students should consider the following:

- Courses selected should be less general than in Year 11 and should be more career oriented
- Particular attention should be given to selecting courses which are prerequisites for tertiary courses –

the Future Pathways Coordinator, Miss Neil, can advise

- Care should be taken to ensure that a Year 13 course for the following year is compatible with the current course students choose
- Students are likely to do better in subjects in which they have

previously experienced success.

An interest in the subject is important

- Many of the courses can possibly be picked up without having done them in Year 11 – see pages 6 and 7
- The Music course is largely a practical course (*see the summary on page 60*)

Year 13 Courses

Students are expected to take five subjects at NCEA Level 3. No subjects are compulsory and the five subjects must be chosen from the list below:

- Biology
- Business Studies
- Chemistry
- Classical Studies
- Construction Technology
- Design & Visual Communication
- Digital Technologies
- Drama
- Economics
- English
 - Standard
 - Studies
 - English Acquisition (ESL)
- Film Studies
- Geography
- History
- Languages
 - Chinese
 - French
 - Spanish
- Mathematics
 - Calculus
 - Statistics
- Materials Design Technology
- Music
- Physical Education
- Physics
- Te Ao Haka
- Tourism Studies
- Visual Arts
 - Art Design and Illustration
 - Studio Art – Painting, Sculpture, Printmaking
 - Studio Art – Photography
- Wearable Design Technology

Parents and students should consider the following:

- Particular attention should be given to selecting courses which are prerequisites for tertiary courses – Miss Neil can advise
- Most subjects follow on from Year 12 subjects and a student is expected to have studied them in Year 12 already. There are exceptions, particularly for more able students. The Learning Area Coordinator, or Head of Department, will have discretion over student entry
- Students may study **both** Mathematics courses (*see the note on page 59*)
- Students may study three Sciences.
- Visual Art can be taken either as a single subject or it can be counted as a double subject (*see the course summary on page 67*). However, for scholarship, only one Visual Art subject can be counted for a student
- Should a subject have too few students to be viable, it may be taught as a Year 12/13 composite class, or it may not run at all
- Students need to be aware of University Entrance requirements in terms of the necessary English and Mathematics credits (*see page 4*)

Biology

What special skills do I acquire?

Research, experiment design, data evaluation, report writing, essay-writing ethics, laboratory skills, field work and learning specialist biological language.

YEAR 12

NCEA Level 2

What is this subject about?

The course explores the world of Biology at the cellular and genetic level, by examining the function of a cell and the role that genes play in controlling and changing characteristics. Students will investigate how factors can influence cellular processes and critically analyse biological information that is presented to the public.

How will I learn?

Through class discussions, experimental work, the use of online simulations and platforms.

What subjects should I have already done?

Year 11 Biology and Environmental Systems full year course. The semester course in Biomedical Science is also recommended.

Where does the subject lead?

NCEA Level 3 Biology.

How is the course assessed?

Achievement Standards (7 credits internally assessed and 12 externally assessed).

Other details

More able students are encouraged to enter the NZ Biology Olympiad competition.

YEAR 13

NCEA Level 3

What is this subject about?

This course builds on the knowledge and understanding of Level 2 Biology. In Year 13, students will explore how new species are formed, the biological and cultural evolution of humans and the systems which can re-establish internal balance. Students will also investigate the effects of environmental change on animal behaviour and the implications of the use of vaccines.

How will I learn?

Through class discussions, experimental work, and the use of online simulations and platforms.

What subjects should I have already done?

NCEA Level 2 Biology with a minimum of 16 credits.

Where does this subject lead?

Biology is important in many careers from health professional and environmental issues to sport science, veterinarian studies and viticulture. Biology is the main recommended subject along with Chemistry and Physics for students embarking on Health Science Intermediate at university. It develops skills of analysis, research and essay-writing.

How is the course assessed?

Achievement Standards, (10 credits internally assessed and 8 externally assessed).

Field trips

There will be one field trip the Marine Centre in Island Bay to gather data for the Biology 3.1 internal achievement standard.

Other details

Those with a passion for Biology are encouraged to extend their understanding through:

- NZ Biology Olympiad competition
- NCEA Scholarship examination

Business Studies

What special skills do I acquire?

Organisational skills and critical thinking skills. The ability to work collaboratively in teams. Much of the assessment for this course requires strong literacy skills.

YEAR 12 NCEA Level 2

What is the subject about?

Year 12 Business Studies aims to allow students to explore how and why small to medium-sized enterprises in New Zealand make decisions. Students will also learn how to plan, carry out and review a business activity. They will also conduct market research and apply financial literacy to practical situations of a real-life business.

How will I learn?

Students will learn utilising real-life business case studies, understand internal operations, understand how external factors impact a business, solve critical problems in business, evaluate marketing strategies using the four P's of Marketing and understand how to run a business.

What subjects should I have already done?

Year 11 Commerce and/or Year 11 Building a Business is an advantage but not a prerequisite.

Where does this subject lead?

Year 12 Business Studies provides a basis for Commerce knowledge and understanding and is relevant to students' everyday lives. Students will also have the opportunity to continue operating their businesses into Year 13.

How is this course assessed?

12 credits are assessed internally and twelve externally. Achievement Standards may be altered to meet the strengths of individual students.

Field trips

Students will have the opportunity to attend a number of Young Enterprise Scheme events, including pitching their business plan to a panel of judges.

YEAR 13 NCEA Level 3

What is the subject about?

Year 13 Business Studies is a pure business course that enables students to develop the knowledge and skills to understand how New Zealand businesses operate in a global market. It provides real life case studies of how New Zealand businesses utilise strategies to establish competitive advantages over their competition, and explains the importance of analysing, and adapting to changes in the external environment. Students will carry out, with consultation, an innovative and sustainable business activity. This will be done through the YES programme which includes a series of challenges where students must apply their business knowledge and skills.

How will I learn?

Students will work in groups as well as individually. This is a student-led programme that provides students autonomy during class time as well as structured learning for their external standards.

Course notes and exercises are delivered using a variety of methods including write-on workbooks, blended learning platforms such as OneNote and Teams, and web-based platforms such as tutor2u. Much of the learning is student-led and will require the ability to research and synthesise resources in small groups collaborating together. Students will run their businesses in small groups and will require students to monitor their progress and document information throughout the process.

What subjects should I have already done?

Ideally students will have completed NCEA Level 2 in Business Studies, gaining at least 12 credits.

Where does this subject lead?

The topics and content of this course are the foundation knowledge blocks to most Commerce degrees at New Zealand universities. Also, many of the practical elements of the course can be applied to a student's own entrepreneurial journey.

How is the course assessed?

The course offers a range of Achievement Standard credits for Business Studies. There will be two external standards (3.1 Internal Factors 4 credits, 3.2 Strategic Decisions 4 credits) and two internal standards (Marketing Strategy 6 credits, Carry out a Business Activity 9 credits) which are all compulsory.

Field trips

There will be an overnight fieldtrip to Rotorua during Term 1 to investigate tourism businesses, which provides students with case studies to support their learning during the course as well as prepare them for their external standards.

Chemistry

What special skills do I acquire?

Students will develop a range of practical and analytical skills which will allow them to evaluate and make connections between abstract concepts and everyday experiences. They will also develop fluency in the specialist language of Chemistry.

YEAR 12 NCEA Level 2

What is this subject about?

Chemistry deals with the composition and properties of substances and the changes they undergo. Chemistry uses models to bridge the gap between experimental data and the unobservable atomic world.

How will I learn?

Through a range of hands-on experiences such as experiments, models and simulations, as well as interactive online resources (Education Perfect, STEM Online, Gizmo Simulations) and class discussions.

What subjects should I have already done?

Year 11 Physics and Chemistry full year course. The Year 11 semester Chemistry course is also recommended.

Where does this subject lead?

Year 13 Chemistry, NCEA Level 3.

How is the course assessed?

Achievement Standards, two of which are assessed internally (7 credits) during the year, and three by external examination (13 credits).

Field trips

There will be a one-day “in-school field trip” during Term 1 to complete the 2.1 “Analysis of a Consumer Product” Internal Assessment.

Other details

Competitions/Enrichment for both Year 12 and 13 students:

- NZ Institute of Chemistry (NZIC) Chemistry Quiz
- NZ Institute of Chemistry (NZIC) Practical Days at Victoria University
- International Chemistry Quiz (ICQ)
- NZ Chemistry Olympiad competition
- NCEA Scholarship Exam

YEAR 13 NCEA Level 3

What is the subject about?

Chemistry at Level Three starts to delve into higher-level thinking and broader content which allows students to directly understand many chemical phenomena that surround them in their everyday lives. From electrolytic and galvanic cells that make up phone batteries to the organic synthetic pathways to make aspirin, chemical processes lie behind many of the products and activities that we rely on in the modern world.

How will I learn?

Through a range of hands-on experiences such as experiments, models and simulations, as well as interactive online resources (Education Perfect, STEM Online, Gizmo Simulations) and class discussions.

What subjects should I have already done?

NCEA Level 2 Chemistry, with a minimum of 16 credits achieved, and a reasonable standard of achievement in NCEA Level 2 Mathematics.

Where does the subject lead?

Chemistry is essential for many careers and is also a central link between many other sciences. This subject is a prerequisite for a large number of tertiary courses and occupations.

How is the course assessed?

The course is assessed by Achievement Standards, two of which are assessed internally (6 credits), and three are externally assessed (15 credits).

Other details

Competitions/Enrichment for both Year 12 and 13 students:

- NZ Institute of Chemistry (NZIC) Chemistry Quiz
- NZ Institute of Chemistry (NZIC) Practical Days at Victoria University
- International Chemistry Quiz (ICQ)
- NZ Chemistry Olympiad competition
- NCEA Scholarship Exam

Classical Studies

What special skills do I acquire?

