Senior School Option Book 2027



BE MORE THAN
YOU EVER IMAGINED

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Be more than you ever imagined

DIOCESAN SCHOOL FOR GIRLS

Making Academic Choices

Kia ora koutou.



This year we are presenting our Academic Options book electronically for you and your family to explore all the extensive subject choices at Diocesan School for Girls. The rapid growth of artificial intelligence is challenging the status of knowledge and how it will influence education both positively and negatively. These changes cast a new light on different ways of learning and are the reason why we should equip ourselves with a wide range of options leading into the future. To help you with course planning, teaching staff will be available at an options evening in the Performing Centre on August 10, and the parent teacher interviews on 28, 30 July & 3rd August will also provide opportunities to seek advice from subject teachers and the Careers team.

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

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

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

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

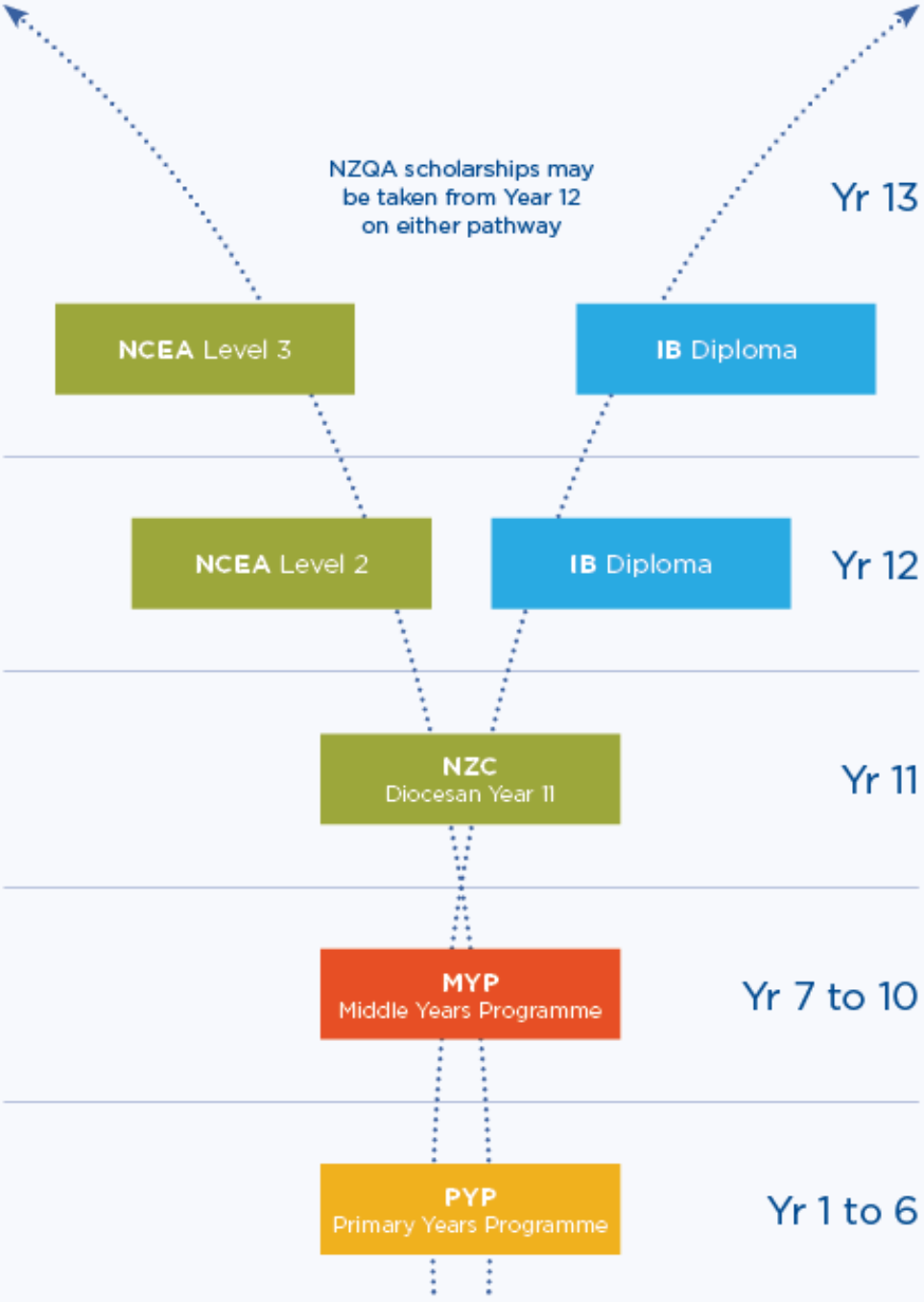
We recommend that you seek advice from tutor teachers, deans, Heads of Faculty and Careers Centre staff to ensure that you graduate from Diocesan with an outstanding qualification and attributes for learning that will support you throughout your life.
All the very best with your course options!

Ngā manaakitanga



Margaret van Meeuwen
Head of Senior School

DUAL EDUCATIONAL **PATHWAY**



Be more than you ever imagined

DIOCESAN SCHOOL FOR GIRLS

Philosophy

Key Philosophy for Course Selection at Diocesan

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

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

We provide multiple pathways for success

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

Subject Choice Tips

Steps to make an informed decision

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

THE ABC SUBJECT SELECTION CHECKLIST

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

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

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

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

TO MAKE INFORMED DECISIONS YOU SHOULD:

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

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

Enrichment and Acceleration

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

Opportunities available to study a University Paper at Year 13

Diocesan offers individual programmes to students who have already succeeded at Level 3 giving them the opportunity to study a university paper as part of their course. There are specific papers universities offer to secondary school students and these are studied either on campus or by correspondence. In 2027 selected students will be able to choose papers from a range of papers from The University of Auckland, through the Young Scholars' Programme, or from other universities that offer extramural study.
Students should discuss which papers they could take with the Careers Department.

NZ University Entrance

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

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

NCEA APPROVED SUBJECTS FOR ENTRANCE TO UNIVERSITY

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

THE INTERNATIONAL BACCALAUREATE DIPLOMA REQUIREMENTS

All universities, both national and international require a minimum score for entrance.
In New Zealand universities, the minimum score is approximately 26, depending on the university and desired course.
internationally, the minimum score for entry varies considerably depending on the university and the chosen degree.
All IB Diploma subjects are approved for entrance to university. Students taking English B must take Higher Level and gain at least Grade 5 to meet Literacy requirements at New Zealand Universities.

Scholarship

Scholarship Awards recognise excellence for secondary school students.
Scholarship will enable students to be assessed against challenging standards, and will be demanding for the most
able students in each subject. Scholarship students will be expected to demonstrate high-level critical thinking, abstraction and generalisation, and to integrate, synthesise and apply knowledge, skills, understanding and ideas to
complex situations. There is a fee of $102.20 per subject for International students to enter Scholarship.
Scholarship Monetary Awards for 2027 will comprise:

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

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

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

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

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

There are conditions which govern these awards:

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

For more detailed Scholarship information please see the Scholarship Section starting on page 150

NCEA Pathway

Arts

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

Creative Industries

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

English and English Language (formerly ESOL)

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

Health and Physical Education

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

Religious Studies

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

Year 9	Year 10	Year 11	Level 2	Level 3
Languages				
Chinese	Chinese	Chinese	Chinese	Chinese
French	French	French	French	French
German	German	German	German	German
Japanese	Japanese	Japanese	Japanese	Japanese
Latin	Latin	Latin	Latin	Latin (From 2028)
Spanish	Spanish	Spanish	Spanish	Spanish
Mathematics				
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
		Mathematics towards Calculus	Calculus	Calculus
		Mathematics towards Statistics	Statistics	Statistics
	Advanced Mathematics	Advanced Mathematics	Advanced Calculus	Advanced Calculus
Science				
Science	Science	Applied Science	Biology	Biology
		General Science (Core) + Biological Science	Chemistry	Chemistry
		General Science (Core) + Physical Science	Earth and Space Science	Earth and Space Science
	Enriched Science		Physics	Physics
Social Sciences				
Social Studies	Social Studies	Accounting	Accounting	Accounting
		Business Studies	Business Studies	Business Studies
		Economics	Economics	Economics
	Enriched Social Studies	Classical Studies	Classical Studies	Classical Studies
		Geography	Geography	Geography
		History	History	History
			Tourism (Unit Standard Course)	Tourism (Unit Standard Course)
Te Whare Huia				
Mātauranga Māori	Mātauranga Māori			
Te Reo Māori	Te Reo Māori	Te Reo Māori	Te Reo Māori	Te Reo Māori

International Baccalaureate Diploma Pathway

Years 9-11	Year 12 & 13
Language & Literature (Group 1)	English Literature or English Language & Literature Chinese Literature
Language Acquisition Language B (Group 2)	Chinese
	English
	French
	German
	Japanese
	Spanish
	Ab Initio French or Spanish
	Classical Language: Latin
Individuals & Societies (Group 3)	Business Management
	Economics
	Geography
	Global Politics
	History
	Psychology
Design (Group 3&6)	Digital Society (Group 3)
	Film (Group 6)
Sciences (Group 4)	Biology
	Chemistry
	Physics
Mathematics (Group 5)	Mathematics Analysis and Approaches
	Mathematics Applications and Interpretation
The Arts (Group 6)	Dance
	Film
	Music
	Theatre Studies
	Visual Arts



IB learner profile

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

As IB learners we strive to be:

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

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

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

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

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

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

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

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

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

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

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

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Year 11

In 2027 students in Year 11 will study subject courses designed by Diocesan that are in alignment with the New Zealand Curriculum. These courses will provide a coherent pathway to NCEA Level 2 or Year 12 IB Diploma in 2027.

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

In making option choices students must think ahead

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

Compulsory Subjects:

- English Literature
- Mathematics
- General Science

Core Subjects:

- Health and Physical Education
- Religious Studies

Options:

- English Excel for Language Learners
- Media Studies
- Dance
- Drama
- Music
- Visual Creative Arts
- Design and Visual Communication
- Digital Technologies
- Food Design Technology
- Material Design Technology
- Health Science and Psychology
- Sport and Exercise Science
- Chinese
- French
- German
- Japanese
- Latin
- Spanish
- Te Reo Maaori
- Biological Science
- Physical Science
- Accounting
- Business Studies
- Classical Studies
- Economics
- Geography
- History

All students must study one science but no more than two science options. For the options, please see Page 18 & 19.
Visual Arts. Two options are offered in the Visual Arts. As both subjects use the same standards students may select only one of these options.
Students wanting to take more than one Creative Industry subject need to consult with the Head of Faculty.
* Subject can be started at this level

English Literature

Outline of Course
The Year 11 English Literature course consolidates work done throughout the junior high school years in each of the oral, visual and written strands. Students will complete a range of activities and assessment that require them to analyse language and literature, as well as create texts of their own. Students will continue to be assessed on response to studied and unfamiliar text, along with creating written and oral texts of their own, with an ongoing focus on critical thinking.

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

Title	Examination/Internal Coursework
Unfamiliar Text Timed test	Internal
Timed Response to Literature	Internal
Writing and Editing Process	Internal
Oral Presentation	Internal
Unfamiliar texts	Examination
Response to Literature Essay	Examination

English Excel for Language Learners

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

Outline of Course:
In addition to the assessments offered in English Literature, students in this course will also complete EAP30507 and EAP30511 to further support English academic reading and writing skills

Chinese / English Bilingual Literature

Prerequisites: All students have English as an additional language where Chinese is their first language

This course follows the same curriculum as English Literature, and the classes are taught by Chinese and English-speaking teachers who are specialist English language teachers. In addition to the assessments offered in English Literature, students in this course will also complete EAP30507 and EAP30511 to further support English academic reading and writing skills

Health and Physical Education

Outline of Course

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

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

In Health, ākonga will engage in two dedicated areas of learning. In the relationships and sexuality unit, students explore how mana and identity are connected to self-worth and examine the values, skills, and strategies that support positive, respectful relationships. In the mental health unit, students go beyond personal wellbeing to examine mental health as a community and public health issue — developing genuine health literacy, understanding socio-ecological influences on mental health in Aotearoa, and building the knowledge and skills to advocate for hauora in their communities.

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

- Creating Connections: How can movement enhance self-awareness, social awareness, and whanaungatanga?
- It's About Mana: What strategies can we apply to enhance mana and develop positive relationships and sexuality?
- Mental Health Literacy, Hauora & Advocacy: How do societal and cultural systems shape mental health, and what is our collective responsibility to hauora?
- Unity and Us: What strategies can I apply to enhance Kotahitanga in a team?

Mathematics towards Calculus

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

Students should pick this course if they intend on taking NCEA Level 2 Calculus or the IB Diploma in Year 12.

Course Costs: Approximately $70

Title	Examination/Internal Coursework
Numeracy: Use mathematics and statistics to meet the numeracy demands of a range of situations.	External Exam 10 Credits
Algebra Concepts	Examination
Tables, Equations and Graphs Concepts	Examination
Trigonometry Concepts	Examination
AS91258: Apply Sequences and Series in Solving Problems	Internal

Mathematics towards Statistics

If you are interested in analysing data and making informed decisions, the Statistics pathway will teach you how to collect and analyse data, make predictions, and understand probability.
This course covers a range of topics including conceptual probability and statistics and algebra and graphing skills.

Students should select this course if they intend on taking NCEA Level 2 Statistics.

Course Costs: Approximately $95

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

Mathematics

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

Course Costs: Approximately $90

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

Advanced Mathematics

Level 2

Prerequisites: Completion of the Year 10 Advanced Mathematics course and have approval from the Head of Faculty

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

Course Costs: Approximately $85

	Title	Ext / Int	
	Numeracy: Use mathematics and statistics to meet the numeracy demands of a range of situations	External	10
91257	Apply graphical models in solving problems	Internal	4
91259	Apply trigonometric relationships in solving problems	internal	3
91261	Apply algebraic methods in solving problems	External	5
91262	Apply calculus methods in solving problems	External	5
		Total Credits	17

Religious Studies

Outline of Course
This course is a core requirement for all Year 11 students, with lessons scheduled once per timetable cycle. The programme provides students with a comprehensive exploration of foundational religious texts, existential questions, and cultural narratives that have shaped human understanding across civilisations.

Terms 1 and 2: Biblical Structure and Themes
Students will develop a thorough understanding of biblical literature as both religious text and cultural foundation. They will examine the organisational structure of the Old and New Testaments, exploring major literary genres including narrative, poetry, prophecy, and epistolary writing. Key themes such as covenant, justice, redemption, and community will be analysed through close reading of selected passages.

Term 3: Meaning of Life
Building on the foundation in the first half of the year, students will engage with fundamental existential questions that have occupied human thought across cultures and centuries. They will explore diverse philosophical and religious perspectives on life's purpose, examining how different traditions approach questions of suffering, happiness, mortality, and fulfilment.

Term 4: Mythology
The final term focuses on the rich tapestry of mythological traditions from various ancient civilisations, including potentially Greek, Roman, Norse, Egyptian, and Mesopotamian cultures. Students will examine how these narratives explained natural phenomena, established social values, and provided meaning within their respective societies. They will analyse recurring mythological themes such as creation, heroism, divine intervention, and moral consequences, drawing connections between ancient stories and contemporary literature, film, and popular culture.

NCEA Level 2 Religious Studies
Incoming Year 11s who have achieved strong results in the 2027 school year as Year 10s and who are looking for further challenges to foster academic growth are very welcome to choose NCEA Level 2 Religious Studies as an option subject, in addition to the Year 11 course. See the relevant page for more information.

Title	Examination/Internal Coursework
Analyse the structure and themes of biblical literature	Internal Coursework

General Science

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

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

Title	Examination/Internal Coursework
Report on a biological issue	Internal Coursework
Carry out a Practical Investigation in either a Biology or Chemistry or Earth and Space Science or Physics context, with direction	Internal Coursework
Demonstrate understanding of aspects of mechanics	Examination
Demonstrate an understanding of aspects of acids and bases	Examination
Demonstrate understanding of biological ideas relating to genetic variation	Examination

Applied Science

Outline of Course
This course has been designed with an emphasis on the application of science, placing greater focus on internal assessment rather than end-of-year examinations. Each standard will include one or two weeks of teaching, followed by some research or practical work. The final week will be set aside for either the write-up or a practical investigation.
This course is particularly suited for students who do not intend to pursue science beyond Year 11, and who prefer to be assessed through ongoing internal tasks rather than high-pressure final exams. However, students who are committed and demonstrate strong effort can still succeed in the examination-assessed component if they choose to continue with science in later years.

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

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

Dance

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

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

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

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

Drama

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

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

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

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

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

Music

Prerequisites: Students must have completed a minimum of one year of instrumental or vocal tuition, either through Diocesan's itinerant programme or private tuition; those with alternative musical experience may seek approval from the Teacher in Charge of Music. All students are required to continue private lessons throughout the year and to participate in at least one school ensemble — a Performing Arts ensemble or choir, Open Ensemble, or the Rock Band Programme.

Outline of Course
Year 11 Music provides students with a dynamic and comprehensive musical education, developing skills across four key areas: music technology and production, performance, composition, and musicianship.

Course Components
Music Technology
Students develop production skills using industry-standard software and recording equipment, working with digital audio workstations to capture, edit, and shape sound. A particular focus is transcribing and recreating tracks from popular genres, sharpening both their technical listening and their fluency with music technology. The course culminates with a creative project in The Shrub, Dio's professional-quality recording studio.

Performance
This performance component nurtures individual artistry and collaborative skills. Through regular in-class performances, students refine their technique with ongoing feedback, while focused workshops deepen their understanding of ensemble conventions and performance approaches.

Composition
Students explore the craft of writing original music and developing a personal voice. Through guided activities, they learn to generate, shape, and refine their musical ideas into complete, original compositions, drawing on the techniques and technology introduced across the course.

Musicianship
Students build fluency in reading and interpreting musical notation, developing the theoretical understanding that underpins confident musical communication. Studying the conventions used in music scores, alongside listening across a range of styles, including film music, strengthens both their analytical skills and their practical music-making.

Assessment Structure
The assessment structure for Year 11 Music balances practical musicianship with theoretical knowledge, giving students opportunities to demonstrate their skills across multiple dimensions of musical practice. This approach builds a well-rounded musical foundation that prepares students for Level 2 study while fostering creativity, technical proficiency, and musical understanding.

Course Costs: Concert and workshop attendance is a required part of the course and will be charged to the student's account. Students requiring accompanists for performances are expected to meet this cost.

Title	Exam/Internal
Transcribe and recreate a track from a popular genre	Internal Coursework
Perform two pieces of music as a featured soloist	Internal Coursework
Demonstrate ensemble skills through performing a piece of music as a member of a group	Internal Coursework
Shape music ideas to create an original composition	Internal Coursework
Demonstrate knowledge of conventions used in music scores	Examination

Visual Creative Arts

Prerequisites: Year 10 Visual Art (or at discretion of teacher)
Year 10 Visual Art (or at discretion of teacher)
Outline of Course
A visual art education nurtures creativity and critical thinking, fosters cultural awareness, and enhances problem-solving skills. The Level 1 course is designed to help students build a rich visual vocabulary by developing visual literacy in painting, printmaking, photography, and design. Recognising each student's unique talents and perspectives, the course nurtures their vision and creativity.

The curriculum acknowledges the importance of understanding our cultural heritage, allowing students to view their world through a uniquely New Zealand lens and express it in distinct ways. Beginning with practice-based research, students engage in hands-on exploration of artistic concepts and techniques, integrating art-making with systematic inquiry. This process enhances perceptual awareness and fosters personal invention and experimentation. Students document their creative journey in their visual workbooks, gaining a deeper understanding of themselves and their creative potential.

