

# Course Guide 2020

SENIOR SCHOOL



**Kristin**  
SENIOR SCHOOL



COVER ILLUSTRATION: LAUREN BOYCE



A Kristin education is not limited to the academic, but also involves preparing students to deal 'head on' with the challenges and pressures they will face after leaving.

Kristin offers an individualised programme of support and guidance to assist students along their chosen pathway through the Senior School and beyond.

**PROGRESS WITH VISION, INTEGRITY AND LOVE.**



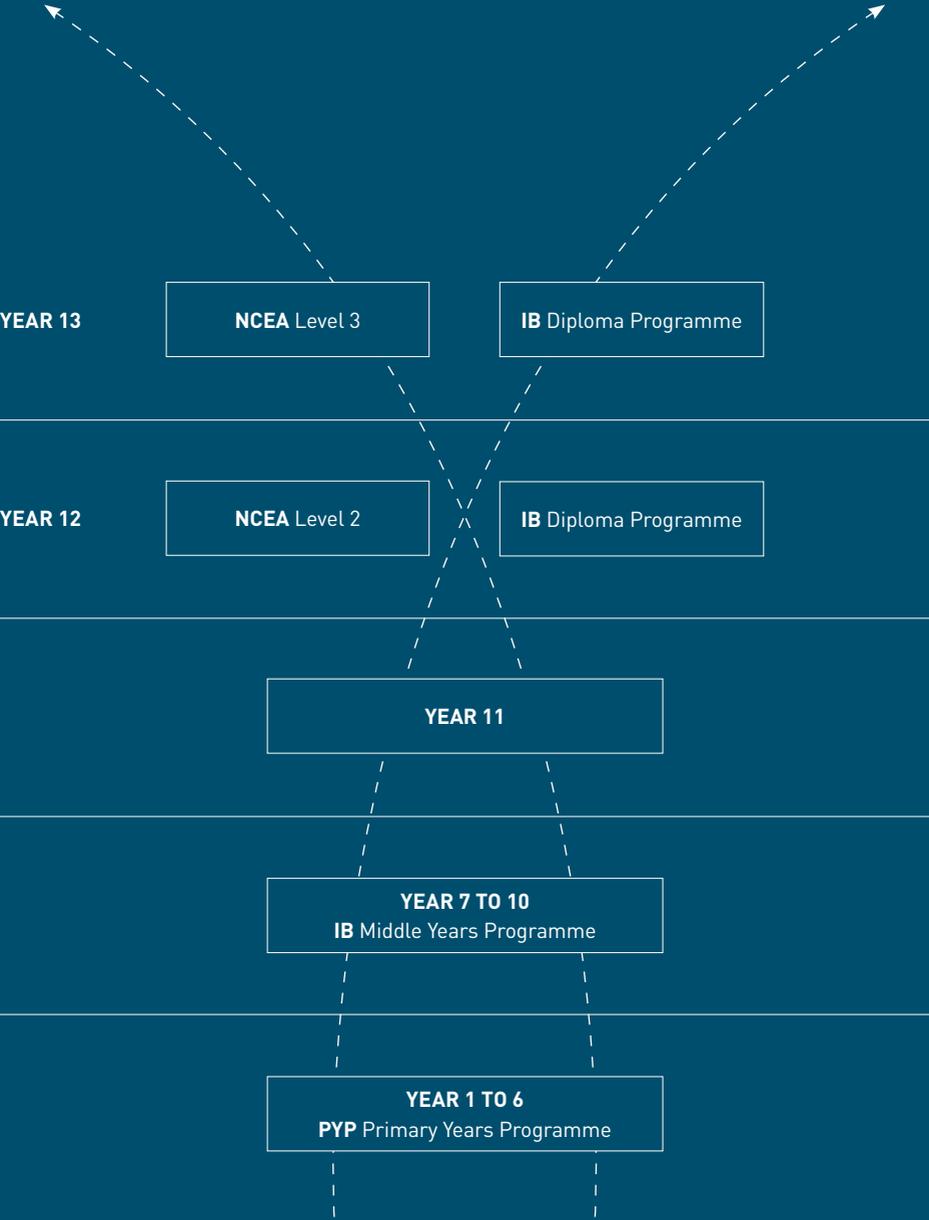
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# Our Dual Curriculum Pathway

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# Foreword

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Senior School students at Kristin are in a position where their choices may not only influence that year, but the direction of their remaining time at the school and beyond. As such, these important choices are not viewed lightly and we ensure that all students have individual advice and guidance available at all times.