Classical Studies is an examination of people, societies, events, and ideas from ancient Greece and Rome. Students of Classical Studies develop research and interpretation skills, learn to assess the usefulness and reliability of information, and examine a wide range of sources including mythology and religion, art and architecture, and literature as well as history. Literacy is also enhanced through the reading of a wide variety of texts and developing formal essay-writing skills. The future focused and skills-based approach of NCEA Classical Studies also helps develop students into adaptable critical thinkers, effectively preparing them for their next steps after secondary school.

YEAR 12 NCEA Level 2

What is this subject about?

Level 2 Classical Studies is a broad subject which introduces the civilisations of Greece and Rome, and their contribution to the development of the modern Western world. It can include topics from history, literature, drama, religion, mythology, philosophy, art, architecture, and archaeology, so it is possible to get an idea of the full experience of life in the ancient world.

How will I learn?

Current topics include Literature, Mythology, and Art (The Odyssey and the heroes of the Trojan War); Greek History (Athenian democracy and social life, festivals and religion, the Persian Wars, the Peloponnesian War); and Roman History (student's choice of significant historical event). We will read and interpret texts and artefacts, hold discussions and debates, and complete research and presentations.

What subjects should I have already done?

Any language-rich subjects such as Classical Studies, History, Geography, Humanities, English, or Drama.

Where does this subject lead?

Level 2 Classical Studies can lead directly into Level 3 Classical Studies or History, and then on to a Classics, Classical Studies, or Ancient History major at university. It is also a very strong foundation for anyone intending to study Arts, Humanities, Social Sciences, Politics, or Law.

How is the course assessed?

There are two internal assessments (research into a historical topic of the student's choice and a comparison between the ancient world and the modern), and two external assessments (a history topic and a literature topic).

Field trips

Victoria University Classics Museum.

YEAR 13 NCEA Level 3

What is this subject about?

Level 3 Classical Studies concentrates on key areas of the civilisations of Greece and Rome, and their contribution to the development of the modern Western world. It includes topics from history and historiography, literature, mythology, and art and architecture, so it covers the full range of life in the ancient world.

How will I learn?

Current topics include History and Historiography (the life and career of Alexander the Great); Literature and Mythology (The Iliad and the heroes of the Trojan War); and Art and Architecture (the building programme of Augustus and later Roman emperors,

including its propaganda value). We will read and interpret texts and artefacts, hold discussions and debates, and complete research and presentations.

What subjects should I have already done?

Any language-rich subjects such as Classical Studies, History, Geography, Humanities, English, or Drama. Level 2 Classical Studies is recommended but not essential.

Where does this subject lead?

Classical Studies can lead directly into a Classics, Classical Studies, or Ancient History major at university, and is also a very strong foundation for anyone intending to study Arts, Humanities, Social Sciences, Politics, or Law.

How is the course assessed?

There are two internal assessments (resource interpretation and evaluation and a comparison between the ancient world and the modern) and two external assessments (students can choose from a history essay, an art topic, or a literature topic).

Field trips

Victoria University Classics Museum.

Construction Technology

What special skills do I acquire?

Construction Technology is a practical subject that focuses on the activities of project construction. Making and evaluating projects using primarily wood, tools, and processes. It is a process course that requires students to complete set projects demonstrating skills and their understanding of health and safety requirements.

YEARS 12 AND 13 NCEA Levels 2 and 3

What is this subject about?

The *Construction* course is a practical workshop-based-skills course. Students will follow plans and demonstrations to manufacture specified products, with emphasis placed on skills and the quality of their implementation. This course will service students wishing to enter trades with the acquisition of UNIT standards. There may be an option for students wishing to undertake Achievement NCEA standards in processing products in wood. Entry to this course will be with approval from the Head of Department Materials Technology and the Senior School Principal.

How will I learn?

Students manufacture workshop projects using timber materials. They develop the skills of marking out, cutting, machining and finishing. They also learn:

- How to maintain power and hand tools, and the workshop facility
- How to following a technical plan to achieve a final product
- How to develop a plan using both drawing and digital modelling
- Workshop safety

Students keep a record of trialling practical techniques and reflections.

What subjects should I have done already?

For the Year 12 course, it is expected that students have completed Year 11 Material Design Technology. Year 12 Construction is a prerequisite for the Year 13 course.

Where will this subject lead?

This course is suited to those students who have an interest in a diverse range of vocational careers and courses offered at a variety of polytechnics. It can also support students interested in Material credits obtained through wood-based projects. Areas of study may include, but are not limited to, building and cabinetry.

How is this course assessed?

This course offers credits from BCITO Unit Standards and NCEA Standards.

Approximately 20 credits are available at Year 12 and year 13 for students taking BCITO Unit standards. Students seeking NCEA Achievement standards will be offered standards from both pathways and the opportunity to achieve 14 internal Achievement standards.

All credits will contribute to the NCEA Level 2 and 3 certificates. However, only credits achieved in Achievement standards will contribute to University Entrance. Consultation with the Head of Department is advised when contemplating course options.

Costs

There will be a charge to cover the cost of materials and sundries that students use in the manufacture of their projects. Students will be able to take home any projects made.

- Year 12 – \$120
- Year 13 – \$150

Other details

This course offers credits from Unit Standards only. The credits will contribute to the NCEA Level 2 and 3 certificates, but not University Entrance requirements.

Design & Visual Communication (Graphics)

What special skills do I acquire?

This course empowers students to think and work like designers, tackling both product and architectural challenges with creativity and precision. Through a blend of critical thinking and hands-on practice, students will explore the full design process – from interpreting an initial brief to delivering a refined outcome.

Students will build a versatile skill set that includes drawing, sketching, rendering (both digitally and traditionally), modelling, and visual communication. These techniques will help them clearly articulate their design ideas and processes.

Using industry-standard software such as Photoshop, Fusion360, and SketchUp, students will create detailed digital models and produce high-quality presentations of their final designs. Additionally, they will learn to apply effective research strategies to identify market gaps and transform initial concepts into innovative, functional architectural or product solutions.

YEAR 12 NCEA Level 2

What is the subject about?

Design and Visual Communication develops students' skills and understanding of architectural and product design and development.

This course introduces students to an advanced level of design skills and theory, including refined design process, ergonomics and user needs/ contexts, 2D and 3D advanced drawing, rendering, high-quality presentation methods, and advanced computer software. These skills and understanding will be implemented within the areas of spatial design (architecture), product design and exhibition design.

How will I learn?

A project-based, design-brief approach is integrated throughout the course, with milestones being set to aid students with their time-management skills. Students are expected to demonstrate proficiency in meeting the brief's requirements and applying skills and knowledge within the design process. They will communicate their ideas visually and effectively, developing design solutions that address identified needs and stakeholders.

What subjects should I have done already?

Students would normally be expected to have completed a Year 11 course but may otherwise access this course through negotiation with the Head of Department of Design and Visual Communication. Other subjects that can assist a new DVC student with the design process are Visual Arts and Digital Technologies.

Where does this subject lead?

DVC can lead students toward future studies and careers in areas such as architectural design, interior and spatial design, exhibition and experience design, industrial and product design, engineering, UX/UI design, game and animation design, and digital technologies. Pathways in the film, theatre, and other creative industries are also possible.

Other details

There will be a cost of \$120 each year to cover specialist graphics materials used. This includes a full design stationery set with specialist pens, markers and paper, all modelling material required to access 3D printing and laser cutting equipment, and specialist design software. This will also cover the cost of any specialist printing, ensuring students' work can be professionally presented and displayed.

How is the course assessed?

This subject is assessed through three internal standards worth 16 credits collectively and one external standard worth 3 credits.

YEAR 13 NCEA Level 3

What is the subject about?

This course introduces students to an advanced level of design skills including; design process, freehand sketching, 2D and 3D instrumental drawing, rendering, design principles, presentation methods, and computer software. These skills will be implemented within the areas of spatial design (architecture), product design and exhibition.

How will I learn?

At Level 3, a more student-led approach to design is introduced. Students will engage in a project-based environment, working toward key milestones that support the development of strong time-management skills. They are expected to demonstrate a high level of proficiency in responding to a design brief, applying advanced skills and knowledge throughout the design process. Through clear and effective visual communication, students will develop, refine, and present design solutions that address identified needs and meet the expectations of their identified stakeholder(s).

At Level 3, students will specialise in either spatial (architectural) or product design.

What subjects should I have done already?

Students would be expected to have successfully completed a Year 12 course, but may otherwise access this course through negotiation with the Head of Department of Design and Visual Communication.

Other subjects that can assist a DVC student with the design process are; Visual Arts, Digital technology, and Wearable Design.

Where does this subject lead?

DVC can lead students toward future studies and careers in areas such as architectural design, interior and spatial design, exhibition and experience design, industrial and product design, engineering, UX/UI design, game and animation design, and digital technologies. Pathways in the film, theatre, and other creative industries are also possible.

Other details

There will be a cost of \$120 each year to cover specialist graphics materials used. This includes a full design stationery set with specialist pens, markers and paper, all modelling material required to access 3D printing and laser cutting equipment, and specialist design software. This will also cover the cost of any specialist printing, ensuring students' work can be professionally presented and displayed.

How is the course assessed?

This subject is assessed through two internal standards worth 6 credits each and one external standard worth 4 credits.

Digital Technologies

YEAR 12

NCEA Level 2

What is the subject about?

The Year 12 course incorporates aspects of computer science and digital technologies, providing students with opportunities to work through the technological process. The course aims to enable the students to express problems and formulate solutions in a way that means a computer can be used to solve them. This will include research and analysis, problem-solving, integration of digital media, programming, and the testing and evaluation of digital solutions. Building on the computer science concepts explored during Year 11, a key focus of the course is to encourage students to be creators, not consumers of digital technology.

What special skills do I acquire?

Students completing this course will use advanced project management tools and techniques to develop a digital technology outcome. They will create a digital product with the flexibility to choose from various platforms such as a website, application, game, virtual/augmented reality, database, networking systems, or electronic devices.