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

Option A involves study primarily in Painting and Printmaking (Providing direct pathways to level 2 and 3 Painting and Printmaking)
In this course students will learn and use painting and printmaking techniques to communicate and develop their ideas.
In Painting, students will use and understand the characteristics of a range of wet and dry media (Pencils, ink, charcoal, pastels, water colour, gouache and acrylic and the appropriate grounds and supports for these).
For Printmaking, students will use and understand the characteristics of a range of new and traditional printmaking techniques (digital image making, lithography, etching, monoprint, woodcut and linocut).

Option B involves study primarily in Photography and Design (Providing direct pathways to level 2 and 3 Design and Photography)
The course uses photographic and digital art forms as a catalyst for visual creativity.
In Photography, students will learn the skills required to use a digital SLR camera. They will investigate photographic techniques to communicate and develop ideas. They will develop skills in Adobe Photoshop as they review, edit and sequence images.
For Design, students will develop fundamental and specialist skills in cutting edge media such as Adobe CC Photoshop and other digital design apps. They will explore typography, layout, media graphics and digital illustration techniques to produce individual briefs for Graphic Design based outcomes.
Students must have Adobe CC Photoshop on their laptop.

The format for each option consists of four projects of equal value.
Visual Workbooks will be the primary mode for presenting evidence in all projects.

Course Costs: $130 for materials.

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

Design and Visual Communication

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

Outline of Course

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

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

Course Costs: $40 to cover materials

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

Digital Technologies

A laptop computer of appropriate specification is required for this course.

Outline of Course

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

These could include, but are not limited to:

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

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

Food Design Technology

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

Outline of Course

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

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

- Understanding food processing - Learners will understand and implement a range of food processing techniques in the kitchen. They will investigate how changes to ingredients, methods, equipment, and processing conditions affect the quality and characteristics of food products. Through testing, evaluation, and refinement, learners will develop a final product and determine the most effective and efficient means of production.
- Learners design and make a celebration cake for a client of their choice. They design several ideas, choosing their final cake which they creadte using various cake decorating skills and methods.
- Nutrition – The Dio Edition - Correct nutrition is foundational for preventing chronic diseases and in sustaining a long and healthy life. We are bombarded with conflicting messages around our food choices and eating habits. Learners will be given opportunities to interpret, analyse and critique nutritional information, applying their knowledge into their own practice.

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

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

Title	Examination/Internal Coursework
Implement basic procedures to process a specified product	Internal Coursework
Undertake development to make a justified prototype to address a brief	Internal Coursework
Demonstrate understanding of design elements	Internal Coursework
Demonstrate knowledge of an individual's nutritional needs	Internal Coursework

Material Design Technology

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

Outline of Course

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

Year 11 Material designers will:

- Explore the design elements; colour, shape, texture, pattern, line, and contrast, and how these are used to enhance fashion design.
- Be encouraged to be innovative in the way they create both conceptual and physical outcomes
- Implement skills and processes, such as pattern adaptation, garment construction, textile hacking and digital processing
- Develop products by working collaboratively with clients/stakeholders to consider the needs of others

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

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

Media Studies

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

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

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

Health Science and Psychology

Outline of the Course

Health Science and Psychology at Level 1 is an engaging introduction to the worlds of psychology and health. Students begin to explore the big questions: Why do people think and behave the way they do? What does it mean to be well? How do we cope when life changes? These questions are examined through a range of psychological lenses and real-world health contexts, helping students develop both a strong conceptual foundation and practical strategies they can apply in their own lives.

The course opens with an exploration of Psychological Approaches — examining how different schools of psychology explain human thought and behaviour. Students then turn to Positive Psychology, investigating models of wellbeing and taking action to enhance their own. In the second half of the year, students examine Change and Wellbeing, exploring how wellbeing can shift and what strategies support people through difficult transitions. The year also introduces students to one of psychology's great debates — Holism vs Reductionism and Nature vs Nurture — building the critical thinking and academic writing skills that will serve them well at Level 2 and beyond.

Topics likely to be offered in 2027:

- Psychological Approaches – It's How We Look at Things: Examining how different psychological approaches explain human behaviour.
- Positive Psychology – Taking Action for Wellbeing: Demonstrating understanding of wellbeing through the application of a model of health.
- Change and Wellbeing – Understanding Other Perspectives: Exploring how wellbeing can change and identifying strategies to support it.
- Psychological Debate – Holism vs Reductionism / Nature vs Nurture: Examining how a key psychological debate has evolved over time.
- A Case Study of Resilience: Evaluating the factors that influence people's ability to manage change.

Course Costs: Approximately $50 for health practice experiences.

Title	Examination/Internal Coursework
Demonstrate understanding of psychological approaches	Internal Coursework
Demonstrate understanding of wellbeing through the application of a model of health	Internal Coursework
Demonstrate understanding of ways in which wellbeing can change and strategies to support wellbeing	Internal Coursework
Examine how a psychological debate has changed over time	Internal Coursework
Evaluate factors that influence people's ability to manage change	Internal Coursework

Sport and Exercise Science

Outline of the course

movement across a wide range of physical activity environments. Each term builds on the last, developing students' understanding of how the body works, how to improve performance, and what it means to live an active and healthy life. In Term 1, students explore Movement for Well-being — participating actively in a variety of physical activities and examining the factors that influence their own participation, including an Epic Scuba experience. Term 2 shifts focus to the science behind movement, as students investigate Movement and Me: how the body functions during physical activity and what this means for performance. In Term 3, students take on Movement and Mindset: Unlocking Potential, identifying and applying strategies to improve their performance in a chosen physical activity. The year concludes with Movement and Mastery: Push Beyond the Limit! — a practical unit in which students perform against a prescribed standard, putting everything they have learned into action.

Topics and experiences in 2027 include:

- Movement for Well-being: Participating actively in a variety of physical activities and explaining factors that influence your own participation, including an Epic Scuba experience.
- Movement and Me: Demonstrating understanding of how the body functions as it relates to the performance of physical activity.
- Movement and Mindset – Unlocking Potential: Demonstrating strategies to improve performance in a physical activity and describing the outcomes.
- Movement and Mastery – Push Beyond the Limit!: Performing a practical physical activity against a prescribed standard.

Course Costs: Approximately $300 for outdoor and physical activity experiences

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

YEAR 11 – LANGUAGES

Chinese

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

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

Course Costs: Approximately $73

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

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

French

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

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

Course Costs: Approximately $78
Girls are encouraged to sit the French Government DELF exam in August (optional). The cost Approximately $85.

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

German

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

Outline of Course
The Year 11 German course focuses on developing the students' reading, writing, speaking and listening ability. This language learning is supplemented by a variety of cultural topics and activities relating to life in Germany and other German-speaking countries, including a fun and interactive Germanic culinary experience.
This course provides a sound foundation for further German study, by introducing and reinforcing common vocabulary, and discussing key German grammatical structures. All four language skills will be assessed.

Course Costs: Approximately $78. Optional Goethe Speaking Competition $5

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

Japanese

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

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

Course Costs: Approximately $81

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

Latin

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

Outline of Course

In Year 11 Latin, students contiue to study the language, culture and lierature of the Ancient Romans. the course includes:

- A Study of the language in order to be able to read and understand Latin prose passages. Each student is given a glossary of all the words used in the Latin passages to consult in the examination room.
- A study of extracts from Latin Literature
- A study of a major aspect of Roman civilisation: Julius Caesar

Course Costs: Approximately $70

Title	Examination/ Internal Coursework
Translate adapted Latin text into English, demonstrating understanding	Examination
Demonstrate understanding of adapted Latin text	Examination
Demonstrate understanding of studied Latin literary text(s)	Internal Coursework
Present a Roman viewpoint	Internal Coursework

Spanish

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

Outline of Course

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

Course Costs: Approximately $55

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

English Language Acquisition

Outline of Course

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

Te Reo Māori

Prerequisites: Year 10 Te Reo Māori. Successful completion of Year 10 Te Reo Māori, or an equivalent level of language proficiency. If you are unsure whether this course is suitable for you, please consult your teacher.

Outline of Course

Year 11 Te Reo Māori builds on the language skills developed in previous years through the four key language modes:

- Whakarongo – Listening
- Kōrero – Speaking
- Pānui – Reading
- Tuhituhi – Writing

The course integrates te reo Māori with tikanga Māori, and students are expected to uphold appropriate tikanga within the classroom and during course-related activities. Cultural knowledge and practices are woven throughout the programme and assessed through the language contexts explored during the year.

Students will be expected to understand and use language from familiar contexts at both:

- Micro level – specific vocabulary, details, and language features.
- Macro level – overall meaning, interpretation, and inference.

A sound understanding of tikanga Māori and its relationship to language use will support success in both internal and external assessments.

The topics covered will include:

- Te Ao Māori - Māori Worldviews and Perspectives
- Ngā Tikanga Māori - Cultural Practices and Celebration

Course Costs: Aprproximately: $25 Workbook, $35 for Polyfest trip, Ngā Manu Kōrero $25

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

Biological Science

Prerequisites: This a is a course designed for students who have a passion for science as it is a dual sciences option. Note: this is a dual sciences course which means by choosing this subject, you will be taking both 11PSC and 11BSC.

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

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

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

Physical Science

Prerequisites: This a is a course designed for students who have a passion for science as it is a dual sciences option. Note: this is a dual sciences course which means by choosing this subject, you will be taking both 11PSC and 11BSC.

Outline of Course

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

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

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

Accounting

Outline of Course

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

Topics offered in 2027:

- Conceptual Basis: Students will learn about the fundamental principles and rules that accountants adhere to when performing their duties.
- Accounting Processing: This section focuses on the day-to-day accounting processing of business transactions, which forms the basis for building a comprehensive understanding of how a business operates.
- Cash Management: students will learn to describe and explain the cash controls, and also carry out research to explore why they are important.
- Financial Viability: In this section, students will learn how to prepare and analyse financial statements, enabling you to make informed suggestions for improving the business's profitability and success in the future.

Course Costs: Approximately $73 Optional Field Trip $50

Title	Examination/Internal Coursework
Demonstrate an understanding of accounting concepts for small entities	Internal Coursework
Process financial transactions for a small entity	Internal Coursework
Demonstrate understanding of cash management for a small entity	Internal Coursework
Prepare financial statements for sole proprietors	Examination

Business Studies

Outline of Course

Business Studies continues to develop the themes and understandings explored through Social Studies at Years 8 – 10. In particular, Business Studies continues to focus on Entrepreneurship, Decision-making, Business strategy and Business relationships. Topics offered in 2027:

- Spending in Style: Exploring the Global Fashion, Clothing and Textile Industry and developing a Brand Strategy for a NZ Fashion brand
- From Start up to Market: Setting up and operating a product-based business at the Dio school market
- Business in New Zealand: Evaluating important concepts related to understanding business issues and opportunities in New Zealand markets
- Motivating employees at Rainbow's End: Explanation of the relationship between the motivation practice and motivation theory

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

Students will also explore the decision-making process in relation to an existing NZ Fashion brand strategy: understanding brand potential, costs and benefits of different strategies, justifying Brand Partnership Fit, implications and opportunity costs of the decisions that are made and justifying a result based on the information that is developed.

Students will also investigate various case studies and themes relating to doing business in New Zealand, for example: the Product Lifecycle, Financial Life skills, Economic Cycles, Investment, and Challenges for Female Business Leaders.

Finally, students will carry out the 3 Credit Level 2 Business Studies Achievement Standard that explores and justifies employee motivation. They will consider different theories on human psychology and motivation and apply them to how Rainbow's End motivates their staff in practice.

Course Costs: Approximately $30 for Banqer Financial Education. Costs related to the trip to Rainbow's End will also be part of the course and charged when appropriate. All students will also be required to provide a small amount of equity to invest in their own business startup; this will be around $50 each.

Title	Examination/Internal Coursework
Developing the Marketing Mix to grow in the marketplace	Internal Coursework
Demonstrate understanding of an organisation's financial decision making	Internal Coursework
Demonstrate understanding of challenges in the NZ Business Environment	Examination
AS90847 Investigate the application of motivation theory at Rainbow's End	NCEA Internal Assessment

Classical Studies

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

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

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

Students are engaged in learning through a variety of enjoyable methods and hone their skills of formal response writing, presenting, discussion and debate, viewing and examining concepts from a number of viewpoints, interpreting primary source materials as well as seeing and understanding the deep and significant connections which run between the Greek and Roman worlds and today.

Topics offered in 2027:

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

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

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

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

Economics

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

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

The third unit will teach students how to apply the fundamental supply and demand model to any market, for example goods and services, shares, and currencies, and enable students to understand how prices are determined. Students will investigate the impact of government interventions in different markets.

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

Course Costs: Approximately $20 for a workbook and there may be a field trip with an approximate cost of $60.

Title	Examination/Internal Coursework
Demonstrate understanding of an organisation's financial decision making	Internal Coursework
Demonstrate understanding of how interdependent financial relationships are affected by an event.	Internal Coursework
Demonstrate understanding of market equilibrium in competitive markets.	Examination
Demonstrate understanding of macroeconomic models	Examination

Geography

Outline of Course

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

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

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

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

In 2027, Year 11 Geography students will focus on the following:

- Geography around the world - natural features, where people live, tunamis, plate tectonics, climate
- Nigeria's fast growing population, NZ's marine enviorments, floods and their impacts, Waterm eergy and food insecurity.
- Sustainable Cities -e.g. Sponge Cities in China, the impact of cycle paths in Copenhagen.
- 6 – 7 field trips around the local area in double periods'

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

Title	Examination/Internal Coursework
Location of Geographic features and their impacts	Internal Coursework
Geographic research in our local area	Internal Coursework
Geographic decision making in the Pacific	Internal Coursework
Sustainable Futures (Level 2)	internal Coursework
Sustainable Cities	Examination

History

Outline of Course

The Cold War (1945-1991) Apocalypse Now!

Our new course for 2027 covers world history from 1945-1991 – covering the events, people and global trends during the era of the Cold War. Our course begins with the use of nuclear weapons on the Japanese cities of Hiroshima and Nagasaki in 1945. We will then take a journey through an era which almost resulted in a Third World War and the potential annihilation of all human life. During this course we will engage in a range of activities designed to capture your imagination, develop your critical thinking skills and enhance your abilities to express your ideas confidently both orally and in written form – all skills which are highly valued in careers such as law, journalism and the civil service.

Key of events of significance:

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

Course Costs: Approximately $30

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

Year 12

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

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

For NCEA, Diocesan students take six subjects at Year 12. All students must take an English Literature course Those students for whom a six subject course is not suitable may be allowed to have a five subject course. Please see your Dean and Head of Faculty Waiora if you want to be considered for this option. Philosophy, Religion and Ethics is a compulsory subject for all NCEA students, offered in two variants: a standard programme and an advanced option that incorporates NCEA Scholarship Religious Studies; students are required to select one of the two (see page 159 for further details).

In making option choices students must think ahead

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

Options to choose from:

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

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

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

English Literature

Level 2

Prerequisites: A minimum of 'Achieved' in Writing and Editing Process and Unfamiliar Test or Response to Literature Essay. Students who do not meet this requirement can only continue a full Level 2 programme at the discretion of the Head of Faculty.

Outline of Course

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

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

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

NZQF STANDARDS

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

English Excel for Language Learners

Level 2

Prerequisites: Students will be placed in this course at the discretion of Head of Faculty and Director of English Language Learning (ELL).

Outline of Course

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

NZQF STANDARDS

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

English Max

Level 2

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

Outline of Course

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

NZQF STANDARDS

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

Art History

Level 2

Outline of Course

Art History is the study of visual culture and the creative expression of artists. Using a multimedia approach to learning, including the analysis of artworks and gallery visits, the study of art history engages students with the broader social and political culture, including film, music and philosophy, surrounding the making of artworks. The course emphasises the contribution of key female artists throughout history. It fosters critical thinking and aims to give students an understanding of art as a lens through which to view history.

An understanding of art in context enhances contemporary visual art practice, and complements the Senior Visual Art program. Art History is also a beneficial subject for any student wanting to expand their understanding of history and culture. It is a pathway to University Arts and Visual Arts programmes, and any profession requiring analytical and critical thinking such as Law, Medicine or Journalism.

Areas of study:

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

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

Contexts studied:

- The Enlightenment
- The French Revolution
- The Industrial Revolution

Course costs: $50 for course books.

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91180	Examine the effects of formal elements of art works	External	4
91182	Examine the influence of context(s) on art works	External	4
91183	Examine how media are used to create effects in art works	Internal	4
91184	Communicate understanding of an art history topic	Internal	4
91185	Communicate a considered personal response to art works	Internal	4
		Max Credits	**20**

Dance

Level 2
Prerequisites: Level 1 Dance (or at the teacher's discretion)

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

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

NZQF STANDARDS

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

Drama

Level 2

Outline of Course

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

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

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

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

NZQF STANDARDS

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

Music

Level 2
Prerequisite: Students must have completed a minimum of two years of instrumental or vocal tuition, either through Diocesan's itinerant programme or private tuition; those with alternative musical experience may seek approval from the Teacher in Charge of Music. All students are required to continue private lessons throughout the year and to participate in at least one school ensemble — a Performing Arts ensemble or choir, Open Ensemble, or the Rock Band Programme.

Outline of Course
Level 2 Music builds on Year 11 study, developing students' skills in performance, composition, and musical analysis. This programme suits students from all musical backgrounds.

Course Components
Performance
Students improve their stagecraft and teamwork skills through class band activities across different popular genres. These rehearsal studio sessions work like real musical environments, giving students experience with the different roles and communication styles that working musicians use. Regular performance opportunities provide valuable feedback and support in an encouraging setting.

Composition and Music Production
Students explore creating original music and develop their personal style. Whether working with instrumental music conventions or popular songwriting forms, they experiment with techniques for writing, recording, and notating musical ideas. Building on previous learning, this course expands students' music technology skills and production abilities, showing how technical knowledge can support creative expression.

Musical Analysis and Score Reading
Students develop stronger skills in reading and understanding musical notation through studying scores from different cultural and historical backgrounds. By examining various musical works, students build their analytical abilities and learn the technical language musicians use. This deeper understanding of how composers communicate through notation helps improve both performance skills and composition techniques.

Assessment Structure
Students demonstrate their learning through a combination of practical and written assessments, including the performance of work, original compositions, and analytical notation tasks.

Course Costs: Concert and workshop attendance is a required part of the course and will be charged to the student's account. Students requiring accompanists for performances are expected to meet this cost.

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91270	Perform two substantial pieces of music as a featured soloist	Internal	6
91271	Compose two substantial pieces of music	Internal	6
91272	Demonstrate ensemble skills by performing a substantial piece of music as a member of a group	Internal	4
91276	Demonstrate knowledge of conventions in a range of music scores	External	4
		Total Credits	**20**

Visual Arts Design

Level 2

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

Outline of Course

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

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

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91310	Use drawing methods to apply knowledge of conventions appropriate to design	Internal	4
91315	Develop ideas in a related series of drawings appropriate to established design	Internal	4
91320	Produce a systematic body of work that shows understanding of art making conventions and ideas within design	External	12
		Total Credits	**20**

Visual Arts Painting

Level 2
Prerequisites: Prior study in the Visual Arts (Preferably to Level 1) or study in Design and Visual Communication recommended.

Outline of Course
Painting, students develop a personal and sustained body of work informed by established artists and painting conventions. The course builds critical thinking, technical fluency, and creative independence. Studio work is complimented by artist visits and gallery trips. Students begin by using drawing to explore and demonstrate understanding of conventions such as composition, colour, and mark-making. They systematically clarify and extend their own ideas, informed by established painting practice. This course suits students who are passionate about painting and enjoy visual problem-solving and self-directed creative work. The two internal standards are presented in an A3 workbook or as a digital journal. The external standard is presented on a portfolio of two Al panels. The course provides a strong foundation for Level 3 Painting.