We are very proud at Kristin of both the wide range of academic choices and pastoral support that we offer to all students. Kristin was one of the first New Zealand schools to offer a dual curriculum pathway for senior students and this is a philosophy that we still consider central to our values – maximising choices for students and allowing them to flourish. During Year 11, students follow a purpose designed course for the whole academic year. This will prepare them with the knowledge and skills required to take on the challenges of Year 12 and beyond.

In Year 12 students get to decide whether to follow the International Baccalaureate Diploma Programme or NCEA, with both of these pathways allowing students to gain places on tertiary courses at top universities throughout the world.

Throughout these decisions, all students are fully supported by their House Deans and the Senior School leadership team who have responsibility for the Kristin Futures programme, the International Baccalaureate and NCEA. This results in an individualised programme of support and guidance to assist students along their chosen pathway through the Senior School and beyond.

Kristin Senior School sets very high expectations in all areas. As a student progresses through the school they will be treated as a young adult, taking greater

responsibility for their actions and be increasingly accountable for their academic progress. Whilst contact with parents remains important, initial discussion of any concerns will, in the first instance, take place with the student. Deans and teachers are always available to respond to queries raised by parents regarding a student's progress.

It is my unbiased view that Kristin's teachers offer our students access to some of the highest quality teaching and learning available anywhere in the world and this has been supported by the levels of success and achievement enjoyed for many years. This paired with the advice and guidance on pathways offered through the Kristin Futures programme is unequalled in any other New Zealand school.

The education at Kristin is not limited to the academic, but also involves preparing students to deal 'head on' with the challenges and pressures they will face after leaving.



**David Boardman**  
Senior School Principal

# Introduction

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**The aim of this guide is to inform parents and students of the subjects and options which will be offered in the Senior School in 2020.**

## **ALL COURSES LISTED IN THIS BOOK ARE SUBJECT TO THE FOLLOWING CONDITIONS:**

- Some courses may not run because of insufficient numbers
- Given the large number of courses we offer, it is not always possible to accommodate every combination of subjects. We work hard to minimise the number of clashes but occasionally they do occur
- Entry into any course or combination of courses is subject to Curriculum Leader approval and final confirmation by the House Dean. Students who meet the stated prerequisites normally have automatic entry into that course
- The information contained in this book is as up to date as possible but may change due to staffing availability

## **ADVICE AND GUIDANCE**

Advice and guidance to assist families of senior students with course selection for 2020 will be offered at the **Academic Pathways and Tertiary Futures Evening** early in Term 3. Details of the format of this evening will be mailed to families at the end of Term 2.

In addition, all senior students will be interviewed individually as part of their on-going academic mentoring during Term 3 to discuss their academic progress to date and future tertiary pathways.

## **GENERAL GUIDELINES**

### **Students need to consider the following guidelines when selecting subjects:**

- Maintain a broad range of subjects for as long as possible
- Choose subjects that build on interests, skills and areas of strength
- Consider prerequisites for future years of study
- Seek advice. There are many people at Kristin who are able to provide advice on subjects and tertiary planning. In addition to subject teachers, these include House Deans, Curriculum Leaders and specialist advisers listed in this handbook.

## **CHANGE OF SUBJECT**

Students must enter a course by 1 March (unless transferring from a comparable subject at another school). No student is permitted to change class without prior consultation with their House Dean.