How will I learn?

The emphasis is on project-based learning, supported by necessary theory.

What subjects should I have already done?

No prior knowledge of computing is required, although an interest in computer science and developing applications is an advantage. Enthusiasm, self-discipline, good time-management skills and the ability to work independently are essential.

Where does this subject lead?

This course leads directly to Year 13 Digital Technology. It will be applicable across other curriculum areas and can lead to tertiary studies in computer science, software engineering, ICT, and other diverse, interdisciplinary fields.

How is this course assessed?

The course will be assessed by way of a mix of internal and external standards.

YEAR 13

NCEA Level 3

What is the subject about?

The Year 13 Course builds on the skills taught in Year 12. Students will choose an area to specialise in and create a large project involving identifying an issue to be addressed, idea development, skill enhancement, and production of a final outcome.

How will I learn?

The emphasis is on project-based learning, supported by necessary theory.

What subjects should I have already done?

It is recommended that students have completed the Year 12 Digital Technologies course or have had some experience in programming and/or application development, and a keen interest in computer science and digital media development.

Where does this subject lead?

This subject provides students with the skills and knowledge to undertake a course of tertiary study in computer science, software engineering, and a wide range of ICT-related disciplines and other diverse, interdisciplinary fields.

How is this course assessed?

The course will be assessed by way of internal and external standards.

Drama

What special skills do I acquire?

Drama is an excellent choice for gaining confidence and personal development. Students develop the ability to sustain and deliver acting roles through several styles of performance. The ability to work creatively through process and performance develops lifelong, transferrable learning skills. Students will work collaboratively and independently during the process of drama-making and use communication and analytical reflection to develop an understanding of the context of drama in our society and the world. Students will be expected to attend a number of live performances to develop reflective practice.

YEARS 12 AND 13 NCEA Levels 2 and 3

What is the subject about?

There are four strands: developing practical knowledge in drama; developing ideas in drama; communicating and interpreting drama; understanding drama in context. We cover drama techniques, elements and conventions, theatre study and a production role. Students will engage with the curriculum to develop their performance skills, covering a range of theatre forms, theatre practitioners and societal and cultural contexts to create meaningful drama.

How will I learn?

Through performance and research assignments, the review and evaluation of students' own and others' work, and the regular workshopping of dramatic elements, techniques and conventions. Assessment will be carried out throughout the year.

What subjects should I have already done?

Students will have had some experience of Drama at Year 10 in the Middle Years Programme or the Year 11 Drama Company course. If the student has never taken curriculum drama they may have had practical experience in drama in a co-curricular, or out of school drama class setting, and should consult the Head of Department before enrolling in Level 2 or 3 Drama.

Where does this subject lead?

Further NZQA Levels including Level 3 Scholarship. Tertiary drama courses are available at universities and drama schools around Australasia, United Kingdom and America. Undergraduate courses at universities can incorporate Theatre Studies papers into several degree options as a minor and a Theatre Studies or Performing Arts major. Specific Drama schools such as Toi Waakari are entry by audition in the year before undertaking study. Many employers/tertiary institutions value creativity as a skill and Drama provides the opportunity to extend and develop creative thinking and skills development. Drama can also lead to creative industries as a career pathway such as acting, directing, stage management, film industry, arts management, secondary teaching, journalism, radio and broadcasting.

How is the course assessed?

The course is assessed by NCEA Achievements Standards; predominantly the course is based on internal assessment. Criteria are based on the student showing commitment to the process of making drama, meeting deadlines, working effectively, interpreting and understanding role,

theatre form and process. A small amount of written/oral supporting evidence is required for each internal assessment. Grade boundaries of achievement through to excellence are based on the quality of performance and role development in rehearsal. Each level does have an external assessment available. Each student, in consultation with the HOD, may select either an additional internal or opt into the external assessment. Students wanting a specific subject endorsement will need to enrol in the external examination. Level 2: 14 internal credits, 8 external credits, Level 3: 14 internal credits, 8 external credits.

Field trips

Attendance at matinee and/or evening performances of professional theatre shows in Wellington: Circa Theatre and Bats Theatre.

Other details

Senior Drama students are encouraged to be involved in the cultural co-curricular groups to further their creative development.

Economics

What special skills do I acquire?

The skills of thinking, investigating, interpreting with statistics, and decision-making are all developed through the study of material which relates to everyday economic activity.

YEAR 12 NCEA Level 2

What is this subject about?

The focus is on current macroeconomic issues such as economic growth, unemployment, inflation and trade. Students will recognise the interdependent nature of the New Zealand economy by examining the impact government policies have on economic objectives and on various groups in society.

How will I learn?

Economic concepts and opinions will be considered through discussion, written and visual material, interpreting information and data to draw conclusions. Students will use economic models to help analyse and understand the cause and effect of economic decisions and events.

What subjects should I have already done?

Year 11 Commerce full year course is a prerequisite, or at the discretion of the HOD.

Where does this subject lead?

It leads to Year 13 Economics or can be used as a one-off study to broaden one's education. It is useful in all areas of commerce.

How is the course assessed?

10 credits are assessed internally and 8 externally.

YEAR 13 NCEA Level 3

What is this subject about?

Students use more complex microeconomic models to gain a deeper understanding of Consumers, Producers, the efficiency of Markets, and consideration of where government intervention may be required to address Market Failure to improve efficiency and equity. In addition, students will analyse the impact of influences on the New Zealand economy.

How will I learn?

Students will use economic models and calculations to illustrate and interpret microeconomic concepts and apply these to real world situations. Macroeconomic concepts will be used to analyse the current state of the New Zealand Economy and consider the effectiveness of government policy decisions. This course builds on prior economic knowledge and encourages independent learning to help develop economic literacy, reinforce key terminology and analyse case studies.

What subjects should I have already done?

Year 12 Economics – at least 12 credits at NCEA Level 2 or at the discretion of the HOD.

Where does this subject lead?

This course provides a strong foundation for those wishing to pursue tertiary study in Economics and Commerce. It is also often combined with other subjects like Law, Finance, Politics and Social Sciences. It provides a general understanding of Economics which is applicable to all vocations and everyday life.

How is the course assessed?

10 credits are assessed internally and 10 credits externally.

Other details

Competitions/enrichment for Years 12 and 13 students:

- NZ Economics Competition – (Auckland University Business School)
- RBNZ Monetary Policy Challenge
- NCEA Scholarship Exam

English

What special skills do I acquire?

An ability to recognise and use language appropriate to a wide variety of situations, to be confident and competent in the use of English language, to communicate through written, oral and visual language; an awareness and appreciation of literature. English helps the building of confidence and competence in the oral, visual and written communication skills which are needed in all aspects of study, work and life beyond school.

There are three possible pathways in English:

- English: for students with a strong interest in language and literature
- English Studies: for students who require extra support or students whose first language is not English, but who have a high level of proficiency in the language. Entry to this course requires approval from the LAC English
- English Language: for students whose first language is not English and who need to focus on their English skills

YEAR 12 NCEA Level 2

What is the subject about?

For both English Studies and English students this is the study of English language and literature and the development of written, oral and visual language skills.

How will I learn?

For both English Studies and English students this is by a combination of written and spoken classwork, reading, analysis and interpretation of texts, exploration of language; research; and production activities related to drama and the media.

What subjects should I have already done?

English students will have achieved well in Year 11 English if a satisfactory participation in this course is to be expected (or overseas equivalent).

Where does this subject lead?

The language and thinking skills developed lead to the study of English in Year 13.

How is the course assessed?

Both courses are assessed using Achievement Standards. English Studies offers 20 internally assessed standards. English offers a combination of up to 22 internal and external standards.

YEAR 13 NCEA Level 3

What is this subject about?

English Studies: This course is based around the theme of success and being the best that you can be. The literature used is largely non-fiction, film, documentaries and Whakatauki.

English: This course is academic in focus. The literature component includes the study of Shakespeare and the works of other major authors, including New Zealand writers.

How will I learn?

By a combination of written and spoken classwork; reading, analysing and interpreting non-fiction texts; critical and creative thinking; exploration of language; research; production activities related to media; and expression of personal responses.

What subjects should I have already done?

Year 12 English.

Where does this subject lead?

This subject leads to a range of university courses, in particular Arts, Law, Humanities, Social Sciences and Politics.

How is this course assessed?

English Studies: 19 internal Achievement Standards.

English: Achievement Standards with up to 13 credits internally and 8 credits externally.

Film Studies

What special skills do I acquire?

Film Studies is a course that is designed to develop the critical understanding of film studies both theoretical and practical. This includes learning to look at the way film affects society as a whole. It answers questions about how media influence the way people act in their personal lives and in business. The aim of the course is to teach students to understand this, be critical of it and reproduce its effects.

YEAR 12 NCEA Level 2

What is this subject about?

Students analyse visual texts and transfer that analysis into creating their own visual text. Skills are based in planning and organisation, as well as collaboration. Students will also develop hard skills based in the production of media-based products: filming, editing and other production skills.

How will I learn?

Students will learn mostly through doing, however there is a theoretical element to this. The theoretical aspect will help students develop the skills needed to understand narrative and conventions used in media presentations. Students will also learn how to plan and create their own media product, using these conventions. Finally, the students will follow through on their planning, and create their media product. They will learn about shot and composition choices, sound and editing. Students will learn to use video editing software such as Adobe Premiere Pro, Adobe After Effects and access to the Scots College Recording and Performing Arts Studio. This will also complement visual text studies in English, and Visual Arts courses.

What subjects should I have already done?

There is no prerequisite for this course. Successful completion of the Year 11 Film semester course and/or Year 10 MYP Film is an advantage.

Where does this subject lead?

Studies at Year 13 and tertiary institutions in production and media. Film Studies also complements a wide range of other subject areas.

How is the course assessed?

There are 21 credits available, 14 internal and 7 external. An optional extra standard for 3 credits may be undertaken also.

YEAR 13 NCEA Level 3

What is this subject about?