Course Costs: $130 for materials and resources.

NZQF STANDARDS (Paint)

No.	Title	Ext / Int	Credits
91311	Use drawing methods to apply knowledge of conventions appropriate to Painting	Internal	4
91316	Develop ideas in a related series of drawings appropriate to established Painting practice	Internal	4
91321	Produce a systematic body of work that shows understanding of art making conventions and ideas within Painting	External	12
		Max. Credits	**20**

Visual Arts Printmaking

Level 2
Prerequisites: Prior study in the Visual Arts (Preferably to Level 1 or at Years 9 or 10) or study in Design and Visual Communication recommended.

Outline of Course
This course introduces students to the creative possibilities of printmaking, fostering curiosity, experimentation, and personal expression. A range of traditional and contemporary print processes are explored, including etching (Intaglio), Lino/woodcut (relief), solar plate, lithography, and computer-based imaging. Through studio practice, students develop technical skills while generating and refining ideas. Their visual journal supports reflection, research, and investigation into established printmaking practices and artists. Over the course of study, students build a sustained body of work informed by print conventions and contemporary approaches. Students are encouraged to think critically, make independent decisions, and take creative risks that deepen their understanding of their own art practice. Learning is further enriched through artist visits and gallery excursions.
The two internal standards are delivered as an integrated unit. The cumulative evidence is presented in an A3 journal or as a digital journal and the external standard is presented on a portfolio of two A1 panels presented in an A3 workbook or as a digital journal. The external standard is presented on a portfolio of two A1 panels.

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

NZQF STANDARDS (Print)

No.	Title	Ext / Int	Credits
91313	Use drawing methods to apply knowledge of conventions appropriate to print-making	Internal	4
91318	Develop ideas in a related series of drawings appropriate to established print-making practice	Internal	4
91323	Produce a systematic body of work that shows understanding of art making conventions and ideas within print-making	External	12
		Max. Credits	**20**

Visual Arts Photography

Level 2
Prerequisites: Prior Visual Arts learning at Year 10 or Level 1 is recommended.
Students must have Adobe CC on their laptop. A digital SLR camera is recommended however, we have school cameras available to borrow on request

Outline of Course
This course invites students into the creative world of image making, where they learn how photographs can communicate ideas, tell stories and express personal perspectives. Through hands-on experience with digital SLR cameras and access to our professional photography studio and lighting equipment, students will build the fundamental skills needed to create powerful and engaging images. Using practice-based research, students will explore traditional and contemporary approaches to photography, investigating a range of artists whose work informs their own practice as they creatively develop, clarify, and extend their ideas. Students will gain skills in Adobe Photoshop as they edit, refine, and sequence their photographs for their portfolio.
The course is assessed both internally and externally, with each task directly informing the next in a fully integrated programme. The cumulative evidence is presented in an A3 journal or as a digital journal and the external standard is presented on a portfolio of two A1 panels or a two-minute digital moving image option.

Course Costs: $130 for materials.

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91317	Develop ideas in a related series of drawings appropriate to established photography practice	Internal	4
91312	Use drawing methods to apply knowledge of conventions appropriate to photography	Internal	4
91322	Produce a systematic body of work that shows understanding of art making conventions and ideas within photography	External	12
		Total Credits	**20**

Design and Visual Communication

Level 2

Prerequisites: Completion fo the Year 11 Design and Visual Communication course is desirable

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

Outline of Course

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

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

Course content: Students will complete two design projects during the year including:
Spatial Design - Students will study the work of a design movement and will then incorporate the main principles of this study into their own spatial design on a local site.
Product design - Students will use ideation strategies to develop and present ideas for a product design. Particular emphasis is made on the use of digital techniques to develop and communicate their design thinking.

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

NZQF STANDARDS

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

Digital Technologies

Level 2
A laptop computer of appropriate specification is required for this course.

Outline of Course
The course at Year 12 offers students interested in computer science, programming, robotics, animation, 3D modeling or the design of mobile applications to develop a range of digital solutions in the gaming, business, creative or web design areas. It is envisaged that students will negotiate with their teacher a suitable range of projects to complete over the year which will see them meet a range of standards from those on offer.
Students will be offered a range of standards and it is expected that a typical course will be made up of one external standard and at least another 13 credits providing the opportunity to gain course endorsement.

NZQF STANDARDS

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

Food Design Technology

Level 2
Prerequisites: : Level 1 Food Design Technology and/or it is beneficial to have an interest in, or passion for culinary art, food science, Food Design Technology and/or product development.

Outline of Course
Food Design Technology encourages students to work independently to find innovative solutions using food as a medium. Level 2 Food Design Technology students experience, explore, and simulate new initiatives in product design, development and manufacturing. They will be inspired by the creative work of product innovators in the areas of nutrition, enterprise, food safety and production. Students will explore how our changing eating habits, food trends, and consumerism influence the development of new food products.
The success of reality cooking programmes have exposed us to skills, techniques and knowledge formerly the domain of industry professionals. Students will explore this context in the implementation of advanced culinary procedures to create products with a measured degree of difficulty.

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

NZQF STANDARDS

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

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

Material Design Technology

Level 2

Prerequisites: Prior experience in Fabric Technology at Year 11 is desirable. Students with a strong interest in the subject should consult with the Teacher in Charge of Material Design or HOF Creative Industries.

Outline of Course

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

Year 12 Material designers will:

- Explore the context of sustainable fashion
- Develop advanced skills and techniques in manipulating textiles to develop a product.
- Be encouraged to be innovative in the way they create; identifying and using sustainable materials and practices.
- Learn a range of fabrication techniques such as pattern adaptation, garment construction, textile repurposing and digital processing in order to realise their designs.
- Work closely with a client/stakeholders to consider the needs of others.

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

NZQF STANDARDS

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

Media Studies

Level 2
Prerequisites: Completion of Year 11 Media Studies or at the discretion of the Teacher in Charge Media Studies.

Outline of Course
Media Studies encourages students to consider how and why the media shapes their understanding of the world - and their place in it.
Level 2 Media Studies offers students experience to analyse, critique, and produce media texts. They are challenged and empowered to investigate all forms of media in order to understand and evaluate how messages, meanings and responses are created. Students develop the skills to become informed, discriminating citizens in a constantly changing, interconnected world.
The course focuses on a range of contexts across film and television to develop an understanding and appreciation of media language, engagement and construction of meaning, but more importantly urges students to critique the wider implications of these as well as use them to inform their own production. The course seeks to encourage a critical and creative voice delivered across verbal, written and visual communication.
Robust discussion, written analysis, scripting, screenplays and film making are integral to the course.

NZQF STANDARDS

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

Health Science and Psychology

Level 2
Prerequisites: 14 credits in Level 1 Health Science and Psychology or at the discretion of the Head of Faculty with a commitment to a summer learning recap around fundamental Psychology theory.

Outline of Course
Health Science and Psychology at Level 2 invites students to examine why people behave the way they do and how we can build greater resilience in the face of life's inevitable challenges. Students look critically at addictive behaviour through the lens of Behavioural, Cognitive and Biological psychology, evaluating what drives people's actions and choices. They investigate the risk and protective factors that influence resilience and explore current adolescent health issues — including the influences on, and consequences of, key issues facing young people today.
Students also examine sexuality and gender, asking what social justice looks like in practice and how individuals and communities can work towards more inclusive and affirming environments. Critical thinking, discussion and independent enquiry are central to this course.

Topics likely to be offered in 2027:
- Why do we behave the way we do? A critical look at addiction — examining psychological approaches to explain addictive behaviour.
- A case study of resilience: How might people cope with life's inevitable changes, and what makes this easier or harder?
- Adolescent health issues: Investigating the influences on, consequences of, and strategies for addressing a current adolescent health issue.
- Sexuality and Gender: What factors influence gender and sexual identity, and how can issues be addressed in a way that reflects the values of social justice?

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91235	Analyse an adolescent health issue	External	5
91236	Evaluate factors that influence people's ability to manage change	Internal	5
91844	Examine different psychological approaches used to explain a behaviour	Internal	6
91847	Theory in Practice: Investigating how psychological frameworks are applied within professional clinical and community settings	Internal	5
		Total Credits	**21**

Sport and Exercise Science

Level 2
Prerequisites: Completion of Level 1 Sport and Exercise Science with achievement at least Merit in the biophysical standard and/ or at the discretion of the Head of Faculty with a commitment to a summer learning recap around fundamental biophysical knowledge.

Outline of Course
Level 2 Sport and Exercise Science is an active, hands-on course in which students learn in, through and about movement across a range of physical activity environments. The year opens with The Great Outdoors, where students analyse risk management strategies in a challenging outdoor setting before heading to Surfing Camp — an exciting opportunity to perform a physical activity in an applied real-world setting.
Back in school, students apply biophysical principles to the learning of physical skills through Lacrosse, then train for and compete in the Tough Guy and Girl Challenge, examining how biophysical principles support preparation and performance. The course wraps up with Fitspiration, where students explore the sociocultural significance of group fitness for individuals, communities and society

Topics likely to be offered in 2027:
- The Great Outdoors: Analysing risk management strategies in a challenging outdoor activity.
- Surfing Camp: Performing in an applied activity setting — surfing (23–24 April 2026).
- Move to Improve: Applying biophysical principles to the learning of physical skills through Lacrosse.
- Train to Gain: Training for and competing in the Tough Guy and Girl Challenge, examining biophysical principles in practice.
- Fitspiration: Examining the significance of group fitness for self, others and society.

Course Costs: Approximately $200 for physical activity experiences. Additional ~Approximately $500 for optional Surfing camp

NZQF STANDARDS

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

Chinese

Level 2
Prerequisites: Level 1 Chinese.

Outline of Course
Students will continue to develop their listening, speaking, reading and writing skills, as well as their grammatical knowledge. Culture aspects are fully incorporated into the language programme.
Topics covered during the year include Chinese Festivals and Customs, the Chinese Education System, the future, health and wellbeing, NZ and life in China
Course Costs: Approximately $75
Girls are encouraged to sit the Chinese Proficiency Test, an international exam, in April or July. (optional) The cost varies according to the level from $35-$75.

NZQF STANDARDS

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

French

Level 2
Prerequisites: Level 1 French.

Outline of Course
This course follows a thematic approach and students will study a variety of topics such as health and wellbeing, relationships, French speaking countries, etc.. Cultural aspects are fully integrated into the language programme. Students are introduced to literature and individual reading is encouraged. Listening, reading, writing and speaking skills, as well as grammatical structures, are further developed at this level.
Girls are encouraged to sit the French Government DELF exam in August (optional). The cost Approximately $85 for exam fee.
Course Costs: Approximately $80

NZQF STANDARDS

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

German

Level 2
Prerequisites: Level 1 German.

Outline of Course
At Level 2 students are encountering a much wider range of language, and are encouraged to use it as much as possible in everyday situations. They will be expanding their skills in reading, listening, speaking and writing everyday German.
The Level 2 course places particular emphasis on current topics, such as relationships, the future, technology, health and wellbeing, leisure time, New Zealand, and life in Germany, Switzerland and Austria.
Depending on the Global travel situation students may have the opportunity to take part in an exchange program staying with a German family and hosting a German student here in New Zealand.
Course Costs: Approximately $65 Optional Goethe Speaking Competition $5

NZQF STANDARDS

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

Japanese

Level 2
Prerequisites: Level 1 Japanese.

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

Course Costs: Approximately $63

NZQF STANDARDS

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

Latin

Level 2
Prerequisites: Level 1 Latin.

Outline of Course
The Level 2 course develops skills learned at Level 1:

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

Student may also sit the American National Latin Examination in March
Course Costs: Approximately $75

NZQF STANDARDS

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

Spanish

Level 2
Prerequisites: Level 1 Spanish.

Outline of Course
Students will learn to communicate in Spanish on big picture issues, in particular those issues relating to Hispanic culture. They will further develop their listening, speaking, reading, and writing skills. They will explore a range of case studies and topics that sit under the broader themes of Identity, Experiences, Human Ingenuity, Social Organisation and Sharing the Planet. They will develop the necessary skills to be able to express and justify their own viewpoints, while acknowledging and challenging those from different perspectives.
Course Costs: Approximately $63

NZQF STANDARDS

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

Te Reo Māori

Level 2
Prerequisites: Students should have successfully achieved at least one Level 1 Te Reo Māori external standard or demonstrate an equivalent level of language proficiency. Please consult your kaiako if you are unsure whether this course is suitable for you.

Outline of Course
Nau mai, haere mai ki te taumata tuarua o tō tātou reo rangatira.
Year 12 Te Reo Māori provides opportunities for students to further develop their proficiency in te reo Māori while deepening their understanding of te ao Māori. The course explores a range of language and cultural contexts designed to build confidence and fluency across the four language modes:

- Whakarongo – Listening
- Kōrero – Speaking
- Pānui – Reading
- Tuhituhi – Writing

Students will engage with topics that promote a broad and meaningful understanding of Māori language, culture, history, and contemporary issues. The programme encourages students to challenge themselves, strive for personal excellence, and take increasing responsibility for their own learning.
Topics include:

- Ōku wawata - Dreams and Aspiriations
- Rangatiratanga - Leadership

Assessment opportunities will be tailored to support student success while providing pathways towards Level 3 Te Reo Māori and further study.

Course Costs: Approximately: $25 Workbook, $35 for Polyfest trip, Ngā Manu Kōrero $25

NZQF STANDARDS

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

Calculus

Level 2
Prerequisites: Merits and above in the Year 11 towards Calculus course, or at the discretion of the Head of Faculty

Outline of Course
The work involves much more in-depth study of Level 1 work incorporating Calculus. The most significant changes are in the quantity of work and the ability to recall learnt methods and apply them logically in a variety of circumstances.

Course Costs: Approximately $85

NZQF STANDARDS

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

Statistics

Level 2
Prerequisites: Completion of the Year 11 towards Calculus course, or Merits (or above) in the Year 11 towards Statistics course or at the discretion of the Head of Faculty.
Both Statistics and Calculus can be studied concurrently.

Outline of Course
This course establishes a solid understanding of the key concepts behind producing reliable data and analysing it to draw valid statistical conclusions. The most significant changes from Level 1 Mathematics are the increased quantity of work and depth of thinking required. .

Course Costs: Approximately $60

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91263	Design a questionaire	Internal	3
91264	Use statistical methods to make an inference	Internal	4
91267	Apply probability methods in solving problems	External	4
912583(Level3)	Conduct an experiment to investigate a situation using statistical methods	Internal	4
		Total Credits	**15**

Advanced Mathematics

Level 3

Prerequisites: Prerequisites: Completion of the Year 11 Advanced Mathematics course.

Outline of Course
This course is a continuation of advanced study for students who completed Year 12 Calculus last year and will now study Level 3 Calculus.

Course Costs: Approximately $70

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91575	Apply trigonometric methods in solving problems	Internal	4
91578	Apply differentiation methods in solving problems	External	6
91579	Apply integration methods in solving problems	External	6
91578	Apply systems of simultaneous equations in solving problems	Internal	3
		Total Credits	**19**

Mathematics

Level 2

Prerequisites: Completion of the "Year 11 Mathematics" course, attaining success in all standards, or at the discretion of the Head of Faculty

Outline of Course
Mathematics in Year 12 offers an option for students who wish to continue studying Mathematics while also pursuing a more general course of study.

Course Costs: Approximately $70

NZQF STANDARDS

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

Religious Studies

Level 2
Prerequisites: None.

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

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

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

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

NZQF STANDARDS

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

Biology

Level 2
Prerequisites: 12 Level 1 Science Credits (including 90948 Genetics at Merit or higher), or at the discretion of the Head of Biology.

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

- Cellular Biology
- Ecology
- Genetics
- Evolution.

Course Costs: $110 for class workbook, textbook, exams revision guide and access to Education Perfect, approximately $20 for field trip to Maungauika, Te Hau Kapua/ Devonport.

NZQF STANDARDS

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

Chemistry

Level 2

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

Outline of Course

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

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

NZQF STANDARDS

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

Earth and Space Science

Level 2
Prerequisites: 12 Science credits (including one external) or teacher recommendation..

Outline of Course
This course offers students the opportunity to investigate geological processes in New Zealand, plan and evaluate a practical experiment, develop research skills in astronomy, and explore the formation of stars and planets. This course is recommended for students interested in environmental sciences and is highly complementary for students studying Geography. It has the potential to lead on to a Level 3 Earth and Space Science course and scholarship.

Course Costs: $100 for learning workbook and field trip and access to Education Perfect

NZQF STANDARDS

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

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Physics

Level 2

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

Outline of Course

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

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

NZQF STANDARDS

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

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Accounting

Level 2
Prerequisites: Successfully completed all the topics in Level 1 Accounting or at the discretion of the Teacher in Charge of Accounting.

Outline of Course
A student who has successfully completed this course would be able to take control of the financial management for a small enterprise business. The thorough exploration of accounting concepts at the start of the course sets the standards followed in preparation of accounting information and offers a deep understanding of the rules that govern accounting. Level 2 Accounting offers students the opportunity to learn how to create accounting systems and process financial transactions for small business.
At Level 2 students will learn how to use an accounting package to process the day to day transactions for small and medium sized businesses in New Zealand. Therefore Level 2 Accounting mirrors what happens in real business situations. Students will need to be able to present a full set of Financial Reports, which are then analysed to offer guidance and possible solutions to problems faced by the business.

Course Costs: Approximately $110 Optional Field Trip $50

NZQF STANDARDS

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

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Business Studies

Level 2
Prerequisites: None. It would be an advantage for students studying at this level to have completed the Level 1 Business Studies, Accounting OR Economics course, however, it is not a prerequisite. If a student is unsure of the course work they can consult with the teacher in charge of business.

Outline of Course
Level 2 Business Studies is a course that will allow students to investigate and learn about large business (more than 20 employees) in New Zealand. Whilst students will experience how businesses operate on separate trips to Newmarket and Hamilton, they are also encouraged to source information on businesses by networking and using case study material that will support their learning. Topics offered in 2027:

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

Internal factors influencing Newmarket businesses include:
This learning context allows students to demonstrate their understanding of how and why businesses in Newmarket respond to internal factors and the consequences of operational decisions. Students are expected to demonstrate understanding of the following business concepts and content: organisational structures, the production process for goods and services, roles and skills of managers and leaders, financial information for management to aid decision making, the need for and importance of policies and procedures, and corporate social responsibility.
External factors influencing Agribusiness in NZ include:
This learning context allows students to demonstrate their understanding of what external forces Agribusinesses must operate within and how these influence the decision making of the business directors. Students are expected to demonstrate understanding of the following business concepts and content: trade unions, employer associations, political influences, social influences, ethical issues, technological influences, legal influences.

Course Costs: Course Costs: Approximately $30 Learning workbook. Costs related to trips to Newmarket and Hamilton will also be part of the course and charged when appropriate.

NZQF STANDARDS

No.	Title	Ext / Int	Credits
90844	Demonstrate understanding of how a large business responds to external factors	External	4
90846	Conduct market research for a new or existing product	Internal	3
90848	Demonstrate understanding of the internal operations of a large business	External	4
91865	Demonstrate understanding of future proofing influences that affect business viability	Internal	4
		Total Credits	**15**

Classical Studies

Level 2

Prerequisites: Students can begin Classical Studies at this level.

Outline of Course

In a world where viewpoints and technological changes are becoming increasingly unmoderated, critical thinking skills and the ability to evaluate ideas are even more valuable in a vast range of careers, especially Law, Medicine, Engineering, Education and Public Service. Classical Studies develops these skills through studies of fascinating and important events, figures and social concepts of the ancient world which have captivated and inspired for over 3000 years!