# Staff who can assist with course selection

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## **ENGLISH FACULTY**

Head of English Faculty.....	David Shaw
NCEA English.....	Stephanie Mosley
IB English.....	Justine Wedge
Media Studies .....	Helen McKissock

## **HUMANITIES & COMMERCE FACULTY**

Head of Humanities and Commerce Faculty.....	Roger Lewis
Geography .....	Alastair Ferris
History .....	Richard Darrow
Psychology .....	Eric Wheeler
Business .....	Jan Lewis
Economics .....	John Osborne
Classical Studies .....	Nicky Woodward

## **LANGUAGES FACULTY**

Head of Languages Faculty.....	Maureen Gottard
French .....	Gary Holt
Chinese .....	Katherine Chen
Spanish .....	Monika Schnibbe-Bhargav
English Language Acquisition.....	Gabriela Maldonado

## **MATHEMATICS FACULTY**

Head of Mathematics Faculty.....	Freya England
NCEA Mathematics .....	Paul Cliffe
IB Mathematics .....	David Beaney

## **VISUAL & PERFORMING ARTS FACULTY**

Head of Visual and Performing Arts Faculty .....	Nick Duirs
Music .....	Giancarlo Lisi
Photography/Art/Painting .....	Lisa Woodhead
NCEA Drama and Theatre .....	Leigh Sykes
IB Theatre .....	Leigh Sykes
Dance .....	Anna Rogerson
IB Visual Arts .....	Amanda Mackenzie

## **TECHNOLOGY AND DESIGN FACULTY**

Head of the Technology and Design Faculty .....	Andrew Churches
Digital Technology .....	Andrew Churches
Engineering Design .....	Martin Allan
Fashion and Textiles Design.....	Diana Feenstra
Food and Nutrition Design .....	Diana Feenstra
Design and Visual Communication .....	Amanda Mackenzie

## **HEALTH & PHYSICAL WELL-BEING FACULTY**

Head of the Health and Physical Well-Being Faculty .....	Trevor Hayes
NCEA Physical Education .....	Brent Goldsworthy
Outdoor Education .....	Jonathan Taylor
Sports Science .....	Trevor Hayes
Health.....	Brent Goldsworthy

## **SCIENCE FACULTY**

Head of the Science Faculty.....	Matthew Campbell
Biology and Environment Systems and Societies .....	Cheryl Loughton
Chemistry.....	Sarah Kucera
Physics .....	Christian Tremblay
Science.....	Michael Breckell

## **HOUSE DEANS**

Apollo .....	Richard Darrow/Katie O'Brien
Jupiter.....	Rebecca Simpson/Jessica Moses
Mariner .....	John Buckley/Jacquie Navarro
Saturn .....	Neelam Davies/Caleb Bridle

## **SPECIALIST ADVISERS**

Deputy Principal (Senior School) .....	Geoff Burge
Principal's Nominee to NZQA.....	Geoff Burge
Assistant Principal (Senior School) .....	Debbie Dwyer
IB Diploma Programme Co-ordinator .....	Debbie Dwyer
Assistant Principal (Senior School) .....	Gillian McCaskey
Tertiary Futures .....	Gillian McCaskey
Director of International Student Services .....	Jenny Taylor
Learner Support .....	Megan Darby
Senior School Principal.....	David Boardman
Executive Principal.....	Mark Wilson

# Student Support in the Senior School

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Senior students are encouraged to develop the skills necessary to become independent learners. However, they still require pastoral support throughout their senior studies. Monitoring, advice and guidance for seniors is co-ordinated by the House Dean. The House Dean is the first contact for students and their parents should concerns arise about any aspect of senior schooling. A team of specialist pastoral staff also exists to respond to the needs of individual students. These include:

- Assistant Principal responsible for Tertiary Futures
- Principal's Nominee to the New Zealand Qualifications Authority (NZQA)
- International Baccalaureate (IB) Co-ordinator
- Enhanced Learning Staff
- Director of International Student Services
- School Counsellors

## **ACADEMIC MENTORING**

As an important part of the Senior School experience, every Senior School student participates in a series of one-on-one academic mentoring sessions with their House Dean. The purpose of these is to help individual students plan their academic pathway through the Senior School in a way that prepares them effectively for their chosen tertiary future.

During the academic mentoring sessions students, with guidance from their Dean, develop a personalised academic plan tailored to their individual competencies, skills and aspirations. The sessions primarily focus on academic goal setting as well as identifying strategies to help students achieve them.

If you have any questions about the Senior School's academic mentoring programme, please feel free to contact your child's House Dean.

## **DIVERSE LEARNING**

The Diverse Learning structure covers support and extension programmes. Our objective is to ensure that all students are supported in reaching their potential across all aspects of their academic, social and creative development, irrespective of whether the student is struggling with some aspect of their learning or requires advancement, extension or enrichment. This process involves extensive collaboration between teaching and specialist staff, the students themselves, and their families, and is focused on ensuring that the appropriate level of support is in place at each stage of a student's academic journey.