Level 3 Film Studies is about “The Film of the Future.” Trends are driven by film and media, and filmmakers play a crucial role in creating the audience's perceptions about reality, what's coming next, and what we should be thinking about as a society. Students will build on skills gained from across their subjects throughout their years of school experience: knowledge of film genres, storytelling, project management, teamwork, planning, design, and more. The course is heavily focused on development of a polished, well-constructed and artistic short film. Students will develop production skills through the creation of this short film. The theoretical element of this course is designed to complement the practical aspects. This course will develop both students' critical thinking skills and film production skills.

How will I learn?

Students will learn mostly through doing, however there is a theoretical element to this. The theoretical aspect will help students develop the skills needed to understand narrative and conventions used in short films. Students will also learn how to plan and create their own short film, using these conventions. Finally, the students will follow through on their planning and create their film. They will learn (or refresh themselves) about shot and composition choices, sound and editing. Students will learn to use video editing software such as Adobe Premiere Pro, Adobe After Effects and have access to the Scots College Recording and Performing Arts Studio. This will also complement their visual text studies in English, and Visual Arts courses.

What subjects should I have already done?

There are no specific prerequisites for this course, however it will build on skills developed in the Year 12 course. It is beneficial if students have completed the Year 12 Film Studies course, the Year 11 Semester Film Course and/or Middle School Film Studies.

Where does this subject lead?

Students would be well placed to enter Tertiary courses linked to media studies, broadcasting, design and film production. Students will also be well placed to move into the film industry. This subject is considered an approved subject for University Entrance.

How is the course assessed?

There are 20 credits available, 16 internal and 4 external.

Geography

What special skills do I acquire?

Interpreting spatial data, constructing and interpreting maps, identifying and explaining patterns, applying geographic concepts.

YEAR 12

NCEA Level 2

What is this subject about?

Geography at Level 2 is about the interaction between people and environments. Students study differences in development, global patterns of wildfires, contemporary New Zealand issues, and the Tongariro Volcanic Centre as a large natural environment.

How will I learn?

Field work including observation and data collection, mapping programs such as ArcGIS and Google Earth, in-class inquiry and discussion. We explore the environments by utilising New Zealand, as well as global case studies, to ensure that we explore the world through multiple perspectives.

What subjects should I have already done?

Any Year 11 Humanities courses. The Geography semester course is recommended but not required.

Where does this subject lead?

Year 13 Geography.

How is the course assessed?

There are 19 credits available, 11 internal and 8 external.

Field trips

Three-day/overnight field trip to Tongariro National Park to support the external and research internal assessment.

YEAR 13

NCEA Level 3

What is the subject about?

Level 3 Geography is about the operation of natural and cultural forces. Students analyse the process of tourism development in Rotorua, and a range of physical processes in the Wellington region.

How will I learn?

Inquiry into a choice of global topic and significant event, collecting data and making observations through field work, in class discussions and presentations.

What subjects should I have already done?

Level 2 Geography and Statistics. Students should have UE Literacy: Reading and Writing before embarking on this course.

Where does this subject lead?

Level 3 Geography prepares students for studying at tertiary level in areas such as GIS, public policy, hazard management, and resource management.

How is the course assessed?

There are 19 credits available, 11 internal and 8 external.

Field trips

Three-day overnight field trip to Rotorua to study the elements and interactions in the tourism development process. In addition, a day's exploration of physical processes along the Kāpiti Coast.

History

What special skills do I acquire?

Students of History develop research and presentation skills, and learn to discriminate between fact and opinion and assess the usefulness and reliability of information. Literacy is enhanced through the reading of a wide variety of texts and developing formal essay-writing skills. A future-focussed and skills-based approach also helps develop students into adaptable critical thinkers, effectively preparing them for their next steps after secondary school. A knowledge of History is important for law, politics, diplomacy, international relations, and public policy, as well as military and economic analysis. In addition, the skills developed are transferable and beneficial to any career path students are looking to pursue.

YEAR 12 NCEA Level 2

What is the subject about?

Students explore history, and the idea of multiple perspectives on history, through key events during the period of the Cold War (1945–1991). Topics studied can include the Israel/Palestine Conflict, Cuban Missile Crisis and the Soviet Invasion of Afghanistan.

Students learn how history is interpreted differently through different perspectives, and to challenge the idea that history is a singular narrative. Students will also gain a greater understanding of how history impacts the world around us, and how we can use it to inform our future.

Where does the subject lead?

Level 2 History can lead directly into Level 3 History or Classical Studies, and then on to a History major at university. It is also a very strong foundation for anyone intending to study Arts, Humanities, Social Sciences, Politics, or Law.

How will I learn?

Students will study events through a variety of sources and mediums, including film and media, books, online resources, and primary documents. Students will conduct investigations, evaluate sources, practise essay writing, and have opportunities for public speaking and co-operative learning. Students will gain a greater understanding of how we interpret history through Historical Thinking and concepts such as Historiography.

What subjects should I have already done?

Any language-rich subjects such as History, Classical Studies, Geography, Humanities, English, or Drama.

How is the course assessed?

There are two internal assessments (a research inquiry and a project examining the significance of a historical event to New Zealanders) and two external assessments (a history essay and a source interpretation paper).

YEAR 13 NCEA Level 3

What is the subject about?

The Year 13 History course explores the role of historical forces in shaping our past. Drawing on national and international case studies, the course will examine the impact of forces such as imperialism, colonialism, communism, fascism, and populism.

Topics studied could include British imperialism and colonialism in the Pacific and Oceania, the Dawn Raids of the 1970s, and authoritarian regimes in Europe during the early twentieth century.

How will I learn?

The course examines the underlying social, economic, scientific, and political conditions and movements, key leaders, and pivotal events that influenced historical forces. Students will study these topics through a variety of sources and mediums, including films, media, books, online resources, and primary documents.

Students will conduct investigations, evaluate primary and secondary evidence, practice essay-writing, and have opportunities for public speaking and co-operative learning. They will gain an understanding of how History is interpreted through key historical thinking skills, and historiography, along with the constructed and contested nature of history, thus providing a clearer insight into the foundations of the modern world.

What subjects should I have already done?

Any language-rich subjects such as History, Classical Studies, Geography, Humanities, English, or Drama. Level 2 History is recommended but not essential.

Where does the subject lead?

History can lead directly into a History major at university. It is also a very strong foundation for anyone intending to study Arts, Humanities, Social Sciences, Politics, or Law.

How is the course assessed?

There are two internal assessments (a research inquiry and a comparison of perspectives on a contested topic) and two external assessments (a history essay and a source interpretation paper).

Languages

What special skills do I acquire?

Learning foreign languages helps to break down the barriers between the different peoples of the world. It develops memory, flexibility in thought and sensitivity to others. With growing internationalism, the student of languages has an increasing advantage in business, travel and leisure.

YEARS 12 AND 13

NCEA Levels 2, 3, and Scholarship

French, Spanish and Mandarin are currently offered at all levels.

What are these subjects about?

Both the written and spoken languages are studied, as well as the culture of each country. Language studies also develop academic potential as they involve modes of study which focus intrinsically on teacher-student/student-student interaction, all the while developing skills which promote intimate knowledge of the language through analysis of grammar, structures and idiom.

How will I learn?

Since language learning is cumulative, you will continue to add to your knowledge using a combination of the same methods – theory and practice. Learning a language is very similar to learning to play a musical instrument, and just as worthwhile.

What subjects should I have already done?

Foreign languages may well represent a new area for you. All your previous knowledge and experience of language work, foreign or otherwise, is relevant. The foreign language should have been studied from at least Year 9 onwards. Studying a language for two years (about 200 hours of instruction) provides a sound platform for future study, and it is only this further study which produces the real benefits.

Where do these subjects lead?

Learning a foreign language is not only utilitarian (for business and travel) but it develops new mental capacities and insights. For New Zealand in particular, it is a bridge to the outside world. Developing knowledge of, and fluency in, one or more of these major international languages can only be an asset.

How are the courses assessed?

At NCEA, there are four Achievement Standards to be completed in each of Years 12 and 13. One of these (Listening or Reading) is assessed externally at the end of the school year. The remaining three are assessed internally and subject to external moderation. Monitoring of classwork and homework is continuous and serves vitally to reinforce the material taught in the classroom.

Materials Design Technology

What special skills do I acquire?

- Skills in developing conceptual design and practical outcomes in a range of composite material fields from furniture, lighting and jewellery products
- Practical skills in CNC laser cutting, metal casting, 3D printing
- The ability to develop an independent project of their choosing at Level 3 and guided or independently creative projects at Level 2
- Applied design skills using computer aided design as well as traditional surface design
- Gain deeper understanding of sustainability factors in design
- Develop critical language skills to articulate, justify and explain own ideas
- Develop a design brief to propose unique solutions while fulfilling the needs of the target audience and broader stakeholders within clear identified specifications
- Developing design ideas with sustainability and environmental contexts in mind
- Maintain independent safe working practices

YEAR 12 NCEA Level 2

What is the subject about?

The course focuses on the design process making products with a range of skills in composite materials. Students are taught how to prototype a concept and work with a stakeholder and client. They will also process products through metal casting components and jewellery and independent operation of the CNC laser cutter and 3D printers. Students will make items using the skills they acquire in preparation for completing

personal projects of their own design in Level 3 Materials. Students always operate from the starting point of a design brief that can be explored conceptually, and through a skills process. Whilst making products students must demonstrate their independence regarding time, material resourcing, and efficiency of practice. Focus on the utilisation of composite materials, concept design and CNC machinery is the key material processing focus for Level 2.

How will I learn?

Students will learn conceptual creative design skills through a project that allows individual creativity and interest. They will learn through practical making of products in a range of materials. Students will gain familiarity with maker space workshop safety protocols, CNC machine usage, as well as a studio-based design practice. Students will be encouraged to explore digital production processes alongside the traditional, gaining insight into the future of design and engineering practice in a wide range of industries. Success in this course is determined by the efficient learning of new material skills and the development of concepts and creative solutions.