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

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

Students are engaged in learning through a variety of methods and hone their skills of paragraph and formal response writing, presenting and oral discussion, viewing and examining concepts from a number of viewpoints, interpreting primary sources as well as understanding the deep and significant connections which run between the ancient Greek world and today. Examining the influential classical past allows students to critically and deeply engage with social, artistic and political ideas and challenges that they face in today's world, knowledge which universities and employers are looking for.

Topics offered in 2027:

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

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

NZQF STANDARDS

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

Economics

Level 2
Prerequisites: None, however Level 1 Economics would be an advantage.

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

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

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

Course Costs: Approximately $51 for a workbook

NZQF STANDARDS

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

Geography

Level 2
Prerequisites: None.
Outline of Course

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

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

Topics offered in 2027:

- Develop understandings around the formation and use of the South Island High Country
- Look at the issues around Golf Courses being turned into wetlands
- Use Geographic Information Systems (GIS) to analyse and manipulate data to see issues with crime in the city of Chicago.
- Conduct research at the Field Days to look at sustainability and access to food.
- Go on 3 – 4 field trips during double periods, to help make better connections between learning in the classroom and the environment around us.

Course Costs: Aprroximately $20 covers two course booklets. Field trip to Field Days (costs to be confirmed).

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91241	Demonstrate geographic understanding of an urban pattern	internal	3
91244	Conduct guided geographic research	Internal	5
91245	Explain aspects of a contemporary New Zealand geographic issue	Internal	3
91246	Demonstrate geographic understanding of a large natural environment	External	4
91247	Apply spatial analysis, with guidance, to solve a geographic problem	Internal	3
		Total Credits	**18**

History

Level 2
Prerequisites: None. Many students begin history for the first time at this level.

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

Topics which may be offered in 2027:
Theme: Revolutionary Ruckus- there will be a selection chosen from the list below:
- The Russian Revolution (1890–1918)
- The Chinese Cultural Revolution under Mao Zedong(1949-76)
- The formation and significance of the Kingitanga

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

NZQF STANDARDS

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

Tourism

Level 2

Outline of Course

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

This course is designed to be taken over two years but is is not a requirement to do so
The assessment for this course is based on unit standards. There is no external examination and students studying this course are not eligible for a subject endorsement.

Course Costs: A lot of the course is delivered via e-books or workbooks, and the cost of these is approximately $150 a year. Field trips within Auckland costing approximately $40 may be undertaken as part of the course.

NZQF STANDARDS

No.	Title	Ext / Int	Credits
57	Provide Customer Service	Internal	2
18237	Demonstrate knowledge of Industry numeracy skills	Internal	3
23761	Read and comprehend work related documents in English	Internal	3
24729	Demonstrate knowledge of world tourist destinations	Internal	4
24730	Demonstrate knowledge of the business of tourism	Internal	4
24731	Demonstrate knowledge of destination New Zealand	Internal	4
24732	Demonstrate knowledge of tourist characteristics and needs	Internal	3
		Total Credits	**23**

Year 13

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

In Year 13 students study five subjects and this year students should be very focused, as the academic results are the culmination of secondary education, and the key to entry to tertiary studies. Entry to tertiary courses is based on results gained in the National Certificate of Educational Achievement (NCEA). A guide to entry requirements can be found on Page 9 of this Option Book.
Some subjects can be studied for the first time at Year 13 level but to begin more than one subject at this level is very demanding. For this reason subject choice at Year 11 and 12 is very important.

Philosophy, Religion and Ethics is a compulsory subject for all NCEA students, offered in two variants: a standard programme and an advanced option that incorporates NCEA Scholarship Religious Studies; students are required to select one of the two (see page 158 for further details).

Options to choose from are:

- Art History*
- Dance
- Drama◇
- Music
- Visual Arts Design*◇
- Visual Arts Painting*◇
- Visual Arts Photography*◇
- Visual Arts Printmaking*◇
- Design and Visual Communication◇
- Digital Technologies*
- Food Design Technology*◇
- Material Design Technology*◇
- English - Written Language
- English - Visual/Oral Language
- English Excel for Language Learners
- English Max
- Media Studies◇
- Health Science and Psychology
- Sport and Exercise Science
- Chinese
- French
- German
- Japanese
- Latin (from 2028)
- Spanish
- Calculus
- Mathematics
- Statistics
- Religious Studies*
- Biology
- Chemistry
- Earth and Space Science
- Physics
- Accounting
- Business Studies
- Classical Studies*
- Economics
- Geography*
- History*
- Tourism*#
- Te Reo Maaori
- University Programme*

* Subject can be started at this level
^See Page 5
Unit Standard Courses
◇ Certain tasks for these subjects can be completed at home. However, the majority of tasks for these subjects involve being in the classroom using specialist equipment (both in and beyond normal classroom hours). Students wishing to take more than two of these subjects need to be aware of this workload consideration and its likely impact on their weekly schedule. You are encouraged to seek advice from the faculties concerned and your Dean, before making your option choices.
Year 13 NCEA students are timetabled into Philosophy, Religion and Ethics and have some time for independent study.
Students wanting to take more than one Creative Industry subject need to consult with the Head of Faculty.

Art History

Level 3
Prerequisites: Level 2 Art History or English, Classics or History.

Outline of Course
Art History is the study of visual culture and the creative expression of artists. Using a multimedia approach to learning, including the analysis of artworks and gallery visits, the study of art history engages students with the broader social and political culture, including film, music and philosophy, surrounding the making of artworks. The course emphasises the contribution of key female artists throughout history. It fosters critical thinking and aims to give students an understanding of art as a lens through which to view history.
An understanding of art in context enhances contemporary visual art practice, and complements the Senior Visual Art program. Art History is also a beneficial subject for any student wanting to expand their understanding of history and culture. It is a pathway to University Arts and Visual Arts programmes, and any profession requiring analytical and critical thinking such as Law, Medicine or Journalism. Scholarship is offered at Level 3.

Area of study:
- Late Renaissance
- Early Modernism

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91484	Examine the relationship(s) between art and context	External	4
91483	Examine how meanings are communicated through artworks	External	4
91485	Examine the media and processes used to make art works	Internal	4
91487	Examine the different values placed on art works	Internal	4
91488	Examine the relationship(s) between a theory and art works	Internal	4
		Total Credits	**20**

Dance

Level 3
Prerequisites: Level 2 Dance (or at the teacher's discretion)

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

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

NZQF STANDARDS

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

Drama

Level 3

Outline of Course

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

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

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

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

NZQF STANDARDS

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

Music

Level 3

Prerequisites: Students must have completed a minimum of three years of instrumental or vocal tuition, either through Diocesan's itinerant programme or private tuition; those with alternative musical experience may seek approval from the Teacher in Charge of Music. All students are required to continue private lessons throughout the year and to participate in at least one school ensemble — a Performing Arts ensemble or choir, Open Ensemble, or the Rock Band Programme.

Outline of Course

Level 3 Music is designed for experienced student musicians ready to engage with music at an advanced level. This comprehensive programme develops performance excellence, compositional understanding, and theoretical knowledge essential for tertiary study or professional musical careers. The course emphasises reflective practice, enabling students to refine their artistic abilities and deepen their understanding of music as personal expression and cultural force.
Students develop artistic maturity through performance study, with multiple opportunities including solo recitals, ensemble collaborations, and public concerts. They choose between songwriting and composition pathways to create three original works that express their musical imagination and technical proficiency. Students also select one of two theoretical pathways: analysing harmonic and tonal conventions across diverse musical styles, or examining how context influences a substantial musical work. These choices allow students to tailor their study to their strengths and interests while preparing them for external examination and advanced musical discussion.

Course Costs: Concert and workshop attendance is a required part of the course and will be charged to the student's account. Students requiring accompanists for performances are expected to meet this cost.

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91416	Perform two programmes of music as a featured soloist	Internal	8
91418	Demonstrate ensemble skills by performing two substantial pieces as a member of a group	Internal	4
Choose ONE of the following:			
91419	Communicate musical intention by composing three original pieces of music	Internal	8
91849	Compose three original songs that express imaginative thinking	Internal	8
Choose ONE of the following:			
91421	Demonstrate understading of harmonic and tonal conventions in a range of music scores	External	4
91423	Examine the influence of context on a substantial music work	External	4
		Total Credits	**24**

Visual Arts Design

Level 3

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

Outline of Course

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

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

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

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

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

NZQF STANDARDS

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

Visual Arts Painting

Level 3
Prerequisites: Prior experience in the Visual Arts to Level 2 required or entrance is at the discretion of the Head of Visual Arts.

Outline of Course
Painting, students develop a personal and sustained body of work informed by established artists and painting conventions. The course builds critical thinking, technical fluency, and creative independence. Studio work is complimented by artist visits and gallery trips. Students begin by using drawing to explore and demonstrate understanding of conventions such as composition, colour, and mark-making. They systematically clarify and extend their own ideas, informed by established painting practice. This course suits students who are passionate about painting and enjoy visual problem-solving and self-directed creative work. The two internal standards are presented in an A3 workbook or as a digital journal. The external standard is presented on a portfolio of three AI panels. Scholarship (optional) consists of an 8-page A3 workbook submitted to accompany the portfolio..

Course Costs: $130 for materials

NZQF STANDARDS

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

Visual Arts Photography

Level 3
Prerequisites: Level 2 Photography, or entrance is at the discretion of the Head of Visual Arts or the Teacher in Charge of Photography.

Students must have a digital SLR camera (with a minimum of 24 mp), however, we have school cameras available to borrow on request. A subscription to Adobe CC is required on their laptop and is provided by the school

Outline of Course
In Level 3 Photography, students develop a personally driven body of work based on a theme of their own choosing. Through practical exploration, they investigate and extend ideas while examining both traditional and contemporary photographic approaches. Students refine their thinking and decision-making as they document, sequence, and reflect on their process. The course places strong emphasis on the development of ideas, purposeful use of photographic media, and critical engagement with both personal and contemporary practice. Students gain skills in using Adobe Photoshop to review, edit, and sequence their photographs, with Lightroom and InDesign offering further possibilities for presentation and layout.
Assessment is both internal and external, with all components contributing to a connected year-long programme. The cumulative evidence is presented in an A3 journal or as a digital journal and the external standard is presented on a portfolio of three A1 panels

Course Costs: $130 for materials.

NZQF STANDARDS

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

Visual Arts Printmaking

Level 3
Prerequisites: Prior experience in the Visual Arts to Level 2 required or entrance is at the discretion of the Head of Visual Arts.

Outline of Course
In Level 3 Printmaking, students develop a personal and sustained body of work informed by established artists and printmaking conventions. The course extends students' printmaking practice through deeper investigation, refinement, and the ongoing regeneration of ideas. Students work with increasing independence to explore a range of traditional and contemporary printmaking processes, selecting those that best support the communication and development of their ideas.

The classroom operates as a working studio, where each student has their own space to develop ideas, experiment, and sustain a personal art practice. Students are encouraged to revisit, extend, and transform their imagery throughout the year, using critical reflection and research to push their work in new directions. Through regular discussion and critique, they share their work, respond to feedback, and grow in confidence as artists. Throughout the course of study, students use a visual journal to record their practice-based research. Learning is enriched through artist visits and gallery excursions that deepen the students' understanding of contemporary practice.

The two internal standards are presented in an A3 visual journal or as a digital journal and the external standard is presented on a portfolio of three A1 panels.

Course Costs: $130 for materials

NZQF STANDARDS

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

Design and Visual Communication

Level 3

Prerequisites: 14 Credits in Level 2 Design and Visual Communication or in consultation with the Teacher in Charge of Design and Visual Communication.

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

Course Outline

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

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

NZQF STANDARDS

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

Digital Technologies

Level 3

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

Outline of Course

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

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

A typical course will feature one external and a range of other standards making a course of at least 14 credits to allow students to gain course endorsement.

NZQF STANDARDS

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

Food Design Technology

Level 3
Prerequisites: Experience in Technology at Year 11/Year 12 is essential – or in consultation with the Teacher in Charge.

Outline of Course

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

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

NZQF STANDARDS

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

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

Material Design Technology

Level 3
Prerequisites: Experience in Material Design Technology at Year 11/Year 12 is essential – or in consultation with the Teacher in Charge of Material Design Technology or HOF Creative Industries.

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

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

Year 13 Material designers will:
- Identify authentic issues to inspire design problems.
- Be encouraged to be innovative and think divergently in the way they create textile based products.
- Learn a range of fabrication techniques in order to develop their designs.
- Work closely and collaboratively with their client and stakeholders to inform the development of their ideas.
- Reflect on their own personal design style, philosophy and vision to build a portfolio that will benefit them in applications for tertiary design related courses.

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

NZQF STANDARDS

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

Media Studies

Level 3
Prerequisites: Students should have achieved 14 Credits in Level 2 Media Studies; or in consultation with the Teacher in Charge of Media Studies.

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

NZQF STANDARDS

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

English - Written Language

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

English Written Language has a focus on reading and writing. Students will continue to expand reading and writing skills. Mastery of essay writing skills and the ability to analyse and critically evaluate material are essential skills at this level. Students prepare for the external NZQF examinations in literature and responding to unfamiliar texts.
Course Costs: Students may have the opportunity to purchase their literature text(s).

NZQF STANDARDS

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

English - Visual/Oral Language

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

Outline of Course
English Visual/Oral Language has a focus on the Visual/Oral strands of the curriculum. This course offers an alternative to the focus on producing writing of English Written Language. This course offers the level of thinking and writing required for students to succeed at tertiary level through the medium of Visual and Oral language. (NB: It does still involve writing essays and reports.)
Course Costs: Students may have the opportunity to purchase their literature text(s).

NZQF STANDARDS

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

English Excel for Language Learners

Level 3

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

Outline of Course

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

NZQF STANDARDS

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

English Max

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

Health Science and Psychology

Level 3
Prerequisites: 15 Credits in Level 2 in Health Science and Psychology or at the discretion of Head of Faculty with a commitment to a summer learning recap around fundamental Psychology theory.

Outline of Course
Level 3 Health Science and Psychology develops students as critical thinkers who can examine major health issues affecting New Zealand and the world from multiple perspectives. Students interrogate the underlying concepts that drive health issues, evaluate the effectiveness of current health practices in Aotearoa, and deepen their understanding of psychological approaches by exploring how these interact to explain and influence human behaviour.
This course builds strong academic skills: critical analysis, understanding and applying research, and writing well-structured academic reports are central to everything students do. Students engage with real-world issues and current debates, developing the capacity to form and defend evidence-based judgements on issues that matter to New Zealand and the world.

Topics likely to be offered in 2027:
- How does violent media impact aggressive behaviour?
- An evaluation of health practices currently used in New Zealand.
- Methamphetamine use in New Zealand, is this a national issue? Analysing a significant New Zealand health issue.
- An analysis of a health issue of international concern.

Course Costs: Approximately $100 for health practice experiences

NZQF STANDARDS

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

Sport and Exercise Science

Level 3
Prerequisites: 15 Credits in Level 2 in Sport and Exercise Science or at the discretion of Head of Faculty with a commitment to a summer learning recap around fundamental biophysical knowledge.

Outline of Course
Level 3 Sport and Exercise Science is a high-challenge course in which students critically evaluate physical performance, movement and sport through the application of biophysical and sociocultural knowledge. Students train, compete and reflect — developing the analytical skills to assess performance, devise strategies for improvement and examine the broader social significance of physical activity in New Zealand.
The year opens with a leadership focus, examining contemporary leadership principles in physical activity contexts, before moving into Women are Not Small Men — a compelling investigation of gender bias in athletic training and its impact on New Zealand society. Students then take on the HYROX Hustle, competing in an applied performance setting while evaluating a personal improvement programme. The year culminates in Squash, where students devise and trial performance strategies and demonstrate quality play in a competitive tournament.

Topics likely to be offered in 2027:
- Exploring Leadership: Examining contemporary leadership principles applied in physical activity contexts.
- Women are Not Small Men: Examining gender bias in athletic training and its impact on New Zealand society.
- HYROX Hustle: Demonstrating quality performance in an applied setting and evaluating a performance improvement programme.
- Squash: Devising strategies for a physical activity outcome and demonstrating quality performance in a tournament setting.

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

Course Costs: Approximately $700 for physical activity experiences. Optional: Scuba diving approximately $300

NZQF STANDARDS

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

Chinese

Level 3
Prerequisites: Level 2 Chinese

Outline of Course
Students will continue to expand their listening, reading, writing and speaking skills, as well as their grammatical knowledge. The emphasis at this level will be on exploring and justifying varied ideas and perspectives in different situations.
Culture aspects are fully integrated into the language programme.
Topics covered during the year include Chinese speaking communities, Youth World, Communication and Media, Travel and Tourism.
Course Costs: Approximately $75
Girls are encouraged to sit the Chinese Proficiency Test, an international exam, in April or July. (optional) The cost varies according to the level from $35-$75.

NZQF Standards

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

French

Level 3
Prerequisites: Level 2 French.

Outline of Course
Students will continue to develop their listening, reading, writing and speaking skills, as well as their grammatical knowledge. Literature and individualised reading are again part of the programme and the emphasis at this level is on discussing ideas and expressing opinions.
Cultural aspects are fully integrated into the language programme.
The Course covers topics under 5 themes:

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

Course Costs: Approximately $80
Girls are encouraged to sit the French Government DELF exam in August (optional). The cost Approximately $85 for exam fee

NZQF STANDARDS

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

German

Level 3
Prerequisites: Level 2 German.

Outline of Course
Students will continue to expand their skills in reading, speaking, writing and listening to German in more advanced contexts and using more complex language. They will continue to give and support their ideas and opinions, broadening their grammatical knowledge. Texts are discussed at a level which requires students to make their own inferences about the opinions and viewpoints presented.
The program includes current topics, such as the life of young people today, social problems, discrimination, the environment, and the politics and history of Germany and the world.
Course Costs: Approximately $65 Optional: Goethe Speaking Competition $5

NZQF STANDARDS

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

Japanese

Level 3
Prerequisites: Level 2 Japanese.

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

Course Costs: Approximately $63

NZQF STANDARDS

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

Spanish

Level 3
Prerequisites: Level 2 Spanish (a sound level required). Consult your teacher if you are uncertain.

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

Scholarship
The Scholarship examination requires students to think globally and respond to a big picture issues spoken text in Spanish and a reading text in English. Students are then required to prepare a spoken presentation on a question around a key issue presented in either or both texts.
To prepare for this examination, students will work through a series of questions Scholarship style tasks to build the necessary skills

Course Costs: Approximately $53
NZQF STANDARDS

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

Te Reo Māori

Level 3
Prerequisites: Students should have achieved at least one Level 2 Te Reo Māori external standard or demonstrate an equivalent level of proficiency.

Outline of Course
Nau mai, haere mai ki te taumata tuatoru o tō tātou reo rangatira.
Year 13 Te Reo Māori builds on prior learning and provides opportunities to further develop fluency and confidence across a range of language and cultural contexts. Students will continue to strengthen their skills across the four language modes:

- Whakarongo – Listening
- Kōrero – Speaking
- Pānui – Reading
- Tuhituhi – Writing

The course typically includes two internal Achievement Standards and one external examination. Internal assessment topics are designed to develop both language proficiency and cultural understanding.
Assessment topics are largely self-selected, allowing students to explore areas of personal interest. These may include contexts such as contemporary and political issues, Māori perspectives on current events, kōrero, and tuhi paki (creative writing). This flexibility enables students to deepen both language proficiency and cultural understanding through meaningful, relevant contexts.

Course Costs: Approximately: $25 Workbook, $35 for Polyfest trip, Ngā Manu Kōrero $25

NZQF STANDARDS

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

Calculus

Level 3
Prerequisites: Completion of the Year 12 Calculus course, including Merit in both of the external standards: Algebra 91261 and Calculus 91262, or at the discretion of the Head of Faculty.