When it is identified that additional support may be of benefit, the student's Dean will refer the student to the Diverse Learning team, in consultation with the family. Parents who recognise areas where their child is struggling at school, or where they feel extension may be required, are encouraged to contact their Dean.

## **ENGLISH LANGUAGE ACQUISITION**

Classes are provided at all levels for students for whom English is not their first language.

## **PREPARATION AND STUDY**

Preparation (homework) and independent study are important aspects of school life. In Year 11 to 13, we would expect students to be engaged in a minimum of two hours of preparation each night. In order to assist them with the organisation of their preparation and to help them develop strong study skills, the school issues students with a Senior Diary. This should be used daily for the recording of tasks and assignments and is a key aid in communicating work set to parents.

## **EXAMINATIONS AND REPORTS**

Formative examinations are held late in Term 4 for Year 11 students and late in Term 3 for Year 12 and 13 students. Formal reports are produced towards the end of Term 2 and Term 4.

Student results can be viewed on myChild: [kristin.school.nz/mychild](http://kristin.school.nz/mychild) Parent/Teacher interviews scheduled late in Term 1 and late in Term 2 provide opportunities for parents to discuss their child's progress with subject teachers.



# Curriculum Overview

# Year 11 – Curriculum Overview

Year 11 provides a robust course of study to prepare students for the rigors of Year 12, either in the IB Diploma programme or NCEA Level 2. Year 11 students will complete up to 30 NCEA credits at Level 1 across their core subjects, enabling them to satisfy literacy and numeracy requirements.

**All students take English, Mathematics and Science and a core programme of Physical Education, Health and Learning for Life. Three other subjects are chosen from the list of option subjects below.**

The list below shows options available to Year 11 students. This is the list on the Course Intentions Form. The presence of an option in this list does not guarantee that the course will run. It is not possible to provide every possible combination of subjects listed.

## COMPULSORY SUBJECTS

English	Mathematics	Science
Physical Education/Health/Learning for Life		

## OPTION SUBJECTS

<b>Visual &amp; Performing Arts</b> Dance Drama Music Visual Art	<b>Technology &amp; Design</b> Digital Technology Design and Visual Communication Engineering Design Fashion and Textiles Design	<b>Humanities &amp; Commerce</b> Business Studies Economics Geography History
<b>Languages</b> Chinese French Spanish English Language Acquisition*	<b>Health and Physical Well-being</b> Sports Studies	<b>English</b> Media Studies

\* Students whose first language is not English must take English Language Acquisition unless they have written permission from the teacher in charge of English Language Acquisition.

# Year 12 – Curriculum Overview

**Students entering Year 12 choose either NCEA, primarily at Level 2, or the International Baccalaureate (IB) Diploma Programme.**

Admission to IB and Level 2 courses requires students to have met individual subject prerequisites. Kristin is committed to students learning at the level appropriate to their ability and some students may be advised to study subjects at a different level. Final approval of a student’s course rests with the House Dean.

It is school policy for all students in Year 12 to take six subjects, including English, in addition to Theory of Knowledge and CAS for IB Diploma students, or Physical Education and Learning for Life for NCEA students.

## NCEA LEVEL 2

Students work towards gaining the NCEA Level 2 Certificate. To do so they must accumulate 80 credits, of which 60 must be at Level 2 or higher. Students intending to continue into Year 13 must ensure that their choice of subjects at Year 12 will lead to a valid course of study at that level.

The list below shows options available to Year 12 NCEA students. This is the list on the Course Intentions Form. The presence of an option in this list does not guarantee that the course will run. It is not possible to provide every possible combination of subjects listed.