What subjects should I have already done?

It is an advantage if students will have completed the Year 11 Materials Design Technology course or one of the two Year 11 semester design courses. Experience in Design and Visual Communication or Wearable Design Technology is also sufficient preparation for progression into materials. Entry into this course is otherwise at the discretion of the Head of Department.

Where does this subject lead?

This course prepares students for study in Materials Design Technology at Level 3 and can also support learning in Wearable Design Technology at Level 3.

Other details

There will be a cost set each year of \$120 to cover specialist materials and computer licensing.

How is the course assessed?

Each student submits a well-documented process portfolio tracking the design process throughout the project, including research-based content such as trials and prototypes, with written reflections and judgements. Teacher observations of students' efficiency and productivity contribute to overall assessment.

YEAR 13 NCEA Level 3

What is the subject about?

The course is centred around creative and critical design thinking, and technical making and fabrication. Students have a flexible program of study that is tailored around their interests and ability. They may embark on a single project creating a conceptual solution and then making the solution for a client or they may undertake a series of smaller making projects. Students wishing to obtain extra credits in Materials may build a course that best meets their abilities and interests. Students are encouraged to build on skills acquired in Level 2 Wearable Design or Material Design and produce outcomes that are relevant to real life scenarios. Some of the options involve making through processing standards centred around the use of a CNC machines, or applied design, where they make a product and document its fabrication focusing on testing, trialling, health and safety, and functional modelling of the outcome. Alternatively, students may engage in a teacher-designed brief or initiate a program of personal investigation and problem solving of their own. The development of a prototype focuses on the design process and testing of

materials and construction limitations. Students must continually justify their design choices, evaluating them against a range of factors. Students may design products ranging from lighting, furniture, jewellery, costume, sets or props. The options are expansive, and students are encouraged to develop skills and explore their own interests within the wide field of Material Design.

How will I learn?

Students will utilise, with increasing independence, the maker-space workshop, demonstrating competence in CNC machine usage and relevant safety protocols. Students will become more independent in studio-based design, driven through a process of testing, trialling, feedback and review. Students should seek genuine opportunities in our world to investigate using design-thinking and problem-solving approaches. Students will continue to develop critical language skills to articulate, justify and explain their ideas throughout the design process and analyse and synthesise ideas from other practices, including personal experiences to inform new ideas. There is some flexibility with course structure so that students interested in conceptual design may initiate a concepts-based inquiry and those more interested in fabrication would pursue a more hands-on product design.

What subjects should I have already done?

It is an advantage if students will have completed the Year 12 Materials Design Technology. Experience in Design and Visual Communication, or Wearable Design Technology, is also sufficient preparation for progression into materials. Entry into this course is otherwise at the discretion of the Head of Department.

Where does this subject lead?

This course will prepare students for university study including industrial design, architecture, building science, set and theatre design, engineering, arts, design manufacture, and the trades. Content created during this course should be kept, as it may serve the purposes of a tertiary entry portfolio.

Field trips

Field trips may be necessary as part of a specific assessment program when the student engages with industry and requires stakeholder feedback together with an understanding of the social and physical environment of their product.

Other details

There will be a cost set each year of \$120 to cover specialist materials and computer licensing.

How is the course assessed?

Students may select from a range of options resulting in either a 14-credit course for UE entrance or further credits to supplement their interests or study needs. There are 14-24 credits on offer and students doing Level 3 standards may work towards Scholarship. All standards are assessed internally. Subject endorsement is not available in Materials design as there are no externally assessed standards. Students not receiving subject enforcement are NOT disqualified from receiving overall endorsement at year level, nor are they disqualified from entry to tertiary institutions. Teacher observations of students' efficiency and productivity contribute to the overall assessment.

Mathematics

What special skills do I acquire?

Logical and systematic thinking, presentation and critical analysis of data; solving problems both familiar and unfamiliar; number processing using calculator and computer. The more able students enter the Australian Mathematics Competition, which has a small charge.

YEAR 12 NCEA Level 2

There are two courses available at Level 2 (a student may **not** choose both).

- *Mathematics*: This course is designed for those who have either decided (or are not sure) that they wish to study Mathematics with Calculus at Level 3 in Year 13.
- *Statistics*: This course is designed either for those for whom Year 12 will be their last year of school Mathematics or for those who wish to study Statistics at Level 3 in Year 13.

If there is any possibility that a student might want to study Mathematics with Calculus or Physics in Year 13, they should do the Mathematics course.

YEAR 12 NCEA Level 2 Mathematics

What is the subject about?

The course continues and extends the work of Year 11 Reasoning. Topics include algebra, non-linear graphs, statistical inference, probability and calculus.

How will I learn?

By working on problems at home and at school, developing logical arguments and exploring different methods of solving problems.

What subjects should I have already done?

Students will be required to have achieved well in Year 11 Mathematical Reasoning to pursue this course. Students without the pre-requisites are required to meet with the Head of Mathematics prior to entry.

Where does this subject lead?

This course leads onto both of the Level 3 Mathematics courses – Calculus and Statistics.

How is the course assessed?

This course is assessed through internal standards (non-linear graphs and statistical inference – worth 8 credits) and external standards (algebra, calculus and probability – worth 13 credits).

Other details

Workbook costs approximately \$40

YEAR 12 NCEA Level 2 Statistics

What is the subject about?

The course continues and extends some of the work in Year 11. Topics include probability, simulation, experiments, networks, questionnaires and statistical reports.

How will I learn?

By working on problems at home and at school, developing statistical insight and analytical skills. Researching ideas on experiments and questionnaires and taking the time to analyse information.

What subjects should I have already done?

Students will have studied mathematics in Year 11. There is no additional prerequisite to this course.

Where does this subject lead?

For some students Level 2 Statistics can be considered as the final mathematics course at school. Should students wish to continue with mathematics in Year 13, the course will lead into Level 3 Statistics.

How is the course assessed?

It will be assessed through 1 external standard (probability – 4 credits) and 5 internal standards (networks, questionnaires, inference, experiments and statistical reports – 12 credits).

Other details

Workbook costs approximately \$60

YEAR 13 NCEA Level 3 Statistics

What is this subject about?

This course provides students with a deeper understanding of statistical concepts and their application in various fields, including probability, data analysis, and statistical inference. It also involves evaluating and interpreting statistical reports, understanding the methodology and potential limitations, and making informed judgments about claims based on statistical evidence. Students develop skills in communicating statistical findings through reports and other formats.

How will I learn?

Students will develop their mathematical skills by working on contextual problems, researching background information and analysing information.

What subjects should I have already done?

This subject is for students who have achieved NCEA Level 2 with at least 14 credits in Mathematics or Statistics.

Students must have gained at least Achieved in 2.12 probability. Students who do not satisfy these requirements will find this Level 3 course very challenging and entry will be at the discretion of the Deputy Principal Curriculum or the Head of Department Senior Mathematics.

Where does this subject lead?

Almost every university degree now suggests students take a statistics class as part of their first year. Students could take statistics if they plan to study mathematics, social sciences, economics, biology, accountancy, geography or any other topic that requires statistics at tertiary level. It would be an appropriate background for any job that involves using and handling information.

How is the course assessed?

This course is assessed through a mixture of 4 internal standards (time series, bivariate data, statistical inference and critical paths – worth 14 credits) and 2 external standards (statistical reports and probability concepts worth 8 credits).

Other details

Workbook costs approximately \$50

YEAR 13 NCEA Level 3 Calculus

What is this subject about?

Calculus is a branch of mathematics which helps us understand the phenomena of change. Calculus is used in many different areas (such as physics, astronomy, biology, engineering, economics, medicine and sociology) and so it is an important branch of mathematics and a good step for students who wish to study these areas further.

How will I learn?

Students will develop their mathematical skills by working on problems in class and at home, developing skills to model real life problems and describe how things change.

What subjects should I have already done?

This subject is for students who have achieved NCEA Level 2 with at least 16 credits in Mathematics. Students must have gained at least Achieved in 2.6 algebra and 2.7 calculus. Students who do not satisfy these requirements will find this Level 3 course very challenging and entry will be at the discretion of the Deputy Principal Curriculum or the Head of Department Senior Mathematics.

Where does this subject lead?

Students should take calculus if they intend to study pure sciences or engineering at university, or if you are studying physics at Level 3 and intend to continue with it at university. It will also be suitable for other students with a genuine interest in mathematics. It is advisable for students intending to study economics at university to study calculus.

How is the course assessed?

This course is assessed through a mixture of 2 internally assessed standards (conic sections and trigonometry, worth 7 credits) and 3 externally assessed standards (algebra/complex numbers, differentiation and integration, worth 17 credits).

Other details

Workbook costs approximately \$50

Which should you choose – Calculus or Statistics or both?

As mathematics (and we include statistics) is used in so many university courses, our first piece of advice is that students should continue with mathematics in Year 13. There is some advantage in taking both mathematics subjects as they tend to reinforce each other so that students will probably do better in each than if students took one by itself.

If students do not intend going to university after Year 13 then Statistics is preferred. Students should be guided by the courses they intend taking at university.

For engineering, and further study in mathematics, statistical theory and physics beyond the first year level, taking both subjects is probably best, but if one, it should be Calculus.

On the other hand, if students are interested in the social and life sciences, Statistics is more appropriate.

For commerce, Calculus is preferable particularly if the student wishes to continue with economics or finance.

Music

Where does this subject lead?

NCEA Levels 2 and 3, and Scholarship Music leads to study at tertiary level or becoming a professional musician. The combination of creative and analytical skills ensures music graduates have high rates of employment in creative fields (NZ 2018 census).

What special skills will I acquire?

Music is a skill that will last for the rest of one's life. Students will learn to confidently perform as a soloist or in an ensemble, write music, learn about different styles of music, and unpack the mysteries of written and aural music to enjoy as a career or as a passionate pastime.