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

Course Costs: Approximately $70

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91575	Apply trigonometric methods in solving problems	Internal	4
91578	Apply differentiation methods in solving problems	External	6
91579	Apply integration methods in solving problems	External	6
91587	Apply systems of simultaneous equations in solving problems	Internal	3
		Total Credits	**19**

Statistics

Level 3
Prerequisites: Students should have Merit in Probability 91267 and Inference 91264, or Merit in Algebra 91261, or at the discretion of the Head of Faculty

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

Course Costs: Approximately $65

NZQF STANDARDS

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

Advanced Mathematics

Level 3

Prerequisites: Students should have Merits in all assessments of the Year 12 Advanced Mathematics course or at the discretion of the Head of Faculty.

Outline of Course
The Level 3 Advanced course is intended for students who are highly capable in mathematics and plan to undertake further study at university that requires a high level of mathematics or are enrolled in a scholarship calculus programs.

Course Costs: Approximately $70

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91573	Apply the geometry of conic sections in solving problems	Internal	3
91574	Apply linear programming methods in solving problems	Internal	3
91577	Apply the algebra of complex numbers in solving problems	External	5
91586	Apply probability distribution in solving problems	External	4
		Total Credits	**15**

Mathematics

Level 3
Prerequisites: Completion of the "Year 12 Mathematics" course, attaining success in all standards, or at the discretion of the Head of Faculty.

Outline of Course
Mathematics in Year 13 provides an opportunity for students who wish to continue their learning of mathematics but do not intend to pursue further study of Mathematics at university. This course does not give endorsement in Mathematics.

Course Costs: Approximately $60

NZQF STANDARDS

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

Religious Studies

Level 3
Prerequisites: None.

Outline of Course
In the Level 3 Religious Studies course, we explore ultimate questions central to religion and philosophy. We examine the Gospel of St Matthew and analyse the principles of Just War Theory. From contrasting worldviews to the interpretation of key biblical texts, this course promises to be intellectually stimulating.

Biblical Interpretation:
The Gospel of St Matthew, the first book of the New Testament, presents a rich theological portrait of Jesus as the promised Messiah and teacher. With its distinctive structure, moral teachings, and references to Jewish tradition, Matthew's Gospel has played a formative role in Christian thought. In this unit, students will explore selected passages in depth, examining different scholarly interpretations and considering the wider implications for individuals and society arising from these readings

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

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

NZQF STANDARDS

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

Biology

Level 3

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

Outline of Course

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

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

Course Costs: $110 for class workbook, textbook, exam revision guide and access to Education Perfect, approximately $35 for field trip to Auckland Zoo.

NZQF STANDARDS

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

Chemistry

Level 3
Prerequisites: One Merit and two Achieved external standards and one Merit internal standard in Level 2 Chemistry or at the discretion of the Head of Faculty

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

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

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

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

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

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

NZQF STANDARDS

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

Earth and Space Science

Level 3
Prerequisites: 12 Level 2 credits from any Science subject (Chemistry, Biology, Physics, Earth and Space Science) or teacher recommendation.

Outline of Course
This course offers students the opportunity to explore geological dating methods, investigate planet habitability, and develop a practical investigation into the limits of bacterial life in extreme conditions. Students will also explore a controversial environmental issue of their choosing and learn about the interaction of ocean processes with climate and weather patterns. This course is recommended for students interested in pursuing environmental sciences and is highly complementary for students studying Geography. While this course builds on concepts covered in the Level 2 Earth and Space Science course, students may pick up Level 3 Earth and Space Science for the first time in Year 13 provided they have taken any other science in Year 12. Interested students will also have the opportunity to join Scholarship Earth and Space Science to extend their thinking.

Course Costs: $100 for learning workbook, Education Perfect licence and field trip

NZQF STANDARDS

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

Physics

Level 3

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

Outline of Course

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

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

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

NZQF STANDARDS

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

Accounting

Level 3
Prerequisites: Minimum of 12 credits Level 2 Accounting or at the discretion of the Teacher in Charge of Accounting.

Outline of Course
The purpose of accounting is to provide financial and non-financial information to assist decision making in the management of, and investment in, public and private sector organisations. The major roles of an accountant are to identify, measure, interpret and communicate information relevant to these decisions. In addition the study of accounting is designed to promote critical thinking and develop practical competencies, and prepare students for university education and a wide variety of careers. Students are taught to interpret the annual report and explain the relevant financial and non-financial information, which may be found in the current annual report and other media related to a New Zealand reporting entity for an external user such as a shareholder or a potential shareholder.
This course takes the introductory accounting studied at Levels 1 and 2 and moves it into the sphere of partnerships and companies. Concepts are applied to these businesses; processing is undertaken and statements are prepared.

Course Costs: Approximately $100 Optional Field Trip $40

NZQF STANDARDS

No.	Title	Ext / Int	Credits
91405	Demonstrate understanding of accounting for partnerships	Internal	4
91406	Demonstrate understanding of company financial statement preparation	External	5
91408	Demonstrate understanding of management accounting to inform decision making	External	4
91409	Demonstrate understanding of a job cost subsystem for an entity	Internal	4
		Credits	**17**
91404	Optional Standard available Demonstrate understanding of accounting concepts for a reporting entity This standard is offered as an optional standard to students, and is strongly recommended for scholarship candidates	External	4

Business Studies

Level 3
Prerequisites: To take this course, a student must have taken at least Year 11 or Level 2 Business Studies, Economics OR Accounting, or a Creative industry subject. A level of business knowledge is required which can be gained from these subjects.

Outline of Course
The Level 3 Business Studies course will offer students the opportunity to learn and extend their knowledge from Business Studies at Year 11 and Level 2, particularly around entrepreneurship and business strategy. Topics offered in 2027:

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

Business Activity includes:
This is a full-year project requiring students to establish an innovative business and take it to market. Students will go through the stages of a startup business through ideation, product development, validation, brand development, financial planning, product launch and distribution. Emphasis is placed on the environmental sustainability of the business and the promotion of innovation. This activity is operated alongside the Young Enterprise Scheme business competition.

Marketing Plan includes:
Students will then develop a marketing strategy for their own business and establish methods to promote and sell the product and brand within the external marketplace. They will develop the feasibility of their ideas through implementation plans and budgets, as well as establishing contingencies, key performance indicators and proposed returns on investment.

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

Course Costs: Approximately $75 for learning workbook and Young Enterprise Scheme registration costs. Costs related to trips to Young Enterprise events will also be part of the course and charged when appropriate. All students will also be required to provide a small amount of equity to invest in their own business startup; this will be around $100 each.

NZQF STANDARDS

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

Classical Studies

Level 3

Outline of Course

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

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

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

Students are engaged in learning through a variety of methods and use vital skills of formal response writing, critical and evaluative thinking, presenting and oral discussion, viewing and examining concepts from a number of viewpoints, interpreting primary source materials as well as seeing and understanding the deep and significant connections which run between the Greek and Roman worlds and today. The skills and knowledge developed in Classical Studies are valued by universities and employers and are especially useful in careers such as Law, Public Service, Education, Engineering, Business and Design.
Topics offered in 2027 will include:

- Endlessly Important – a critical examination of gender roles and expectations in societies across time
- The Aeneid: Virgil's epic masterpiece traces the journey of the Trojan Prince Aeneas as he follows his destiny. Is Aeneas a true hero or a victim of fate and circumstances? How do we choose what's most important when everythings important? How powerful a tool is propaganda? How do leaders and nations attempt to justify war, expansion and power grabbing actions?
- A thing of beauty: Athenian vase painting : Are these vases socio-cultural masterpieces or simply painted pots?
- Deal with It!: An examination of the philosophy of Stoicism -and why it's still hugely popular in the 21st century.

NZQF STANDARDS

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

Economics

Level 3
Prerequisites: Students who have studied Economics at Level 1 or 2 will have an advantage, however students who have not studied Economics may still be accepted at the discretion of the Teacher in Charge of Economics.

Outline of Course
Economics at Level 3 is where school meets university. Many of the concepts developed and applied are also used in business undergraduate courses in tertiary education. This course looks at the three main areas in economics as a precursor to study of most business and commerce courses at university level
Students move into microeconomics, which focuses on the economics of individual markets and how the characteristics of and influences on these markets affect their ability to efficiently answer the central economic problem of scarcity. Here we look at how economics builds more complicated models, looking at extending the ideas behind demand and supply.

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

Course Costs: Approximately $75, $30 for a workbook optional Field trip $60

NZQF STANDARDS

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

Geography

Level 3
Prerequisites: None. Geography can be studied at this level for the first time. Students will be expected to put independent time into developing the skills taught at Level 1.

Outline of Course
Geography is the study of the environment as the home of people. It seeks to interpret the world and how it changes over time - the relationship between people and the land they live on. It is also about why things are where they are. Geography investigates the ways in which features are arranged on the earth's surface. It also looks at how people interact with their environment now and into the future.
The Geography course is designed to give students conceptual understanding of change, place, processes, patterns, sustainability and perspectives. Students of Geography apply skills and methodology to understand current contemporary issues and global studies. Research and fieldwork is an important component of our studies and allows for the synthesis of resources to come to justified conclusions. It is a highly relevant discipline that seeks to understand and solve important issues facing the world we live in today.
Please click here for further information

Topics offered in 2027:
- Analysing the processes and impacts of tourism development in Hawaii
- Use Geographic Information Systems (GIS) to identify the locations of a new ski field
- Students will conduct independent research focused around sustainable tourism in Rotorua or coastal processes in Northland
- Analysing the contemporary geographic issue of decreasing world fertility rates.

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

NZQF STANDARDS

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

History

Level 3

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

Outline of Course

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

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

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

Topics which may be offered in 2027:

- Origins of antisemitism
- Rise and rule of the Nazi state
- Origins of the Second World War
- Profiles of individual Nazi leaders
- Analysing historical debates linked to the causes of the Holocaust
- The liberation of camps
- The Nuremburg trials and denazification
- The creation of Israel
- Legacy of the Holocaust

Course Costs: Course Fee Approximately $90 includes booklets and Field trips.

NZQF STANDARDS

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

Tourism

Level 3

Outline of course

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

This course is designed to be taken over two years but is is not a requirement to do so and may be started in Year 13.
This course does not contribute to University Entrance as it is not a University approved subject.
The assessment for this course is based on unit standards. There is no external examination, and so students cannot earn subject endorsement.

Course Costs: A lot of the course is delivered via e-books and workbooks, and the cost of these is approximately $150 a year. Field trips within Auckland costing approximately $40 may be undertaken as part of the course.

NZQF STANDARDS

	Title	Ext / Int	Credits
18211	Destination Australia	Internal	5
3727	Destination South Pacific	Internal	5
24733	Describe and Promote a New Zealand Tourist Destination	Internal	4
33212	Economic, Socio Cultural and Environmental Impacts of Tourism	Internal	5
		Total Credits	**20**

Optional Standard(s)

Depending on the interest of students one or more standards may be available for additional credits in consultation with the TIC.

The International Baccalaureate

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through inter-cultural understanding and respect.
To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.
These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The International Baccalaureate (IB) Diploma Programme

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

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

Who should study the IB Diploma Programme?
A Diploma student should have the following qualities:

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

Assessment
At the end of the programme students take written examinations, which are marked by external IB examiners. Students also complete internal assessment tasks in the school, which are initially marked by teachers and then moderated by external moderators or assignment tasks that are sent directly to external examiners.
The marks awarded for each course range from 1 (lowest) to 7 (highest). Students are also awarded up to three additional points for their combined results for Theory of Knowledge (TOK) and the Extended Essay (EE). The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the Creativity, Activity, Service (CAS) requirement. The highest total that a Diploma Programme student can be awarded is 45 points.

Costs:
The IB Diploma Programme is an international programme with administration and examination entrance fees.
To cover these fees there is a course fee of $260.00 per term.

Diploma Programme Curriculum



Course Selection

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

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

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

Answer the following questions before choosing subjects:

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

Now follow these steps to make your choices

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

Diploma Subjects

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
English Literature A HL/SL	Chinese B HL/SL	Business Management HL/SL	Biology HL/SL	Mathematics Analysis & Approaches HL/SL	Dance HL/SL
English Language & Literature A HL/SL	English B HL	Digital Societies HL/SL	Chemistry HL/SL	Mathematics Application & Interpretation HL/SL	Film HL/SL
Chinese Literature A HL/SL	French B HL/SL	Economics HL/SL	Physics HL/SL		Music HL/SL
	German B HL/SL	Geography HL/SL			Theatre Studies HL/SL
	Japanese B HL/SL	Global Politics HL/SL			Visual Arts HL/SL
	Latin HL/SL	History HL/SL			
	Spanish B HL/SL	Psychology HL/SL			
	ab initio French or Spanish SL				

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

In 2027 students will be able to choose one of two options for English A

English Literature

Language A: Literature is all about exploring how powerful and creative literature can be across different cultures and times. In this course, you'll learn about what goes into creating and understanding literature—how writers and readers use their imagination, how stories connect to their time and place, and how language can create deep meaning or strong effects. You'll also look at how literature can inspire change or express important ideas. By studying a variety of texts from different periods and cultures, and in different forms - like novels, plays, and poetry, you'll develop your own interpretations and consider other points of view. You'll also explore how personal and cultural beliefs can shape the way people understand literature.

Aims

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

Syllabus Outline (Higher and Standard Level)

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

Higher Level: the study of 10 literary works, including at least 3 works in translation.
Standard Level: the study of 7 literary works, including at least 2 works in translation

Assessment Outline

HIGHER LEVEL

External Assessment			80%
Written Paper 1	2¼ hours	Literary Commentary	35%
Written Paper 2	1¾ hours	Comparative Essay	25%
Higher Level Essay	1,200 - 1,500 words	Literary Essay	20%

Internal Assessment			20%
Individual Oral	15 Minutes	Prepared Literary Response	20%

STANDARD LEVEL

External Assessment			70%
Written Paper 1	1¼ hours	Guided Literary Analysis	35%
Written Paper 2	1¾ hours	Comparative Essay	35%

Internal Assessment			30%
Individual Oral	15 Minutes	Prepared Literary Response	30%

English Language and Literature

The Language A: Language and Literature course helps you explore how language works and how it's used in real life and in creative ways. You'll look at how language helps people communicate, express their experiences, and shape the world around them. You'll also think about your own role as someone who creates and uses language every day.

Throughout the course, you'll study different types of texts—like articles, speeches, short stories, and poems—and see how aspects like word choice, text structure, and context influence meaning. By closely analysing these texts, you'll explore your own ideas and consider what others think, while learning how cultural beliefs and backgrounds can shape the way people use, understand and interpret language.

Aims

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

Syllabus Outline (Higher and Standard Level)

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

Higher Level: the study of 6 literary works, including works in translation, in addition to at least 4 non-literary works.
Standard Level: the study of 4 literary works, including works in translation, in addition to at least 3 non-literary works

Assessment Outline

HIGHER LEVEL

External Assessment			80%
Written Paper 1	2¼ hours	Literary Commentary	35%
Written Paper 2	1¾ hours	Comparative Essay	25%
Higher Level Essay	1,200 - 1,500 words	Literary Essay	20%

Internal Assessment			20%
Individual Oral	15 Minutes	Prepared Literary Response	20%

STANDARD LEVEL

External Assessment			70%
Written Paper 1	1¼ hours	Guided Literary Analysis	35%
Written Paper 2	1¾ hours	Comparative Essay	35%

Internal Assessment			30%
Individual Oral	15 Minutes	Prepared Literary Response	30%

Chinese Literature

Aims

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

Syllabus Outline (Higher and Standard Level)

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

Higher Level: the study of 10 literary works, including works in translation.
Standard Level: the study of 7 literary works, including works in translation

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

Assessment Outline

HIGHER LEVEL

External Assessment			80%
Written Paper 1	2¼ hours	Guided Literary Analysis	35%
Written Paper 2	1¾ hours	Comparative Essay	25%
Higher Level Essay	1,500 - 1,800 Chinese Characters	Literary Essay	20%

Internal Assessment			20%
Individual Oral	15 minutes	Prepared Literary Response	20%

STANDARD LEVEL

External Assessment			70%
Written Paper 1	1¼ hours	Guided Literary Analysis	35%
Written Paper 2	1¾ hours	Compartive Essay	35%

Internal Assessment			30%
Individual Oral	15 minutes	Prepared Literary Response	30%

Ability/prior study required

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

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

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

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

Aims

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

Syllabus Outline (Higher and Standard Level)

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

The five prescribed themes are:

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

Literature (HL only)

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

Assessment Outline

STANDARD LEVEL

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

HIGHER LEVEL

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

Approximate Course Costs: Chinese $266.00, French $130.00, German $126.00, Japanese $106, Spanish $136
French: Girls are encouraged to sit the French Government DELF exam in August . The approx. cost of $85 includes coursebook and exam fee.
Spanish: Girls looking for extension may be able to take the B2 - C1 Spanish DELE exam at a cost of $250.00.

Language Ab Initio: French, Spanish

Aims

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

Syllabus Outline (Standard Level)

In the language ab initio course, students develop the ability to communicate in the target language through the study of **language, themes** and **texts**. In doing so, they also develop **conceptual understandings** of how language works.
Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course.
Five prescribed themes are common to the syllabuses of Language B and Language ab initio; the themes provide relevant contexts for study at all levels of language acquisition in the Diploma, and opportunities for students to communicate about matters of personal, local or national, and global interest.
The five prescribed themes are:

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

Assessment Outline

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

Internal Assessment	25%
Individual Oral – Interactive Skills	25%

Course Costs:
Student workbook $21.00
Girls are encouraged to sit either the French Government DELF exam The cost includes coursebook and exam fee Approx. Cost $85.00 (optional) or the Spanish DELE exam at a cost of $120.00

Choosing a Language Course
You must choose a language course that, as far as possible, is most suited to your needs and that will provide you with an appropriate academic challenge.
Language B HL: **For the foreign language learner who has had in excess 4–5 years' experience of the language, and may intend to pursue study of the language for a future career. It is likely the student will have also had significant exposure to the language (eg. lived in the country for a period of time/the language is spoken at home etc).**
Language B SL: **For the foreign language learner who has 2–5 years' experience of the language, and may not intend to pursue study of the language for a future career.**
Language ab initio: **For the beginner with little previous experience. If you have studied the SL language in either Year 10 or Year 11 you are not eligible to take the ab initio course.**

Language B: Classical Language: Latin

Aims

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

Syllabus Outline (Higher Level and Standard Level)

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

Assessment Outline

HIGHER LEVEL

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

Internal Assessment	20%
Individual project: a research dossier	

STANDARD LEVEL

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

Internal Assessment	30%
Individual project: a research dossier	

Course Costs: $141.00

IB DIPLOMA - GROUP 3

Business Management

The business management course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts and tools to assist with business decision-making. Future business leaders need to be confident, creative and compassionate in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these attributes through the exploration of four interdisciplinary concepts – creativity, change, ethics and sustainability.