Students will also develop the following qualities: imagination, concentration, focus, self-discipline, ability to learn quickly from mistakes, perform to a high standard always, ability to self-direct and analyse, ability to work well in groups and individually.

YEAR 12 NCEA Level 2

What is the subject about?

Level 2 Music is a chance to both strengthen skills developed in Year 11 Music and broaden students' musical horizons. Students are able to choose a range of internal standards that fit their musical interest such as: solo performance, group performance, composition, instrumentation and NZ music research.

How will I learn?

Students learn through performance, composition assignments, the analysis and study of set works and regular aural exercises. Assessments will be carried out throughout the year. All students should receive individual private lessons on their performance instrument in order to advance their skills.

Participation in co-curricular music is encouraged. Students will be studying solo performance, group performance, composition, instrumentation and study of music works.

What subjects should I have already done?

Students need to have achieved a requisite level of performance and/or composition in Year 11 or through other musical activities. Acceptance into the course is at the discretion of the Head of Music. Students must attend regular lessons for their performance instrument and/or singing.

How is the course assessed?

Internal assessments cover performance as a soloist and in an ensemble, composition, instrumentation, and musical knowledge. Aural skills and analysis are tested through an external examination. Students are encouraged to take a leadership role in co-curricular music, becoming role models for younger students. There are 3 internal Achievement Standards which are assessed throughout the year and are completed by end of Term 3 and an external exam at the end of the year on music studies. There are 16–20 NCEA credits available at this level.

YEAR 13 NCEA Level 3 and Scholarship

What is the subject about?

Level 3 Music is a time for students to specialise in their strengths as musicians. There is a range of performance, composition, music technology and music analysis standards from which students may create an individualised programme of study. Typically, a student might study standards in solo performance or composition, group performance and music analysis.

How will I learn?

Students learn through private practice, the application of theoretical and analytical skills, composition of music for a variety of competitions and performances, detailed study of set works, research and regular performance.

What subjects should I have already done?

Students must have attained requisite performance and/or compositional Achievement Standards at Level 2 or have equivalent skills at this level. Students must attend private lessons with an instrument tutor. Acceptance into the course is at the discretion of the Head of Music.

Where does this subject lead?

Success at this level enables students to enter tertiary institutions to continue Music Studies in all genres or to take up a career as a performer.

How is the course assessed?

As students will be following an individualised programme, assessment will involve a combination of internal and external assessments. There are 4 internal Achievement Standards which are assessed throughout the year and are completed by end of Term 3 and 1 optional external exam. There are 16–22 NCEA credits available at this level.

Physical Education

YEAR 12

NCEA Level 2

What is this subject about?

This course builds upon the foundational knowledge and understanding developed in Year 11 Physical Education. Key learning elements include functional anatomy, methods and principles of training, sports psychology, biomechanics, exercise physiology, and social responsibility.

How will I learn?

The course integrates both theory and practical elements. Learning occurs through lectures, seminars, guest speakers, gym and weight room sessions. Enrichment activities include golf lessons, the Tough Guy/Gal mud run, and bubble football. Through reflection activities, ākongā will apply the Hellison model of social responsibility to their participation. Additionally, there will be an inquiry into the significance of physical activity in the lives of young people.

What subjects should I have already done?

Year 11 Physical Education or Sport & Exercise Science is a prerequisite. An interest in physical activity and/or science is highly recommended.

Where does this subject lead?

This subject leads to Physical Education Level 3, Scholarship, and further tertiary studies. Possible career opportunities include roles in the health and fitness industry such as personal trainer or fitness instructor, and in athletic performance as sports coach or performance analyst. Other paths include sports psychology, physical education teaching, sports media, rehabilitation, health promotion, and sports management.

How is the course assessed?

In Level 2 Physical Education, all standards are internally assessed with 20 credits available. This includes performance tasks where ākongā demonstrate practical skills in activities such as sports and fitness, investigation tasks involving research on topics such as biomechanics and sports psychology, and written assessments such as reports and reflective journals.

YEAR 13

NCEA Level 3

What is this subject about?

Level 3 Physical Education prepares ākongā for further tertiary studies by building upon their previous knowledge of Key learning elements such as functional anatomy, methods and principles of training, sports psychology, biomechanics, and exercise physiology. In addition to Level 2 elements, ākongā investigate leadership and analyse performance programmes.

How will I learn?

This course integrates theory and practical elements, including lectures, seminars, guest speakers, gym and weight room sessions. Ākongā are tasked with demonstrating leadership and responsibility, allowing them autonomy over their programme. Critical thinking skills are honed through researching current physical activity trends and issues. Enrichment activities include duathlon, bubble football, and the possibility of earning a coaching certificate.

What subjects should I have already done?

Level 2 Physical Education is a prerequisite, with an interest in physical activity and/or science recommended.

Where does this subject lead?

This subject leads to further tertiary studies and several possible careers. Career opportunities include roles in the health and fitness industry such as personal trainer or fitness instructor, and in athletic performance as sports coach or performance analyst. Other paths include sports psychology, physical education teaching, sports media, rehabilitation, health promotion, and sports management.

How is the course assessed?

In Level 3 Physical Education, all standards are internally assessed with 19 credits available. This includes performance tasks where ākongā demonstrate practical skills in activities such as a duathlon, investigation tasks involving research on topics such as biomechanics and sports psychology, and written assessments such as reports and reflective journals.

YEAR 13

NCEA Scholarship

What is the subject about?

NCEA Physical Education Scholarship focuses on examining, evaluating, questioning, and proposing action for social justice related to issues in Physical Education within society.

How will I learn?

Learning occurs through a blend of blended and flipped learning approaches, complemented by weekly tutorials.

What subjects should I have already done?

Prerequisites include NCEA Level 2 Physical Education and English, which support proficiency in report writing.

Where does this subject lead?

Successful completion of NCEA Physical Education Scholarship prepares ākonga for tertiary studies in disciplines such as physiotherapy, sport science, athlete strength and conditioning coaching, health sciences, rehabilitation, and medicine. The qualification is recognised internationally.

How is this course assessed?

Assessment is conducted through an externally assessed report, submitted in November for marking.

Physics

What special skills do I acquire?

Use of the scientific method; use of equipment both simple and complex; observational and planning skills; ability to manipulate formulae, the ability to describe and explain physics in real life situations.

YEAR 12 NCEA Level 2

What is this subject about?

Physics is about finding out how and why things happen. We study types of motion, energy, electricity, waves, radioactivity, light, magnetism. Physics is an experimental science, where we take measurements and try to discover relationships – most often as mathematical formulas. Physicists develop theories and models to predict phenomenon that can be tested experimentally.

How will I learn?

Students will study Physics in class and at home – in discussions, by reading texts, by using resources from the internet, by working through modules and by solving theoretical problems. Students will test the theories by taking measurements in practical sessions and comparing their observations with one or more of the theories.

What subjects should I have already done?

Year 11 Physics and Chemistry full-year course and Year 11 Mathematical Reasoning. The Year 11 semester Physics course is also recommended.

Where does this subject lead?

Jobs connected with engineering, electrical work, optometry, aviation, architecture require physics; as do tertiary qualifications in these areas and health sciences.

How is the course assessed?

Two Achievement Standards – a practical investigation and nuclear physics (total 7 credits) are internally assessed. Three Achievement Standards (16 credits) are externally assessed in end of year examinations in Waves, Mechanics, and Electromagnetism.

YEAR 13 NCEA Level 3

What is this subject about?

Physics involves finding out how and why things happen. It helps us understand the world and improve the way we live. We study energy, linear and rotational motion, DC and AC electricity and electromagnetism, wave diffraction and interference, and atomic and nuclear physics. Physics is an experimental science, where we take measurements and try to discover mathematical relationships and an internal practical investigation follows this approach. Physicists develop theories and models that predict phenomenon and can be tested experimentally.

How will I learn?

Students will study Physics in class and at home by reading texts, by research, by working through modules, involvement in discussions and by solving theoretical problems as well as using online platforms.

What subjects should I have already done?

Students should have achieved Level 2 Physics Mechanics and Electricity (12 credits, preferably at Merit level) and Level 2 Mathematics standards of algebra, graphs and trigonometry. Students should also be studying Level 3 Mathematics with Calculus.

Where does this subject lead?

Jobs connected with engineering, electrical work, optometry, aviation, architecture require physics; as do tertiary qualifications in these areas and health sciences.

How is the course assessed?

One Achievement Standard – Nuclear Physics (3 credits) is internally assessed. Three Achievement Standards (16 credits) are externally assessed in end of year examinations; in Waves, Mechanics and Electrical Systems.

Other details

Scholarship classes are offered after school for those students who want to be extended. The syllabus is the same, so the emphasis is on learning to solve difficult problems.

Te Ao Haka

What special skills do I acquire?

- Critical thinking
- Problem solving
- Confidence
- Discipline
- Resilience
- Perseverance
- Organisation
- Management
- Collaborative
- Practical
- Theoretical
- Leadership

competent individuals towards Te Ao Māori principles and practices whilst being openminded towards other cultures.

How is the course assessed?

The Level 2 and Level 3 course consists of two internal standards, and one external standard. The assessments will be a combination of written work and a mixture of performance-based assessments that will be held in and outside of school.

YEARS 12 AND 13

NCEA Levels 2 and 3

What is the subject about?

Te Ao Haka is a unique, fun and vibrant programme, providing opportunities to engage in Māori culture, language, and traditional practices.

How will I learn?

In Year 12, students learn through the art form that includes elements of compositions, choreography, singing, haka and traditional dance.

In Year 13, students refine their analysis and evaluation of Te Ao Haka as well as their skills in performance.

What subjects should I have already done?

Some knowledge of Te Reo Māori is an advantage, but not necessary, for entry into this course.

Where does this subject lead?