Aims

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

- Develop as confident, creative and compassionate business leaders, entrepreneurs, social entrepreneurs and as change agents
- Foster an informed understanding of ethical and sustainable business practices
- Explore the connections between individuals, businesses and society
- Engage with decision making as a process and a skill

Syllabus Outline (Higher and Standard Level)

1. Introduction to business management
2. Human resource management
3. Finance and Accounts
4. Marketing
5. Operations management

Course Costs: Approximately $110 Text Book Optional Field Trip $60

Assessment Outline

HIGHER LEVEL

External Assessment			80%
Written Papers			
Paper 1	1½ hours	Case study extended response	25%
Paper 2	1½ hours	Data response with a Quantitative focus	30%
Paper 3	1¼ hours	Social Enterprise responses	25%

Internal Assessment	20%
Students produce a research project about a real business issue or problem facing a particular organisation using a conceptual lens (Maximum 1,800 words)	

STANDARD LEVEL

External Assessment			70%
Written Papers			
Paper 1	1½ hours	Case study extended response	35%
Paper 2	1½ hours	Data response with a Quantitative focus	35%

Internal Assessment	30%
Students produce a research project about a real business issue or problem facing a particular organisation using a conceptual lens (Maximum 1,800 words)	

Ability/prior study required

No prior study necessary, although Year 11 Business Studies, Economics, or Accounting would be an advantage. You should have an interest in both local and global businesses, including the impact small businesses have on their communities, the responsibility of large organisations to create positive change, and the importance of all businesses to operate in a sustainable and ethical way. You must be willing to take an active role in your learning through the consideration of real-world business case studies to reinforce content and concepts.

Economics

Aims

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

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

Syllabus Outline (Higher and Standard Level)

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

Course Costs: Approximately $110 Text Book Optional Field Trip $60

Assessment Outline

HIGHER LEVEL

External Assessment			80%
Written Papers			
Paper 1	1¼ hours	Extended response paper	25%
Paper 2	1¾ hours	Data response paper	35%
Paper 3	1 hour	Policy paper	20%

Internal Assessment	20%
Students produce a portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media. (Maximum 800 words x 3)	

STANDARD LEVEL

External Assessment			70%
Written Papers			
Paper 1	1¼ hours	Extended response paper	30%
Paper 2	1¾ hours	Data response paper	40%

Internal Assessment	30%
Students produce a portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media. (Maximum 800 words x 3)	

Ability/prior study required

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

Digital Society

We are (in) a digital society. Digital systems are changing our world and transforming how we think, communicate, collaborate and create. Digital society invites students to better understand this changing world and to imagine where we might go next. The subject includes an explicit inquiry model as well as a skills-based toolkit to support student success. Subject topics are open-ended rather than limited and can evolve according to new developments, examples, and emerging technologies. This new subject is adaptable to teacher and student interest, allowing for "big ideas". At the heart of the course is the opportunity as a learner to address serious issues confronting both local and global communities.

Challenge topics involve pressing complex issues with far-reaching impacts and implications for large numbers of people. Challenge topics are widespread, persistent and often transnational and transgenerational. In Digital Society, these challenge topics are intertwined with digital systems. Students explore these topics with the idea that they will propose interventions that attempt to mitigate, intercede, support or resolve aspects of the challenge topic.

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

Assessment Outline

HIGHER LEVEL

External Assessment			80%
Written Papers			
Paper 1	2¼ hours	Five questions in two sections that address syllabus topics and real-world examples in an integrated way. Section A Students answer two of three structured questions on the common SL and HL syllabus. Section B Students answer one of two extended response questions based on the HL extension.	35%
Paper 2	1¼ hours	Four source based questions that address the common SL and HL syllabus in an integrated way. Sources may include text, audio, visuals, data, diagrams and/or infographics. Students answer all four questions.	20%
Paper 3	1¼ hours	Questions that address an intervention related to an HL extension challenge topic. A brief statement indicating the real-world nature of a selected challenge topic will be released prior to the examination. Students answer all four questions.	25%

Internal Assessment	20%
Inquiry Project (30 hours) Students conduct an inquiry into impacts and implications of digital systems for people and communities. The submission for the project include: • An inquiry process document not to exceed 1500 words • A recorded multimedia presentation not exceeding 10 minutes • A list of references	

STANDARD LEVEL

External Assessment			70%
Written Papers			
Paper 1	1½ hours	Four structured questions that address the common SL and HL syllabus and real world examples in an integrated way. Students answer two or four structured questions.	40%
Paper 2	1¼ hours	Four source based questions that address the common SL and HL syllabus in an integrated way. Sources may include text, audio, visuals, data, diagrams and/or infographics. Students answer all four questions.	30%

Internal Assessment	30%
Inquiry Project (30 hours) Students conduct an inquiry into impacts and implications of digital systems for people and communities. The submission for the project include: • An inquiry process document not to exceed 1500 words • A recorded multimedia presentation not exceeding 10 minutes • A list of references	

Ability/prior, study required

No prior requirements

Geography

Aims

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

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

The relevance of Geography

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

Please click here for further information

Syllabus Outline:

Part 1: Geographic Themes

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

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

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

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

Part 3: Geographic Perspectives – global interactions (HL)

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

Field work (internal assessment)

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

Course Cost: $45 (course booklets)

Assessment Outline

HIGHER LEVEL

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

STANDARD LEVEL

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

Ability/prior, study required

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

Global Politics

Aims

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

- Understand how global decisions shape everyday life, from climate policies to human rights and international conflict.
- Provide insights into the way politics works and how decisions are made on a local, national, and international scale.
- Develop conceptual understanding of political power, equality, sustainability, and peace on local, national, and global levels.
- Develop critical thinking skills through participation in discussion, debate and analysis of conflicting political arguments.
- Build strong analytical, research and communication skills.

Syllabus Outline (Higher and Standard Level)

1. Introduction to Power and Global Politics.
2. Thematic Studies on Rights and Justice, Development and Sustainability, Peace and Conflict.
3. A learning project investigating a political issue of personal interest through research and active engagement.

(Higher Level)

4. Case studies on global political challenges.

Course Costs: Approximately $150 Textbook Optional Field Trip $60

Assessment Outline

HIGHER LEVEL

External Assessment			80%
Written Papers			
Paper 1	1 hour 25mins	Analysis of sources on the core theme of Global Politics	20%
Paper 2	1½ hours	Extended response on the Thematic Studies	30%
Paper 3	1½ hours	Written response to 3 questions on global political challenges	30%

Internal Assessment – Fieldwork	20%
A learning project investigating a political issue of personal interest through research and active engagement. A written report with a maximum word count of 2000 words.	

STANDARD LEVEL

External Assessment			70%
Written Papers			
Paper 1	1 hour 25mins	Analysis of sources on the core theme of Global Politics	30%
Paper 2	1½ hours	Extended response on the Thematic Studies	40%

Internal Assessment – Coursework	30%
A learning project investigating a political issue of personal interest through research and active engagement. A written report with a maximum word count of 2000 words.	

Ability/prior study required

No prior study necessary.

History

Aims

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

Syllabus Outline (Higher and Standard Level)

- **Paper 1 (SL/HL):** Source-based paper centered on the chosen paired case studies, now guided by inquiry questions that highlight context and perspective.
- **Paper 2 (SL/HL):** Combines conceptual short-response questions and extended essays on the selected global theme.
- **Paper 3 (HL only):** Essay paper focusing on the regional in-depth topics; reduced to two essays drawn from different topics.
- **Internal Assessment (IA):** Simplified to three sections—Inquiry Question, Sources & Perspectives, and Synthesis & Evaluation. The previous reflection section has been removed, making the IA more focused and concise.

Topics covered will range from those outlined below

Twentieth Century World History Topics:
Causes and effects of twentieth century war
First World War
Second World War
Chinese Civil War 1927 – 1937 and 1946 – 1949
Spanish Civil War 1936 – 1939 Authoritarian States (20th century)
China – Mao Zedong 1911 - 1976
Germany – the rise and rule of Hitler 1933 -45
Italy - the rise and rule of Mussolini 1922 - 1943
Europe and the First World war
Inter-war domestic developments in European states (1918-39)
Versailles to Berlin: Diplomacy in Europe (1919-45)

Course Costs: $190 Booklets and Field Trips.

Assessment Outline

HIGHER LEVEL

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

STANDARD LEVEL

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

Ability/prior, study required

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

Psychology

Psychology is scientific and humanistic discipline that explores cognition and behaviour to solve problems and improve our quality of life. It seeks to answer why we act the way we do, by examining the varied biological, genetic, social, and cultural forces that shape human differences and group dynamics.
The DP psychology course for both Standard Level and Higher Level students, is built around three deeply interconnected elements that are integrated together rather than taught separately:

- **Content**: This provides the essential psychological terminology, theories, and research methodologies needed to understand human behaviour through biological, cognitive, and sociocultural approaches.
- **Concepts:** These provide a framework through which specific content is considered. The core concepts are bias, causality, change, measurement, perspective, and responsibility.
- **Contexts:** These provide the real-world settings in which psychology is applied, including health and well-being, human development, human relationships, and learning and cognition (with class practicals integrated throughout).

Higher Level: In addition to concepts, content and context, HL students extend their learning with the additional study of the role of culture, motivation and technology in shaping human behaviour, and data analysis andinterpretation.
The unifying thread that connects these three elements is the ultimate goal of the course: cultivating psychological literacy. Rather than training professional psychologists, the course uses this cohesive structure to help students develop:

- Critical and Scientific Thinking: The ability to assess evidence, employ research methodologies, and understand the evolving nature of knowledge.
- Practical Application: Problem-solving skills and the ethical application of psychological principles to personal, social, or organizational challenges.
- Psychological Awareness: Cultural competence, respect for diversity, and a deep self-awareness that extends beyond pure cognition.

By connecting core content and overarching concepts to highly relevant real-world contexts, the course fosters a rich personal, social, and cultural awareness, empowering students to critically reflect on themselves and their fellow human beings.

Assessment Outline

HIGHER LEVEL

External Assessment			80%
Written Papers			
Paper 1	1½ hours	Integration of the concepts, content and contexts (35 marks) **Section A:** two compulsory short-answer questions from two of the three content areas **Section B:** two compulsory questions asking students to apply their knowledge of content to an unseen situation, each from one of four contexts **Section C:** students answer one of two concept-based extended response questions, each from a different context.	25%
Paper 2	1½ hours	Applying concepts and content to research contexts (35 marks) **Section A:** four compulsory questions that focus on the class practicals **Section B:** evaluation of an unseen research study with regard to two or more concepts	25%
Paper 3	1 hour 45 Mins	Data analysis and interpretation of research data (30 marks) Four source-based questions with quantitative and qualitative findings will be provided. The focus of the questions will be from one of the HL extensions.	30%

Internal Assessment	20%
Research proposal (24 marks) Design a research proposal to investigate a population of interest using one of the four research methods used in the class practicals. This component is internally assessed by the teacher and externally moderated	

STANDARD LEVEL

External Assessment			70%
Written Papers			
Paper 1	1½ hours	Integration of the concepts, content and contexts (35 marks) **Section A**: two compulsory short-answer questions from two of the three content areas **Section B:** two compulsory questions asking students to apply their knowledge of content to an unseen situation, each from one of four contexts **Section C:** students answer one of two concept-based extended response questions, each from a different context	35%
Paper 2	1½ hours	Applying concepts and content to research contexts (35 marks) **Section A:** four compulsory questions that focus on the class practicals **Section B:** evaluation of an unseen research study with regard to two or more concepts	35%

Internal Assessment	30%
Research proposal (24 marks) Design a research proposal to investigate a population of interest using one of the four research methods used in the class practicals. This component is internally assessed by the teacher and externally moderated.	

Ability/prior, study required

No prior requirements

Course Costs: $80 study guides

Biology

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

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

Syllabus Outline (Higher and Standard level)

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

Practical work

Practical activities
Internal Assessment (Independent Scientific Investigation)
Collaborative Sciences Project

Assessment Outline

HIGHER LEVEL

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

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

STANDARD LEVEL

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

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

Ability/prior study required

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

Course Costs: $80.

Chemistry

Aims

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

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

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

Syllabus Outline (Higher and Standard Level)

Structure 1. Models of the particulate nature of matter
Structure 2. Models of bonding and structure
Structure 3 Classification of matter
Reactivity 1 What drives chemical reactions?
Reactivity 2 How much, how fast and how far?
Reactivity 3 . What are the mechanisms of chemical change

Practical work

Practical Work
Collaborative Sciences Project
Scientific Investigation

Assessment Outline

HIGHER LEVEL

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

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

STANDARD LEVEL

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

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

Ability/prior study required

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

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

Course Costs: $45.

Physics

Aims

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

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

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

Syllabus Outline (Higher and Standard Level)

A.1 Kinetics
A.2 Forces and momentum
A.3 Work, energy and power
A.4 Rigid body mechanics
A.5 Galilean and special relativity
B.1 Thermal energy transfers
B.2 Greenhouse effect
B.3 Gas laws
B.4 Thermodynamics
B.5 Current and circuits
C.1 Simple harmonic motion
C.2 Wave model
C.3 Wave phenomena
C.4 Standing waves and resonance
C.5 Doppler effect
D.1 Gravitational fields
D.2 Electric and magnetic fields
D.3 Motion in electromagnetic fields
D.4 Induction
E.1 Structure of the atom
E.2 Quantum physics
E.3 Radioactive decay
E.4 Fission
E.5 Fusion and stars

Practical work

Practical activities
Collaborative Sciences Project
Scientific investigation

Assessment Outline

HIGHER LEVEL

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

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

STANDARD LEVEL

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

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

Ability/prior study required

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

Course Costs: $60.

Choosing a Mathematics Course:

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

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

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

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

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

Course Costs: $30.

Mathematics Analysis and Approaches

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

Syllabus Outline (Higher and Standard Level)

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

Assessment Outline

HIGHER LEVEL

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

STANDARD LEVEL

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

Mathematics Applications and Interpretation

This course provides students with a sound mathematical background for the future and for those students who will follow courses of study which do not require a high level of mathematical understanding. However, students taking this course should be equipped with fundamental skills and a rudimentary knowledge of the basic processes. It is designed for students who enjoy describing the real world and solving practical problems using mathematics, those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics.
Please note that this course though offered, did not run in 2020 and as such if further information is required, please contact the Head of Faculty.

Syllabus Outline

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

Assessment Outline

HIGHER LEVEL

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

STANDARD LEVEL

External Assessment			80%
Written Papers			
Paper 1	1½ hours	Short response, technology required	40%
Paper 2	1½ hours	Extended response questions technology required	40%

Internal Assessment (The Project)	20%
This is an individual exploration. It is a single piece of written work that involves investigating an area of mathematics	

Dance

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

Aims

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

Syllabus Outline (Higher and Standard Level)

Composition and analysis

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

Composing original work

World dance studies

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

Exploring dances, gaining both a physical and theoretical understanding

Individual investigation

Performance

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

Movement skills appropriate to the dancer's performance

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

Communicative expression in relation to other performers and to the audience

Assessment Outline

HIGHER LEVEL

External Assessment		60%
Composition and analysis	Three dance works (totaling 8-15 minutes) composed by the student, submitted on DVD. Analytical statement on the processes of composition and analysis of one of the dances	35%
Dance Investigation	Formal written report, no more than 2,500 words, analysing the similarities and differences between two dance styles drawn from different dance cultures and/ or traditions, one familiar and one unfamiliar to the student	40%

Internal Assessment		40%
Performance	Two or three dances (solo/ duet/group but at least one must be a solo or a duet) in any style or styles, performed by the student to show proficiency and expressive ability appropriate to the dance, presented at an open showing; total presentation of 6-9 minutes (at least half of which must be devoted to solo and/or duet work), submitted on DVD.	

STANDARD LEVEL

External Assessment		60%
Composition and analysis	Two dance works (totaling 6-10 minutes) composed by the student, submitted on DVD. Analytical statement on the processes of composition and analysis of one of the dances.	40%
Dance Investigation	Formal written report, no more than 1,500 words, analysing the similarities and differences between two dance styles drawn from different dance cultures and/ or traditions, one familiar and one unfamiliar to the student.	30%

Internal Assessment		40%
Performance	One or two dances (solo/ duet/group but at least one must be a solo or a duet) in any style or styles, performed by the student to show proficiency and expressive ability appropriate to the dance, presented at an open showing; total presentation of 3-6 minutes (at least half of which must be devoted to solo and/or duet work), submitted on DVD.	

Ability/prior study required:

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

Film

Aims

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

Syllabus Outline (Higher and Standard Level)

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

The course explores a range of cultures and time periods to allow the student to attain knowledge of film-making traditions in more than one country. The craft of film is powerful, moving, and largely shaping by moving images – to understand and appreciate this craft and its impact throughout history and into today is vital for succeeding in a demanding modern world. IB Film prompts students to explore this cultural phenomenon often rendered as entertainment – but undoubtedly one of the most ubiquitous and culture shaping art forms.

Assessment Outline

HIGHER LEVEL

External Assessment		40%
Textual analysis	Textual analysis (max 1,750 words) of a prescribed film text based on a chosen extract (max 5 mins), and list of sources.	20%
Comparative study	Recorded multimedia comparative study (max 10 mins), and list of sources	20%

Internl Assessment		60%
Film Portfolio	Portfolio pages (max 9 pages: 3 pages per production role) and list of sources. A film reel (max 9 mins: 3 mins per production role, including 1 completed film).	25%
Collaboratively producing film	Completed film (max 7 mins). Project report (max 2,000 words) and list of sources	35%

STANDARD LEVEL

External Assessment		60%
Textual analysis	Textual analysis (max 1,750 words) of a prescribed film text based on a chosen extract (max 5 mins), and list of sources.	30%
Comparative study	Recorded multimedia comparative study (max 10 mins), and list of sources	30%

Internal Assessment		40%
Film portfolio	Portfolio pages (max 9 pages: 3 pages per production role) and list of sources. A film reel (max 9 mins: 3 mins per production role, including 1 completed film).	

Ability/prior study required:

NCEA Level 1 Literacy. Level 1 Media Studies would be an advantage.

Music

The Diploma Programme Music course prepares students for a rapidly changing global musical landscape through practical, informed explorations of diverse musical forms, practices and contexts. The course adopts a holistic approach to learning, affording equal importance to the roles of performer, creator, and researcher. Students explore diverse musical contexts, acquire and experiment with musical competencies both individually and collaboratively, and develop critical perspectives on their music and the work of others.

Aims

- Students explore a range of musical contexts and make links to, and between, different musical practices, conventions and forms of expression
- Student acquire, develop and experiment with musical competencies through a range of musical practices, conventions and forms of expression, both individually and in collaboration with others
- Students evaluate and develop critical perspectives on their own music and the work of others.

Syllabus Outline (Higher and Standard Level)

Composition and analysis

- Exploring music in context
- Experimenting with music
- Presenting Music
- The contemporary music-maker (HL only)

Assessment Outline

HIGHER LEVEL

External Assessment		50%
Exploring music in context	Students select samples of their work for a portfolio submission. Students submit; a)Written work demonstrating engagement with and understanding of diverse, musical material. b)Practical exercises in creating and performing	20%
Presenting Music	Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry. The submission contains; a)Programme notes. b)Presenting as a creator: composition and/or improvisation	30%

Internal Assessment		50%
Experimenting with Music	Students submit an experimentation report with evidence of their musical processes in creating and performing in two areas of inquiry in a local and/or global context. The report provides a rationale and commentary for each process. Students submit: A written experimentation report that supports the experimentation. Practical musical evidence of the experimentation process in creating and performing.	20%
The Contemporary Music Maker	Students submit a continuous multimedia presentation documenting their real-life project which evidences; The project proposal. The process and evaluation. The realized project, or curated selections of it.	30%

STANDARD LEVEL

External Assessment		70%
Exploring music in context	Students select samples of their work for a portfolio submission. Students submit; Written work demonstrating engagement with and understanding of diverse, musical material. Practical exercises in creating and performing.	30%
Presenting Music	Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry. The submission contains; Programme notes. Presenting as a creator: composition and/or improvisation. Presenting as a performer: solo and/or ensemble.	40%

Internal Assessment		30%
Experimenting with Music	Students submit an experimentation report with evidence of their musical processes in creating and performing in two areas of inquiry in a local and/or global context. The report provides a rationale and commentary for each process. Students submit: A written experimentation report that supports the experimentation. Practical musical evidence of the experimentation process in creating and performing.	

Ability/prior study required:

Yr11 Music or in consultation with TIC Music

Theatre Studies

Aims

Higher level and standard level students will:

- Inquire into theatre and its contexts
- Develop and practically apply theatre performance and production skills and elements, led by intentions
- Create, present and evaluate theatre work both independently and collaboratively
- Acquire the perspectives and intentions of an internationally-minded theatre-maker

For HL Only:

- Understand, appreciate and explore the relationship between theory and performance

Syllabus Outline (Higher and Standard Level)

Through the perspectives of creator, designer, director and performer, theatre students investigate the following syllabus areas::

- Staging play texts
- Exploring world theatre traditions
- Collaboratively creating original theatre
- Performing theatre theory (HL only)

Assessment Outline

HIGHER LEVEL

External Assessment		80%
Research Presentation	Students plan and deliver an individual presentation (15 minutes maximum) to their peers in which they present and physically demonstrate their research into a convention of a world theatre tradition they have not previously studied.	20%
Collaborative project	Students collaboratively create and present an original piece of theatre (lasting 13–15 minutes) for and to a specified target audience, created from a starting point of their choice.	25%
Solo Theatre Piece	Students research a theatre theorist they have not previously studied, identify an aspect(s) of their theory and create and present a solo theatre piece (4–8 minutes) based on this aspect(s) of theory and complete an essay that discusses how they've applied the theory and the performance outcome.	35%

Internal Assessment		20%
Production Proposal	Students at SL and HL choose a published play text they have not previously studied and formulate a vision for the design and theoretical staging of the entire play text for an audience.	

STANDARD LEVEL

External Assessment		70%
Research Presentation	Students plan and deliver an individual presentation (15 minutes maximum) to their peers in which they present and physically demonstrate their research into a convention of a world theatre tradition they have not previously studied.	30%
Collaborative project	Students collaboratively create and present an original piece of theatre (lasting 13–15 minutes) for and to a specified target audience, created from a starting point of their choice.	40%

Internal Assessment		30%
Production Proposal	Students at SL and HL choose a published play text they have not previously studied and formulate a vision for the design and theoretical staging of the entire play text for an audience.	

Ability/prior study required:

Level 1 Drama endorsed with Merit or in consultation with the HOD

Other requirements:

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

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

Visual Arts

In the Visual Arts course students learn how to create, communicate and connect as artists.
Students engage in creative practices and processes, and learn art-making as inquiry.
The course fosters creativity, communication, critical thinking and collaboration - skills essential in a variety of rapidly evolving fields and professions.

Aims
The visual arts course empowers students to become creative and critical. It encourages them to engage with the world through individual and shared experiences, imagination and action.
In addition, the visual arts course aims to enable students to:

- appreciate that art-making enhances knowledge, develops understanding and transforms ways of being
- employ curiosity, creativity and dialogue to more openly engage with the self, the world and others
- draw on art-making and artworks for their own, and their communities', well-being and flourishing.

Syllabus Outline (Higher and Standard Level)
The visual arts course is a creative, practice-based course. Art-making as inquiry is at the centre of the syllabus

Core areas of the Syllabus
Students integrate the core areas of create, connect and communicate through the pursuit of personal lines of inquiry and while developing a coherent body of resolved artworks. They learn to:

- develop their artistic intentions and creative processes
- connect their art-making with the work of others
- create their artworks in context
- communicate with audiences.

The visual arts course is a creative, practice-based course. Students work in the classroom as they would in an art studio and are encouraged to engage, transform and emerge as young artists. Learning and teaching experiences are shaped by inquiry and focused on authentic engagement in art-making.

IB DIPLOMA - GROUP 6

Assessment Outline

STANDARD LEVEL

External Assessment		60%
Art-Making Inquiries Portfolio	This is an SL and HL task focused on the student's art-making as inquiry. The student selects and organizes visual evidence of their personal investigations, discoveries and creations, supported by critical reflections, all in a portfolio. They provide curated evidence of their art-making as inquiry in a variety of art-making forms and creative strategies. SL students submit two mandatory files. • One PDF file of up to 15 screens including visual evidence accompanied by written materials. The total word count must not exceed 3,000 words. • One separate text file listing the sources.	40%
Connections Study	Students at SL submit carefully selected materials, which evidence their This is an SL-only task focused on the student situating in context one of their resolved artworks, chosen from the five they submit for IA. The study presents curated visual and written evidence to demonstrate the connections between the student's chosen resolved artwork and their own context(s), and between the chosen artwork and at least two artworks by different artists. The connections must be informed by research, and the study must demonstrate understanding of the cultural significance of the two artworks by different artists. SL students submit two mandatory files. • One PDF file of up to 10 screens including visual evidence and supporting written materials. The total word count must not exceed 2,500 words. • One separate text file listing the sources.	20%

Internal Assessment		
Resolved Artworks	This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. This is an SL-only task focused on the student's ability to create a coherent body of work. Each student submits five resolved artworks to demonstrate their best achievements in communicating their artistic intentions coherently. The student provides evidence of synthesis of concept and form, and of their competence in resolving artworks. They also write a rationale to articulate their artistic intentions and the choices that informed the making of their coherent body of artworks. SL students submit six mandatory files. • Five image or video files (each up to three minutes long) of artworks—each accompanied by a title and details on medium and size. Two optional supporting image files per artwork can be submitted to show details or additional views. • One PDF file of up to two screens for the rationale (which must not exceed 700 words).	40%

HIGHER LEVEL

External Assessment		
Art-Making Inquiries Portfolio	This is an SL and HL task focused on the student's art-making as inquiry. The student selects and organizes visual evidence of their personal investigations, discoveries and creations, supported by critical reflections, all in a portfolio. They provide curated evidence of their art-making as inquiry in a variety of art-making forms and creative strategies. HL students submit two mandatory files. • One PDF file of up to 15 screens including visual evidence accompanied by written materials. The total word count must not exceed 3,000 words. • One separate text file listing the sources.	30%
Artist Project	Students at SL submit carefully selected materials, which evidence their This is a stand-alone, HL-only task focused on the student creating and situating in context an artwork that they ideate and realise as part of a project of their choice. The artist project demonstrates through curated evidence how the student work was informed by investigations of context, by connections with at least two artworks by different artists, and by dialogues. A short video curated by the student shows where and how the project artwork was realised to communicate with the audience in the chosen context. HL students submit three mandatory files. • One PDF file of up to 12 screens including visual evidence and supporting written materials. The total word count must not exceed 2,500 words and the student must comply with the exact word counts set for each section. • One video file up to three minutes long presenting the project artwork realised in the chosen context. The video is submitted accompanied by the artwork details and a short text with the finalized artistic intentions (100 words maximum). • One separate text file listing the sources.	30%
Internal Assessment		
Resolved Artworks	This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. This is an HL-only task focused on the student's ability to create a coherent body of work selected from their wider production. Each student submits five selected resolved artworks to demonstrate their best achievements in communicating their artistic intentions coherently. The student provides evidence of synthesis of concept and form, and of their competence in resolving artworks. They also write a rationale to articulate how they realized their artistic intentions through a selection process for the five resolved artworks, from at least eight of their works. Five artwork texts situate through critical analysis each of the selected resolved artworks in a wider artistic context and in relation to the student's practice. HL students submit six mandatory files. • Five image or video files (each up to three minutes long) of artworks—each accompanied by a title and details on medium and size. Two optional supporting image files per artwork can be submitted to show details or additional views. • One PDF file of up to eight screens including the rationale (which must not exceed 700 words) and five artwork texts (with a total word count not exceeding 1,000 words).	40%

Ability/prior study required

Year 11 Visual Art or in consultation with TIC Visual Arts

Course Costs: $130 per year.

Scholarship Subjects

ACCOUNTING

Scholarship accounting gives students a taste of what professional accountants do. It is not about crunching numbers but about understanding financial and business information and problem solving.

The course will cover the Concept standard which means that scholarship students can opt to do an additional standard in the NCEA exam. The assessment is a 3 hour exam, made up of four questions which usually include a question on each of the following:
i) Concepts and the NZ Accounting Framework
ii) Statements which include Income Statement, Statement of Financial Position, Cash flow Statement and Statement of Changes in Equity
iii) a special accounting issue (this changes every year)
iv) analysis and interpretation of a company's annual report OR management decision OR Job costing for manufacturing firms

Who should do it?
Students who are considering pursuing a Commerce degree or an Accounting degree at tertiary level will benefit hugely from this course as it lays the foundation of the Year 1 university program.
The Accounting scholarship is not offered to Year 12 students as the course content from Level 1 and 2 are inadequate for scholarship.
If a student enjoys independent reflection and extrapolation of information and able to identify trends and relationships that may inform business decisions and has ability to communicate using a variety of techniques, appropriate accounting terminology to clearly conveys the point of view should consider opting for scholarship. The benefits are there will be a greater awareness of accounting and accountability in a broader societal context, and strengthen understanding and lift grades in the Level 3 exams.

Difficulties will be keeping on top of the reading of special issue and doing homework. However, if the student is conscientious in completing homework in the Level 3 course especially for the Statements standard, they would have a quarter of the scholarship course sorted.

ART HISTORY

Art History Scholarship involves the study of a wide range of artists and topics and critically responding to texts about art. Students are expected to pursue their own research of at least three art historical periods, supported by class discussions and the teacher. Successful candidates will use the knowledge of art history to demonstrate exceptional understanding of art works, contexts and theories across periods, styles and media. The course develops analytical and critical thinking skills and provides extensive opportunities for exploring ideas, art works and historical contexts of interest to the student.

BIOLOGY

The Scholarship Biology course is based on the content covered in the NCEA Level 3 Biology course. This means that there is no new content for Year 13 NCEA students to cover in Scholarship. Instead, Scholarship Biology focuses on taking a more cross-standard approach, linking knowledge from multiple topics together within a multifaceted biological context. There is a strong emphasis on creative problem solving and the ability to think about the "big picture" within a question.
Scholarship Biology is assessed through a single three-question examination at the end of the year. Each question requires an essay-style answer, so the ability to write fluent, concise responses is an important skill to develop. The marking style for Scholarship Biology is different from both that found in NCEA and IB, so many of the course activities will focus on familiarisation with the specific requirements of a Scholarship Biology answer.
You should chose Scholarship Biology if;

- You have a passion for the subject and wish to deepen your understanding
- You enjoy problem solving and questions that do not have a "set" answer
- You would like to challenge yourself with you academic writing skills

Important things to consider;

- Due to the content it is not recommended that NCEA students attempt Scholarship Biology before Year 13
- There is a photocopy charge of $25 for the course materials supplied to successful applicants.
- IB students can attempt Scholarship Biology in Year 12 or Year 13 and are often successful, but need to be aware that the NCEA curriculum does not match the IB curriculum and so they will be required to learn additional content

CHEMISTRY

Scholarship Chemistry suits students with a genuine interest in Chemistry who wish to develop a deeper understanding. At scholarship level, students explore the links between Organic, Inorganic and Physical Chemistry. Scholarship Chemistry requires a solid understanding of the level 3 content and to then apply it to unfamiliar sophisticated contexts. It requires "out-of-the-box" thinking and with an emphasis on critical thinking and problem solving. Those who do well are able to plan out their response and clearly communicate sophisticated ideas in a concise manner. Students, including the most able students will find the course challenging but with perseverance and determination they will come away with a sense of accomplishment.

The Scholarship Chemistry programme is based on the content covered in the NCEA Level 3 Chemistry programme. Technically there is no new content required for Scholarship Chemistry, however, often additional subject knowledge is supplied within the examination question which the student is required to apply within their response. Questions often link knowledge and concepts from multiple achievement standards with a strong emphasis on critical thinking and problem solving.
You will be suited to Scholarship Chemistry if;

- You have a passion for the subject and wish to gain a broader and deeper understanding through independent study
- You are not deterred by questions that have no "set" answer found in a textbook
- You enjoy problem solving and piecing together possible concepts to derive a possible solution

Scholarship Chemistry is not accessible to Year 12 NCEA or Year 12 IB students. There are too many concepts not taught in these Year 12 programmes which are a required to be able to tackle the Scholarship questions.
Year 13 IB students could potentially consider the Scholarship Chemistry programme, however, there is additional content not in the IB syllabus that is required to be learned.

CLASSICAL STUDIES

Scholarship Classical Studies is an extension of the Level 3 Classical Studies course. The examination consists of three essay responses, two of which are based on set topics, with the third being a resource interpretation essay on a topic which changes annually. For the set topics, students write essays on The Aeneid and Greek Vase Painting, while the third is based broadly on culture and identity. Resource interpretation essays may be focused on topics such as relationships between gods and mortals, gender roles, social structures such as marriage and death customs and beliefs, attitudes to social expectations, and power dynamics.

For the two set topic essays, students are expected to analyse their chosen questions with insight, developing a commanding argument based on critical thinking around the ideas and values of Greek and Roman society. The resource interpretation essay requires students to interpret a set of unseen resources, both written and visual, and to create a focused response, integrating evidence from the resources.

At Scholarship level, essay writing style should be fluent and engaging, showing a sophisticated use of terminology, as well as a sense of independent voice and thought.

An ability to interpret questions quickly, select examples from their learning and to formulate a convincing argument decisively are all requirements in order to complete the three essays in the allotted three hour time limit. One challenge for students is the need to read and interpret the resources in the resource booklet and write their essay in one hour.

As two of the three topics are taught in the Level 3 Classical Studies course, examiners expect a rich and broad range of examples and understanding. The questions set for these two set topics are therefore more exacting, rather than the more general or open style of question set in other subjects. This means that it is difficult for students of other levels to undertake the Scholarship course as they would have to learn the Level 3 course materials, as well as the extension work required for Scholarship. Approval for this may be given, but only after a discussion between the student and Ms Woods, TIC Classical Studies

SCHOLARSHIP

DANCE

The Scholarship student will be required to demonstrate knowledge of choreographic and performance processes to create, analyse and critically reflect on their own choreography and performance. Scholarship Dance is a three-part submission. The three aspects that are assessed for Dance Scholarship are;

- Your own choreography. This needs to be choreographed, rehearsed, costumed and performed in front of a live audience.
- A choreographic/reflection journal including your research, ideas and process you engaged in to create your choreographic work.
- A written reflection on a performance you danced in. This is accompanied by a video excerpt of you dancing in this performance. The performance excerpt is not assessed but does provide a context for the reflection of the performance.

All three parts have equal weighting. The best year to do dance scholarship is Year 13 as we can use some work from Level 3 standards for your scholarship submission. Some challenges that girls have found are working consistently on feedback and meeting due dates in order to get further feedback.

More details on what will be required follow:

The digital (video) submission will:

- include one dance of 2–5 minutes, choreographed by the candidate. This choreography must be a complete work. The choreography may be a solo, duet, or group dance and may be work that has been assessed in Level 3
- include, in addition to the dance above, a further total of 2–5 minutes of dance performance. This can be one complete dance or excerpts from one or more dances and/or dance genres, performed by the candidate. The performance(s) may be a solo, duet, or group dance and may be performance work that has been assessed in level 3.

The workbook will:

- be limited to the equivalent of 18 single-sided A4 pages.
- consist of written reflection, and may include sketches, photographs, diagrams, fabric/gel swatches, etc.
- include reflections on the choreographic processes and products (conceptualising, producing and evaluating choreographic decisions, e.g. selecting a stimulus, choosing relevant technologies, developing choreographic intention and choosing an appropriate style or styles and choosing a method to produce movement)
- include reflections on performance processes and production learning (practicing, interpreting, refining movements, applying expressive qualities and evaluating and working with aspects of technology that contribute to a performance)

If you are a creative, organised and self-motivated student with high level skills in choreography, performance and dance analysis this may be suited for you.

DESIGN AND VISUAL COMMUNICATION

Students will use knowledge of design and visual communication to engage more deeply with the Level 3 programme to provide evidence for Scholarship. Submission is made via the portfolio of work which is also presented for the Level 3 externally assessed Achievement Standards. The assessment schedule focuses in developing design ideas through creative processes that integrate knowledge and skills, and are expressed visually, applying presentation techniques and principles. The assessment criteria focus on three key areas:

- Design ideas - Quality of design ideas in terms of creative interpretation or application of aesthetics/function (8 marks)
- Design Practice – idea refinement and resolution in addressing key design considerations relevant to a context (8 marks)
- Visual Communication – Quality of visually communicating design thinking (8 marks)

DIGITAL TECHNOLOGIES

Pursuing a Digital Technologies Scholarship offers students a valuable opportunity to reflect on their technological practice, demonstrating both creative and critical thinking. Students can achieve Scholarship in Digital Technologies through one or both of the following pathways:

- submitting a report based on their technological practice over the course of the year,

and/or

- sitting an external examination.

Report-based approach

Students will engage in a thorough assessment process that involves producing a reflective report based on their own experience in developing their technological outcome. This report serves as an organised compilation of evidence, demonstrating the candidate's proficiency in Technology.

The assessment criteria encompass three key areas:

- Synthesis and integration of technological experiences (8 marks)
- Justification of technological practices undertaken (8 marks)
- Critical reflection and extrapolation of these experiences (8 marks)

Examination-based approach
The examination criteria encompass three key areas:
- Synthesis and integration (8 marks)

Students integrate their knowledge of programming and algorithmic thinking to design and develop solutions to complex unfamiliar problems.
- Coding and efficiency (8 marks)

Students demonstrate an understanding of efficient coding practices by developing solutions that optimise both time and space complexities.
- Critical reflection (8 marks)

Students show critical reflection on their chosen solutions by contrasting and comparing with other potential solutions and showing insightful observations about the quality and efficiency of their solution.

DRAMA

The Drama Scholarship program expands upon the Year 13 syllabus, offering students an opportunity to explore theatre practitioners, different genres, theatre history and improvisation. This enriching course not only fosters creativity in performance but also empowers students to explore roles as directors, theatremakers, and playwrights.

The examination is in three parts:
1. Text-based performance and analysis
2. Self-devised piece performance and applied theory
3. An unseen impromptu performance and scene analysis

PART 1: Text-based performance
Students will explore various genres and playwrights before selecting a significant play of their preference from which to perform a monologue. In addition to the performance, they will delve into researching the play, its original intentions, and develop their own performance interpretations, which they will justify on camera with supporting research.

PART 2: Self-devised piece performance
The self-devised performance piece should draw inspiration from a renowned theorist, theatre practitioner, or recognised theatre company. Throughout the scholarship lessons, students will explore various practitioners, gaining a deeper understanding of how theoretical concepts can inform their creative work. They will articulate their artistic journey, elucidate how applied conventions generate audience impact, justify creative decisions, and provide a rationale for their performance.

PART 3: Impromptu performance
The nationally prescribed task is an unseen improvisation where students have to prepare a performance on the spot. Upon completion of their performance, students must articulate how they've addressed the task requirements and incorporated drama theory. This may encompass analytical reflections, including explanations of intentions and evaluations of their performance.

Course Costs: $50.00 for Improv sessions and external tutors. Students are also expected to attend at least four live theatre performances as this supports the requirements of the curriculum. Group bookings are made by the Drama Department and will be charged to student accounts.

EARTH & SPACE SCIENCE

In Earth and Space Science Scholarship we study the intricately interconnecting planetary systems that combine to support life on Earth. These include the geosphere, hydrosphere, biosphere and atmosphere. Cycles of rock, water and carbon are common themes through these different systems. Understanding the Earth and its place within the Solar system allows us to look out into the universe and consider the conditions on exoplanets and what form life might take in these distant and different environments.

The scholarship exam is a three hour paper with three essay and diagram based questions which must all be answered. A resource sheet is supplied that contains information including maps, photographs and tables of data that must be interpreted and incorporated into the essay style answer. Complex links can also be explained with the use of diagrams; a practice which is recommended at Scholarship level.