The development of Te Ao Haka skills provides lifelong learning and creates viable career pathways that lead on to further studies in areas such as theatre, TV and film, the tourism industry, or government. These skills can be implemented to pave strong culturally

Tourism Studies

What special skills do I acquire?

Organisational skills and critical thinking skills. The ability to work independently. Much of the assessment for this course requires adequate literacy skills.

YEARS 12 AND 13 NCEA Levels 2 and 3

What is the subject about?

This course is not an NCEA approved subject. While credits will count towards Level 2 and Level 3 NCEA, the course will not appear on the NZQA record of achievement and is not an approved subject for University Entrance. Students complete Unit Standards and not Achievement Standards.

Students considering this course need to be aware of the limitation it may cause to any intended tertiary study.

Level 2 Tourism Studies helps students understand the environmental and social aspects of tourism and develops their skills for, and insights of, working in the wider tourism industry. Students will develop knowledge of both New Zealand and world tourist destinations.

Level 3 Tourism Studies further develops the core skills required to work in the tourist industry and builds knowledge of New Zealand, Australian, Pacific Island and world tourist destinations. Working in teams will be a component of the course.

How will I learn?

Course notes and exercises are delivered using a variety of methods including write-on e-workbooks, blended learning platforms and web based platforms. Much of the learning is student led and will require the ability to research and synthesise resources in small groups collaborating together, but will require independent reporting. There will be guest speakers, trips to tourism businesses in the Wellington region, and a field trip to Rotorua.

What subjects should I have already done?

There are no prerequisites, although students would be expected to have a strong interest in pursuing a tourist related activity as a career.

Where does this subject lead?

The course has direct links into tertiary study at polytechnics and private training institutions. The career opportunities in tourism are wide and varied. Many of these pathways are discussed during the course.

How is the course assessed?

Students gain Unit Standards set by the tourism industry by completing internal assessments (there are no externals) after completing the necessary course readings and class activities. These are usually open-book research projects with a mix of written and verbal assessments. Work is spread across several periods.

The Unit Standard credits will count towards the NCEA Certificates for Levels 2 and 3, but cannot be counted as part of the University Entrance qualification requirement (at least 14 credits in each of three subjects).

Level 2 – 32 Credits

Level 3 – 27 Credits

Costs

Level 2 approximately \$160

Level 3 approximately \$110

Field trips

Rotorua

Visual Arts

The Visual Arts courses are structured to offer students a more flexible programme.

What special skills do I require?

An ability to initiate, develop and resolve artistic ideas, and communicate these in a visual medium. Students must realise that time-management and independence is crucial and there must be a genuine interest in the subject selected.

Studio Art (PAINTING, SCULPTURE, OR PRINTMAKING)

What is the subject about?

Studio Art (Painting, Sculpture or Printmaking) is essentially a two-year Art programme that is for any Year 12 or 13 students who have done Foundation Art or equivalent portfolio-based subject. Studio Art (Painting, Sculpture or Printmaking) is a more traditionally structured art course with a variety of internally assessed skills and idea development Achievement Standards that feed into the externally assessed folio. Students in Studio Art (Painting, Sculpture or Printmaking) will work with fine arts ideas and will select one media that they are most interested in. Media choices can be chosen from painting, printmaking or sculpture.

How will I learn?

Students will develop independent artwork by studying how artists work, what processes they use and how themes are developed in fine art. Through the students own artwork, they will develop processes and ways of working independently to suit their own interests and ideas. In Studio Art (Painting, Sculpture or Printmaking) the teacher acts as a guide and will help students build on skills learned in previous years.

What subjects should I have already done?

Students should have taken Year 11 Foundation Art or equivalent portfolio-based subject.

Where does this course lead?

Students who take Studio Art (Painting, Sculpture, or Printmaking) in Year 12 at NCEA Level 2 can progress to Studio Art at Level 3, completing NCEA Level 3 standards. After their first year, students may also choose to branch into Art Design, Illustration, or Studio Art (Photography) to broaden their creative skills and experience.

Studio Art provides a strong foundation for students interested in pursuing careers or further study in Fine Arts, Polytechnic Design programmes, or Craft Design courses at the tertiary level.

How is the course assessed?

Studio Art (Painting, Sculpture, or Printmaking) is assessed using NCEA Level 2 or 3 Achievement Standards. There are 16-24 credits on offer and students doing Level 3 standards may work towards Scholarship. The internal work is assessed through evidence within a visual diary that is assessed and moderated internally. Visual diary work will lead toward external folio work that is handed in as a systematic body of work at the end of the academic year. Students may attain 8 credits internally and 12-14 credits externally depending on NCEA level. Studio Art (Painting, Sculpture or Printmaking) students may get subject endorsement.

Other details

Students may also opt for an internal-only programme that includes a research standard and a resolved artwork standard. These two standards replace the folio standard. This programme option is for students new to the subject and will be discussed on a case-by-case basis.

Studio Art (PHOTOGRAPHY)

What is the subject about?

Studio Art (Photography) is essentially a two-year Art programme that is for any Year 12 or 13 students who have done Foundation Art or equivalent portfolio-based subject. Studio Art (Photography) is a more traditionally structured art course with a variety of internally assessed skills and idea development Achievement Standards that feed into the externally assessed folio. Students in Studio Art (Photography) will work with photographic fine arts ideas and will select the media that they are most interested in. Students will learn about photographic techniques and skills both in the photographic studio and in the field. Students will learn how to use both Adobe Lightroom and Photoshop as part of their programme.

How will I learn?

Students will develop independent artwork by studying how artists work, what processes they use and how themes are developed in fine art. Through the students own artwork, they will develop processes and ways of working independently to suit their own interests and ideas. In Studio Art the teacher acts as a guide and will help students build on skills learned in previous years.

What subjects should I have already done?

Students should have taken Year 11 Foundation Art or equivalent portfolio-based subject.

Where does this course lead?

Students who take Studio Art (Photography) in Year 12 at NCEA Level 2 can continue the programme at Level 3, completing NCEA Level 3 standards. After their first year, students may also choose to take Applied Art to further expand their creative practice.

Studio Art (Photography) is valuable for students considering careers or further study in Fine Arts, Journalism, Polytechnic Design programmes, or Craft Design courses at the tertiary level.

How is the course assessed?

Studio Art (Photography) is assessed using NCEA Level 2 or 3 Achievement Standards. There are 16-24 credits on offer and students doing Level 3 standards may work towards Scholarship. The internal work is assessed through evidence within a visual diary that is assessed and moderated internally. Visual diary work will lead toward external folio work that is handed in as a systematic body of work at the end of the academic year. Students may attain 8 credits internally and 12-14 credits externally depending on NCEA level. Studio Art (Photography) students may get subject endorsement.

Other details

Students may also opt for an internal-only programme that includes a research standard and a resolved artwork standard. These two standards replace the folio standard. This programme option is for students new to the subject and will be discussed on a case-by-case basis.

Art Design and Illustration

What is the subject about?

Art Design and Illustration is for students interested in Graphic Design (eg. digital design, fashion and branding design) and/or commercial illustration (eg. Graphic novels, character design, game design, and animation). With a growing demand for commercial design and illustration as career pathways, this course will focus heavily on the practical elements of commercial design and illustration fields to provide students with the skills required for these career pathways.

How will I learn?

Students will develop their own work by studying how commercial and industry artists work. Students will examine what processes graphic designers and illustrators use and how ideas are developed in a professional sense. Students will develop processes and ways of working independently to suit their own interests, ideas, and self-generated briefs. In Art Design and Illustration the teacher will act as both a client and creative director, pitching ideas and briefs to the students to help them build on skills learned in previous years.

What subjects should I have already done?

Students should have taken Year 11 Foundation Art or equivalent portfolio-based subject.

Where does this course lead?

Students doing Art Design and Illustration for the first year may continue to do Art Design and Illustration, or pick up Studio Art the following year. Art Design and Illustration may also be useful for students interested in a career in Fine Arts, Polytechnic Design Courses, Craft Design, or Film/Media Studies courses at tertiary level.

How is the course assessed?

Art Design and Illustration is assessed using NCEA Level 2 or 3 Achievement Standards. There will be an emphasis on internal work that is assessed through evidence within a visual diary. This work is assessed and moderated internally. Visual diary work will lead into the external folio work should students want to push for subject endorsement. The folio work is handed in as a body of work at the end of the course. Credits earned will depend on student needs and range from 16-22 credits in total. Art Design and Illustration students may get subject endorsement should they choose

to work towards external Achievement Standards and Scholarship.

*** All Art Courses**

Students will be expected to purchase and maintain their own materials to supplement those supplied by the Art Department. Looking at the work of artists, designers and commercial – photographers is an important feature of studying Art at NCEA Levels 2 or 3. As well, students may undergo field trips to visit galleries and exhibitions and will be expected to do so independently as well. Students wanting to do more than one Visual Art subject must first see the Head of Department Art due to workload requirements. Students at Year 12 and Year 13 may do a combination of any of the above Visual Arts courses. All students signing up for any Visual Arts course may be subject to change, in consultation with the student, whānau, the student's Dean and Senior School Principal to best meet the needs of the student.

Wearable Design Technology

What special skills do I acquire?

- The ability to use creative and artistic skills in industry applications
- Skills in developing conceptual design and practical outcomes for costume in film, theatre, fashion textiles and jewelry
- Skills in using computer aided design, sculpture, textile creation, and other practical skills in CNC laser cutting, metal casting, applied design and 3D printing
- The ability to develop an independent project of their choosing at Level 3 and creative decision making within guided projects at Level 2
- Applied design skills using computer aided design as well as traditional surface design techniques
- Gain deeper understanding of sustainability factors in design
- Develop critical language skills to articulate, justify and explain own ideas
- Develop a design brief to propose unique solutions while fulfilling the needs of the target audience and broader stakeholders within clear identified specifications in real life scenarios
- Maintain independent safe working practices
- Artistic portfolio development

YEAR 12 NCEA Level 2

What is the subject about?