Preparation for the examination requires an excellent general knowledge of Earth and Space Science issues so reading widely around the subject is encouraged. Students with a broad interest in science generally will enjoy this course and those studying Earth and Space Science will benefit from the greater depth of understanding that they will develop. Difficulties will be encountered by those who have no prior scientific knowledge or who do not engage with the necessary independent study.

SCHOLARSHIP

ECONOMICS

Scholarship Economics is about applying economic concepts and models to real world events. The exam consists of three compulsory questions, each of which is accompanied by supporting resource material. Students are required to use their knowledge from Levels 1, 2 and 3 Economics OR 12IB and 13IB Economics. Models and concepts will be selected from the following:
Microeconomics:
PPC, Supply and demand, Elasticity, Resource markets (labour market), Internationally traded goods markets, Market structures (perfect competition and monopoly), Lorenz curve, MSC/MSB model (externalities), MSC/MSB model (public goods), Policies to correct market failure.
Macroeconomics:
PPC, Circular flow, AD/AD model, Multiplier effect, Foreign exchange model, Business cycle, Monetary policy, Fiscal policy, Supply-side policies, Government regulation, International trade policies.
You should choose Scholarship Economics if:

- You have consistently achieved at Excellence level in Levels 1 and 2 Economics.
- You are willing to learn additional content that is not covered as part of your regular NCEA Economics courses.
- You have an interest in Economics and like to keep up to date with current events in the New Zealand economy.
- You enjoy the challenge of taking your existing knowledge and applying it to new contexts.
- You can express your ideas well in an essay format.

ENGLISH

Scholarship English is a stimulating and fun course, where students get to decide on the texts they wish to study.

The exam is divided into three sections, for which you write three different essays.
Section A: Unfamiliar texts
Section B: Genre
Section C: The study of an issue.

Aside from Section A, it is the choice of the student as to what genre and issue they want to research. Genre covers novel, short story, poetry, film, Shakespeare and more recently, television.
In Section C, students are free to research an issue they are intrigued by and analyse how it appears in a number of different texts.

This course is suited to students who like to read and enjoy a certain level of intellectual independence when it comes to selecting texts to study. Scholarship English will also help to improve your overall essay writing and research skills, as you head into tertiary education.

For Yr12 and 13 Diploma Students, the IB course is also excellent preparation for the Scholarship exam and Diploma students are encouraged to consider sitting English Scholarship.

GEOGRAPHY

Scholarship Geography is about applying geographic concepts and knowledge to a current geographic issue.
A different topic is given each year by NZQA and is studied in the Scholarship class with links to knowledge from Year 12 and 13 NCEA Geography and Year 12 and 13 IB Geography. It is focused around perspectives and concepts that is learnt in Geography classes.
Previous issues have been, Human Migration, Technology in a Geographic Context and Fresh water, Climate change, Urban Settlements, Energy in a global context, Population.

Scholarship Geography is a three-hour exam with three essay and diagram based questions.. The exam will include supporting resource materials which are made up of photos, maps, graphs and written articles. Students will use the resource materials alongside examples studied in class.

In the Scholarship class, we focus on the topic that has been selected for the year through a range of videos, discussions and readings. We also link in events happening around the world as Geography is about the now and the future. Students will also be expected to attend the two afternoon workshops at Auckland University, after school in Terms 2 and 3.

You should choose Scholarship Geography if you have an interest in Geography, you are interested in extending you knowledge in Geography, you have strong analytical skills and can think outside the box, you understand geographic concepts and ideas, you can apply knowledge from one setting to another, you are able to express yourself well in an essay format and if you are aware of what is happening in the world around you today.

Year 12 and 13 IB Geography students should consider this course as it is good exam practice and revision and also gives a New Zealand context to your learning.
Year 12 and 13 NCEA history students who wish to extend their knowledge and thinking strategies should consider taking Scholarship Geography.

FOOD DESIGN TECHNOLOGY

Pursuing a Food Technoogy Scholarship presents students with a valuable opportunity to reflect on their technological practice which demonstrates ability to think creatively and critically.

Students will engage in a thorough assessment process that involves producing a reflective report based on their own experience in developing their technological outcome. This report serves as an organised compilation of evidence, demonstrating the candidate's proficiency in Food Technology.

The assessment criteria encompass three key areas:
- Synthesis and integration of technological experiences (8 marks)
- Justification of technological practices undertaken (8 marks)
- Critical reflection and extrapolation of these experiences (8 marks)

HEALTH & PHYSICAL EDUCATION

Scholarship Health and Physical Education is designed for students who want to push their thinking beyond the boundaries of NCEA and engage with health and physical education at the highest academic level. Rather than completing a standard assessment, students produce an extended critical report in which they select a contemporary health or physical activity document — such as a policy, campaign, or media text — and rigorously evaluate it against a significant issue in health or physical activity.
This is a course for students who enjoy reading widely, thinking independently and writing with precision. Students learn to critique how popular views are socially constructed, examine the attitudes, values and biases that shape health and physical activity discourse, and propose evidence-based future actions that could better address the issue at hand. Academic writing skills — summarising, paraphrasing, quoting and referencing — are developed and refined throughout the year.
The programme is structured across four terms:
- Term 1 – Understanding Scholarship: Students are introduced to the scholarship framework, examine past exemplars and marking schedules, select their document for critique, and begin developing their research skills and referencing using Google Footnotes.
- Term 2 – Acquiring and Applying Knowledge: Students deepen their understanding of their chosen issue, critically examining how social constructs, attitudes, values and biases shape it. They apply biophysical and sociocultural knowledge and present their research findings using academic writing conventions.
- Term 3 – Critical Action: Using an appreciative inquiry model, students explore solutions and develop divergent, independent conclusions about future actions and advocacy that could enhance wellbeing at a personal, interpersonal and societal level. This term culminates in a short critical presentation.
- Term 4 – Refinement: Students edit and refine their report against the scholarship specifications, self-marking using the assessment rubric to produce a polished final submission.

Scholarship is run alongside Level 3 Health Science and Psychology or Sport and Exercise Science and requires a strong commitment to independent research and writing outside of class time.

HISTORY

What does the term 'scholarship' mean? It literally means the knowledge resulting from the study or research in a particular field, using the methods, discipline and work of scholars. This is what we will be trying to do in Scholarship class; working like historians on a particular topic that is given to us in the NZQA Specifications at the beginning of the year. We will use the work that you cover in Years 12 & 13 NCEA history or in Year 12 IB history to respond to three general questions based around this topic, using your knowledge gleaned in class. You will also have to respond to a range of sources in the examination paper, synthesising your own knowledge with the key elements of these sources. In the 3 hour examination, you plan and write three responses, usually based on a quotation after spending an hour reading through about 10 sources.

SCHOLARSHIP

The best way to prepare for History scholarship is to come to all the classes; read broadly around the topics we are studying in classes; and be engaged in classes so that you take part in discussion and activities

You should choose Scholarship History if you are interested in extending your historical knowledge, you are interested in historical questions such as: what is history; why is it significant, important and relevant; how can historical events be interpreted by nations or groups in different ways or how history can be distorted. Year 12 IB history students should consider this course as it is good exam practice, but most importantly, it gives you extra material in handling TOK.
Year 12 and 13 NCEA history students who wish to extend their knowledge and thinking strategies should consider taking Scholarship History

LANGUAGES - CHINESE, FRENCH, GERMAN, JAPANESE, SPANISH

See separate entries for Te Reo and Latin
The student will use their knowledge of the language to respond in speech and writing in the target language to complex written and spoken stimulus material in that language

Assessment
There will be an examination in which you will complete two language production tasks (Speaking and Writing) using stimulus material provided in reading and listening texts. The material and tasks will be linked around a theme.
Question 1: This question will require a response written in the target language, to passage(s) spoken in the target language.
Question 2: This question will require a response written in ENGLISH or TE REO MĀORI, to stimulus material written in the target language.
Question 3: Candidates will be required to give a spoken response of 3–4 minutes to a question related to the listening passage(s) and / or the written text(s). The question will be in the target language and ENGLISH, and the response will be in the target language.

Criteria
You will be required to:
- extract information from given material and use this to express and develop ideas in a coherent manner
- communicate accurately and fluently, using a wide variety of complex structures and vocabulary (up to and including Level 8 of the curriculum)

The assessor will look for manipulation of the target language to provide evidence of higher order thinking e.g.
- paraphrasing
- analysis
- synthesis (add your own prior knowledge/opinions to what you have heard/read – distinguish between facts and opinions
- evaluation/critical evaluation

Potential scholarship students will be given practice in order to prepare them for the examination. This may include:
- a response to a listening or reading task
- summarising
- paraphrasing
- reworking material and not just lifting chunks from texts
- evaluation of situations/issues
- literary evaluation
- evaluation/criticism of film clip/poem/song

Productive Tasks may require you to:
- argue for and against a point of view
- debate the merits of different viewpoints
- find evidence for a point of view
- speculate: what might happen if...
- identify problems and possible solutions

You will also need to organise your ideas and present them in a logical, coherent and convincing way.

LATIN

Scholarship Latin involves translating two previously unseen Latin passages. The first passage will be Latin prose of approximately 120–150 words of literary Latin. The second passage will be Latin poetry of approximately 15–20 lines of Virgil. A vocabulary list of the words used in the passages will be provided. Both passages will also have questions requiring analysis of the way(s) that language and style, and/or content convey the ideas of the author. The difficulty of the passages will be one step above NCEA Level 3. As such, due to the cumulative nature of language study, Scholarship Latin is generally recommended for students in Year 13 (for both NCEA and IB students).

MATERIAL DESIGN TECHNOLOGY

Pursuing a Materials Technoogy Scholarship presents students with a valuable opportunity to reflect on their technological practice which demonstrates ability to think creatively and critically.

Students will engage in a thorough assessment process that involves producing a reflective report based on their own experience in developing their technological outcome. This report serves as an organised compilation of evidence, demonstrating the candidate's proficiency in Materials Technology.

The assessment criteria encompass three key areas:

- Synthesis and integration of technological experiences (8 marks)
- Justification of technological practices undertaken (8 marks)
- Critical reflection and extrapolation of these experiences (8 marks)

MATHEMATICS WITH CALCULUS

Scholarship Calculus is based on the NCEA Level 3 Maths with Calculus course. It applies the content learnt to a more detailed context.
The Scholarship course in term one covers Simultaneous and Conic Sections as these will be new topics to our students. Term two will cover applications of differentiation and integration to a deeper level of understanding. Terms three and four will cover Complex Numbers and revision of past papers.
To study Scholarship Maths with Calculus you must:

- Be studying at or you have already taken the Level 3 NCEA course or equivalent.
- If you are studying at Level 3 you should have gained predominantly Excellences at the NCEA Level 2. If you have already completed the NCEA Level 3 course again you should have gained predominantly Excellences.
- Have permission from the HOF of Mathematics and your Maths teacher from the previous year.

Year 12 students taking Level 3 or IB can do the Scholarship class with the aim of it being a 2 year programme.
Students taking Scholarship Calculus should:

- Have a passion and enjoy the subject
- Be able to problem solve questions written as real life scenarios.
- Be committed.

SCHOLARSHIP

MATHEMATICS WITH STATISTICS

It is recommended students have gained at Merit in algebra and Excellence in statistics standards at Level 2.
Scholarship statistics examines all the level 3 achievement standards, which includes ones not in courses at Diocesan School for Girls. It requires no more skills and knowledge than NCEA, but an ability to think for oneself in an unfamiliar context and to link learning across achievement standards.

Students who are successful in Scholarship statistics are confident and able to work like professional statisticians to explain stories presented in data, tables and graphs. They are able to interpret data tables and displays, make concise decisions and justify them fully.
The teaching runs in parallel to the Level 3 statistics course, offering higher level thinking topic by topic throughout the year.

The best way to prepare for statistics scholarship is to come to all the classes, solve more challenging problems from the Sigma textbook and be engaged in classes so that you take a full part in discussion and activities.

MEDIA

Scholarship Media Studies positions the student as the scholar. Consider yourself a producer, critic, consumer, and , expert, applying your existing knowledge from Media Studies from years 11-13 and your own passion into a high level, self-directed study in the broader, deeper, conceptual world of the media

MUSIC

Scholarship Music is your chance to step into the role of the scholar-musician — to showcase your artistry, sharpen your critical voice, and pursue music at the highest level of secondary study. Working closely with a mentor, you will develop a portfolio in one of two pathways, performance or composition, presenting work that reflects both your technical command and your own musical style.

Performance portfolio: You will prepare and perform a 15-minute recital for a live audience, video-recorded for submission. Alongside it, you will write an in-depth critical reflection on your choice of repertoire, the way you approached the music's technical demands, and an honest evaluation of the performance itself.

Composition portfolio: You will submit 15 minutes of music as an audio recording — either a single substantial work or a set of shorter pieces — accompanied by a written critical analysis. This traces the development of the works, the compositional challenges you set out to solve, and how the music reflects your growth and emerging style as a composer. Scholarship rewards independence and depth of thinking. The musicians who thrive treat their portfolio as an artistic statement in its own right, bringing curiosity, discipline, and a distinctive creative voice to every stage of the process.

PHYSICS

Scholarship Physics is assessed in a 3 hour written exam principally based upon the Level 3 Physics course content with some aspects of Level 2 Physics also being explored. Consequently, only students studying Level 3 Physics or Year 2 Diploma Physics (Higher level) should attempt the course.

Students are required to analyse data and think critically about familiar and unfamiliar situations. By combining their knowledge from all the physics standards, students are expected to show an appreciation of how theories and models apply to real life situations and demonstrate sound mathematical skills.

The secret to success in Scholarship Physics is about developing familiarity with the language and style of the questions. During lessons we aim to support this by:
- unpacking and scaffolding questions as a class;
- engaging in small group discussions;
- peer sharing; and,
- experimentation.

But ultimately success comes down to the intrinsic drive of the scholar and the importance of attempting past scholarship questions on a regular and consistent basis during the year.

RELIGIOUS STUDIES

The 12SPRE and 13SPRE courses are designed for students seeking additional academic challenge. They follow the same timetable allocation as the standard courses, with three periods per cycle.

- Terms 1 and 2 (12SPRE): Students study the same two topics as in 12PRE: Religious Extremism followed by Judaism in the Modern World.
- Terms 1 and 2 (13SPRE): Students study the same two topics as in 13PRE: Ethical Theories followed by Theory of Knowledge.
- Terms 3 and 4: The focus shifts to preparation for the NCEA Scholarship Religious Studies examination, which assesses critical thinking, synthesis of complex ideas, and independent argumentation.
- The 2027 examination topic will be released by NZQA in December 2025. Previous topics have included: Science and Religion, The Psychology of Religion, and Religious Diversity.
- Students are expected to sit both the school practice exam and the final external examination.

Entry Requirements: There are no formal prerequisites, but students should be confident essay writers and willing to engage deeply with abstract ideas.

Note for IB Students: It may be possible for separate arrangements to be made for you to take Scholarship Religious Studies during lunchtime tutorials, since you do not take Philosophy, Religion and Ethics as a subject. Please contact Mr McLay if you would be interested in such an arrangement.

TE REO MĀORI SCHOLARSHIP

He Kōrero Whakamārama mō Te Hiranga Te Reo Rangatira
Me noho ngā whakautu mō Te Hiranga Te Reo Māori ki te reo Māori anake. E toru haora te roa o tēnei whakamātautau ā-waho, ā, e rua ngā wāhanga e whakamahi ana i ngā pūkenga reo torohū, me ngā pūkenga reo whakaputa o te ākonga.

Ngā Rauemi
Kotahi anake te pukapuka mō tēnei whakamātautau ā-waho. Kei roto i te pukapuka ēnei whakamārama e whai ake nei: • ngā tohutohu mō ngā wāhanga e rua

- ngā mahi mō ia tūmahi
- ngā whārangi e wātea ana mō te tuhinga roa
- tētahi whārangi whakamahere whakaaro.

Mā te kura te nuka me te pūmanawa tautono e tuku atu kia taea ai te whakarongo ki te wāhanga kōrero, kia taea ai hoki te hopu i ngā whakautu ā-waha a ngā ākonga.

Te Wāhanga Tuatahi: Te Pānui me te Tuhituhi
I tēnei wāhanga ka whakaatu te ākonga i tōna tohungatanga ki te whakamahi i ōna pūkenga reo torohū (pānui), i ōna pūkenga reo whakaputa hoki (tuhinga roa) hei āta whakaō i ngā kaupapa huhua.

Te Tūmahi Tuatahi: He Pānui aroā

- Pānuihia te tuhinga roa, ka whakautu ai ngā pātai.
- He reo ā-iwi te momo, ā, he kāupapa whānui e pā ana ki tētahi tikanga, he kaupapa rānei nō te ao Māori.

Te Tūmahi Tuarua: He Tuhinga

- Mā te ākonga e whiriwhiri tētahi kaupapa hei tuhinga roa māna.
- Kia kaua e iti iho i te rima rau kupu te roa o te tuhinga.

Te WĀHANGA TUARUA: Te WHAKARONGO me te KŌRERO
I tēnei wāhanga ka whakaatu anō te ākonga i tōna tohungatanga ki te whakamahi i ōna pūkenga reo torohū (whakarongo), i ōna pūkenga reo whakaputa hoki (kōrero) hei āta hao i ngā tini kaupapa.

Te Tūmahi Tuatoru: He Mahi Whakarongo (He Pāohotanga)

- Ka toru ngā pāohotanga o te kōrero hei whakarongo mā te ākonga.
- He kōrero tautohe te hanga.
- Ka tukuna te tekau mā rima meneti ki te ākonga ki te whakarāpopoto i te kōrero, nō reira me arohaehae, me tīpako te ākonga i te matū o ngā taha e rua.
- Mā te kaiwhakahaere ngā pukapuka katoa e kohi.

Te Tūmahi Tuawhā: He Kōrero ā-Waha

- He kōrero tene te hanga, ā, e rima meneti te roa o te whakaputa kōrero.
- Ka haere te ākonga ki rūma ke ki te hopu i tōna reo ki te kōpae.
- Mā te ākonga e waitohu tana kōpae.
- Mā ngā kura e tuku mai ngā kōpae kōrero a te ākonga.

SCHOLARSHIP

VISUAL ARTS- DESIGN, PAINTING PRINTMAKING & PHOTOGRAPHY

Entry to Scholarship for all Visual Art subjects also requires entering for the level 3 external standard for each field.
Students can take more than one Visual Arts subject for Scholarship.
The Scholarship component consists of the preparation of a workbook to go with the three panel portfolio.
The candidate must send with the portfolio, a workbook consisting of 8 pages in an A3 clear file. The external standard is worth 14 credits, assessment is standard based and solely on the evidence presented on the portfolio. The portfolio is assessed first. There is no ranking or moderation.
The workbook is then considered with the portfolio, however, although it is assessed against the Scholarship criteria, only a preset percentage will gain a Scholarship based on the number of entries. It is also ranked.
The three areas assessed for Scholarship are: Critical Thinking and Research, Synthesis and Application of Skills and Media and Communication and production
There are no set guidelines to the order of the 8 pages or even to the content. However, it is very important that the criteria for scholarship is studied in depth and fully understood and the outline for the workbook is developed from that understanding.
The candidate's workbook should:

- Present an individually conceived and designed proposal (plan or framework) for the Studio Practice which will be presented on their portfolio. The proposal (plan or framework) sets out the boundaries and the nature of the project to be worked upon.
- Include extensive research into art and artworks (including procedures, processes and techniques)
- Document a range of technical and practical experiments that explore the extension, regeneration and synthesis of ideas.
- Explore and document alternative approaches or options.
- Demonstrate ownership of the idea and be authentic.