This course teaches students to think and work as a designer, with a client through engagement with real life stakeholders and companies. They will be learning the creative skills and practical techniques that enable them to develop an outcome from an initial idea to a resolved final design. A wide

range of skills are taught alongside the conceptual design cycle enabling students to enter Level 3 with the ability to develop individual interests and personalised project outcomes. Students may be interested in creative sculpture, fashion, textile design, costume for film and theatre, jewellery design or wishing to extend their creative portfolio. They will learn how to, design, model and fabricate using soft and hard materials. They will understand how to design concepts using digital media as well as constructing completed garments and metal cast jewellery. Students will be using a range of computer design programmes, 3D printers, laser cutter, and sublimation printer. They will create an exhibition presentation and understand the principles of image composition, while developing critical language skills to articulate, justify and explain own ideas. Students will gain deeper understanding of sustainability factors in design, learn to synthesise ideas from contemporary and historical practice. They will also build a visual portfolio that showcases their design collection of sculptured accessories, printed textiles, prototype modelling and completed garments. This course is particularly effective in developing students' essential operating skills such as creative thinking, self-management, critical thinking, communication, and collaborative practice that will equip them for lifelong learning.

How will I learn?

Students will learn through a combination of practical and conceptual projects. They will be introduced to a wide variety of skills that can be applied across different scenarios enabling them to develop specific personal interests. A combination of materials investigation, software training and project-based design brief are active throughout the course. Students will gain familiarity with different modalities of investigative research, inherent in studio-based design

practice. The investigation involves the use of materials including but not limited to textiles, foam and thermoplastics, metals and resin. The full cycle of design is investigated in relation to a wearable context. Students will generate original creative ideas through to research and conceptualisation experiencing prototype construction, and product manufacture. Proper workshop safety protocols, tool usage, and studio-based design practices will be taught using sewing machines, specialist 3D and textile printers, metal casting and laser cutting. Success in this course is determined by documenting, developing, testing, and refining ideas, which are justified in terms of function and aesthetic suitability and presentation of completed and investigative assignments.

What subjects should I have already done?

It would be advantageous but not essential for students to have experienced a creative design or visual arts course.

Where does this subject lead?

This course specifically prepares students for study in Level 3 Wearable Design Technology and will support the study of other creative subject areas.

Other details

There will be a cost of \$120 to cover specialist materials and computer licensing.

How is the course assessed?

This is a practical portfolio-based design course with discrete projects and investigations relating to conceptual design, prototyping and process manufacturing and technical construction of a textile product. 22 credits are offered and are internally assessed.

Field trips

Students will be required to take part in several field trips in the local Wellington area. These trips usually occur during class time and involve industry and stakeholder liaisons. A permission email will be sent in Term 1 for parental approval for field trips in each unit.

YEAR 13 NCEA Level 3

What is the subject about?

Students have a flexible programme of study that is tailored around their interests and ability within the scope of wearable design. They may embark on a single project creating a conceptual solution and then making the solution for a client or they may undertake a series of smaller making projects. Students wishing to obtain extra credits in Wearable Design may build a course that best meets their abilities and interests. Students are encouraged to build on skills acquired in Level 2 Wearable Design or Material Design and produce outcomes that are relevant to real life scenarios. Some of the options involve making through processing standards centred around the use of a CNC machines, or applied design, where they make a product and document its fabrication focusing on testing, trialling, health and safety, and functional modelling of the outcome. Alternatively, students may engage in a teacher-designed brief or initiate a program of personal investigation and problem solving of their own. Students are encouraged an assisted in finding clients within the community to work with and meet their needs within a wearable design context. The development of a prototype focuses on the design process and testing of materials and construction limitations. Students must continually justify their design choices, evaluating them against a range of factors. Students may design products ranging from

garments, jewellery, costume, textiles, accessories, or props. The options are expansive, and students are encouraged to develop skills and explore their own interests within the wide field of Wearable Design.

How will I learn?

Students will learn through extensive materials investigation and self-directed project-based design. Students may select to follow a single project of their own design, in consultation with their teacher, or to take discrete units that are pre-set. The option for an independent investigation and project development is encouraged. They will be expected to utilise different modalities of investigative research, inherent in studio-based design practice. The investigation involve the use of materials including but not limited to textiles, plastics, metals and resin. Students may consider contemporary fashion practices. The full cycle of wearable design is investigated from an initial idea through to research, prototype construction, refinement, and product manufacture. Students will demonstrate proper workshop safety protocols and tool usage, as well as independent studio based design practice. Success in this course is determined by documenting, developing, testing, and refining ideas, which are justified in terms of function and aesthetic suitability and presentation of completed briefs.

What subjects should I have already done?

Students would be expected to have successfully completed a Year 12 design or technology or visual arts course but may otherwise access this course through negotiation with the LAC of Design and Technology.

Where does this subject lead?

This subject prepares students for a future in the fields of Fashion Design, Textile Design, Visual Arts, Industrial

Design, and Graphic Design and will prepare them for the study of any of these subjects at a tertiary institution.

Other details

There will be a cost of \$120 to cover specialist materials and computer licensing. Some students may incur further costs, if they have a specific project that is developed outside the parameters of general class materials.

How is the course assessed?

16 internal credits are mandatory. Students may be able to complete other 4 credit standards depending on their requirements and skills. A 4-credit applied design standard and 4-credit CNC machining standard may be additional options for some students. An external scholarship standard is available to those interested.

Field trips

Students may be required to take part in several field trips in the local Wellington area. These trips usually occur during class time and involve industry and stakeholder liaisons. A permission email will be sent in Term 1 for parental approval for field trips in each unit. Individual student projects may require a student to engage with a stakeholder or industry partner in their own time, and parental assistance may be required to support their endeavor.

NCEA and IBDP Compared

Question	NCEA	IBDP
<p>What is the essential difference between NCEA and IB?</p>	<p>Most students study six subjects in Year 12 and five subjects in Year 13. Students may change subjects at the end of Year 12. Courses offered in Year 13 may have prerequisites (<i>see pages 6 and 7</i>).</p>	<p>Students study six subjects over Years 12 and 13; three at Higher Level and three at Standard Level.</p> <p>In addition, each student completes an Extended Essay, a Theory of Knowledge course (TOK) and the Creativity, Action and Service programme (CAS).</p>
<p>How do the examinations work?</p>	<p>Each subject has a number of standards which are assessed either externally or internally. Subjects with externally assessed portfolios submit these immediately before end-of-year examinations. Examinations begin in November and conclude in December.</p>	<p>IB Diploma subjects are examined at the end of Year 13. There are no public examinations in Year 12, although there will be elements of coursework to complete. Students will have mock examinations at the end of Year 12 and once again before their final external examinations.</p>
<p>How do universities regard NCEA and IB?</p>	<p>Universities in NZ are very familiar with the NCEA. The University Entrance qualification requires 60 credits at Level 3 with some other requirements (<i>see page 4</i>).</p>	<p>Universities in NZ and worldwide have become very familiar with the IBDP. Good universities may make offers to students whose grade totals are 30 points or more. Those offers may stipulate a final grade of 6 or 7 in the subject to be studied at university.</p> <p>Details: www.ibaustralasia.org/university-entrance</p>
<p>How is achievement reported?</p>	<p>Students work toward NCEA Achievement Standards may be awarded “not achieved”, “achieved”, “merit” or “excellence”. Credits earned from each standard contribute to students’ NCEA qualifications (<i>see pages 38 and 39 for details</i>).</p>	<p>IB Diploma subjects’ final grades are reported using a numeric scale. The maximum mark for each subject is 7. Therefore, the six subject grades contribute a possible 42 points to the diploma grade total. There are 3 additional core points available for the Extended Essay & TOK. The maximum possible Diploma score is 45 points. A Diploma may be awarded to students gaining 24 points or more (<i>see page 28 for details</i>).</p> <p>Diploma examinations are reported using the same 1–7 scale.</p>

Summary of Charges

The charges listed below provide a summary of those included in the Senior Curriculum Handbook and are not exhaustive. All costs are estimates and intended as a general guide only.

General Charges (All Students)

- Education Perfect subscription: \$70

Year 11 Charges

- Commerce: \$15
- Design and Visual Communication: \$120
- Materials Design Technology: \$120
- Introduction to Wealth Management: \$30
- Design Technology – Product Manufacturer: \$60
- Wearable Design Technology: \$60

IBDP Charges

- Kognity Subscription: \$300
- Examination Fees: See page 72

NCEA Year 12 Charges

- Construction Technology: \$120
- Design and Visual Communication: \$120
- Geography – Tongariro Field Trip: \$300
- Materials Design Technology: \$120
- Mathematics: \$40
- Statistics: \$60
- Tourism Studies: \$160
- Wearable Design Technology: \$120

NCEA Year 13 Charges

- Business Studies, Geography, Tourism – Combined Field Trip: \$660
- Construction Technology: \$150
- Design and Visual Communication: \$120
- Geography – Kāpiti Field Trip: TBA
- Materials Design Technology: \$120
- Calculus: \$50
- Statistics: \$50
- Wearable Design Technology: \$120
- Tourism Studies: \$110

Incidental Costs

- Science competition fees
- Economics competition fees
- Theatre tickets for Drama students
- Art supplies for Art students
- Local excursions

Qualification Fees

INFORMATION PROVIDED BY NZQA AND IBO AS AT JUNE 2025

NCEA

There are no fees for New Zealand domestic students.

Fees for international students:

- International student entry to NCEA standards: \$383.30 per year
- International student entry to Scholarship subjects: \$102.20 per subject

IBDP

(Year 13 charge only; fees are charged in Singapore dollars, SGD)

- Registration and CORE component fees: These fees have been eliminated by the IBO
 - Subject fee: SGD 148.00 per subject
 - The total cost for registering six subjects in the IB Diploma is therefore SGD 888.00 (approximately NZD 1160.00)
-

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