## COMPULSORY SUBJECTS

English	Physical Education/Health/Learning for Life
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## OPTION SUBJECTS

<b>Visual &amp; Performing Arts</b>	<b>Humanities &amp; Commerce</b>	<b>Technology &amp; Design</b>
Art Dance Drama Music Photography	Business Studies Classical Studies Economics Geography History	Design & Visual Communication Digital Technology Engineering Design Fashion and Textiles Design Food and Nutrition Design
<b>Languages</b>	<b>Sciences</b>	<b>Mathematics</b>
Chinese French Spanish English Language Acquisition*	Biology Chemistry Physics	Mathematics Mathematics (Applied)
<b>Health &amp; Physical Well-being</b>	<b>English</b>	
Health Outdoor Education Physical Education	Media Studies	

\* Students whose first language is not English must take English Language Acquisition unless they have written permission from the teacher in charge of English Language Acquisition.

# International Baccalaureate Diploma Programme

Students who take the IB Diploma Programme in Year 12 should regard this as a two-year commitment and are normally expected to continue with the Diploma Programme in Year 13. However, those whose attainment in Year 12 appears insufficient to meet Diploma requirements may be advised otherwise.

The list below shows options available to Year 12 IB students. This is the list on the Course Intentions Form. The presence of an option in this list does not guarantee that the course will run. It is not possible to provide every possible combination of subjects listed.

<p><b>Studies in Language &amp; Literature</b></p> <p>Chinese A Language &amp; Literature English A Language &amp; Literature English A Literature Korean A Literature</p>	<p><b>Individuals &amp; Societies</b></p> <p>Business Management Economics Environmental Systems &amp; Societies (SL) Geography History ITGS Psychology</p>	<p><b>Experimental Sciences</b></p> <p>Biology Chemistry Environmental Systems &amp; Societies (SL) Physics Sports, Exercise &amp; Health Science</p>
<p><b>Language Acquisition</b></p> <p>Mandarin B English B French B French ab initio (SL) Spanish ab initio (SL) Spanish B</p>	<p><b>Mathematics</b></p> <p>Maths – Analysis and Approaches Maths – Application &amp; Interpretation (SL) Maths – SL (Year 2)</p>	<p><b>The Arts</b></p> <p>Dance Music Theatre Arts Visual Arts</p>

## INTERNATIONAL BACCALAUREATE MISSION STATEMENT



THE INTERNATIONAL BACCALAUREATE AIMS TO DEVELOP INQUIRING, KNOWLEDGEABLE AND CARING YOUNG PEOPLE WHO HELP TO CREATE A BETTER AND MORE PEACEFUL WORLD THROUGH INTERCULTURAL UNDERSTANDING AND RESPECT. 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.



# Year 13 – Curriculum Overview

Students entering Year 13 continue with NCEA, primarily at Level 3, or the second year of the IB Diploma programme.

It is school policy for students in Year 13 to take five or six subjects, in addition to Theory of Knowledge for IB Diploma students or Personal Skills for NCEA students. At this level, the majority of students are focused on gaining University Entrance, the requirements for which are outlined in the Planning your Tertiary Future section of this course guide.

## NCEA LEVEL 3

To gain the NCEA Level 3 Certificate, students require 80 credits, of which 60 must be at Level 3 or higher. Admission to Level 3 courses requires students to have met individual subject prerequisites. Kristin is committed to students learning at the level appropriate to their ability and some students may be advised to study subjects at a different level. Final approval of a student’s course rests with the House Dean.

The list below shows options available to Year 13 NZQF students. This is the list on the Course Intentions Form. The presence of an option in this list does not guarantee that the course will run. It is not possible to provide every possible combination of subjects listed.

**There are no compulsory subjects at Year 13**, although students whose first language is not English must take English Language Acquisition unless they have written permission from the teacher in charge of English Language Acquisition.

<p><b>Visual &amp; Performing Arts</b></p> <p>Painting Dance Drama Music Photography</p>	<p><b>Humanities &amp; Commerce</b></p> <p>Business Studies Classical Studies Economics Geography History</p>	<p><b>Technology &amp; Design</b></p> <p>Design &amp; Visual Communication Digital Technology Engineering Design Fashion and Textiles Design Food and Nutrition Design</p>
<p><b>Languages</b></p> <p>Chinese French Spanish English Language Acquisition*</p>	<p><b>Sciences</b></p> <p>Biology Chemistry Physics</p>	<p><b>Mathematics</b></p> <p>Calculus Statistics</p>
<p><b>Health &amp; Physical Well-being</b></p> <p>Outdoor Education Physical Education Health</p>	<p><b>English</b></p> <p>English Media Studies</p>	

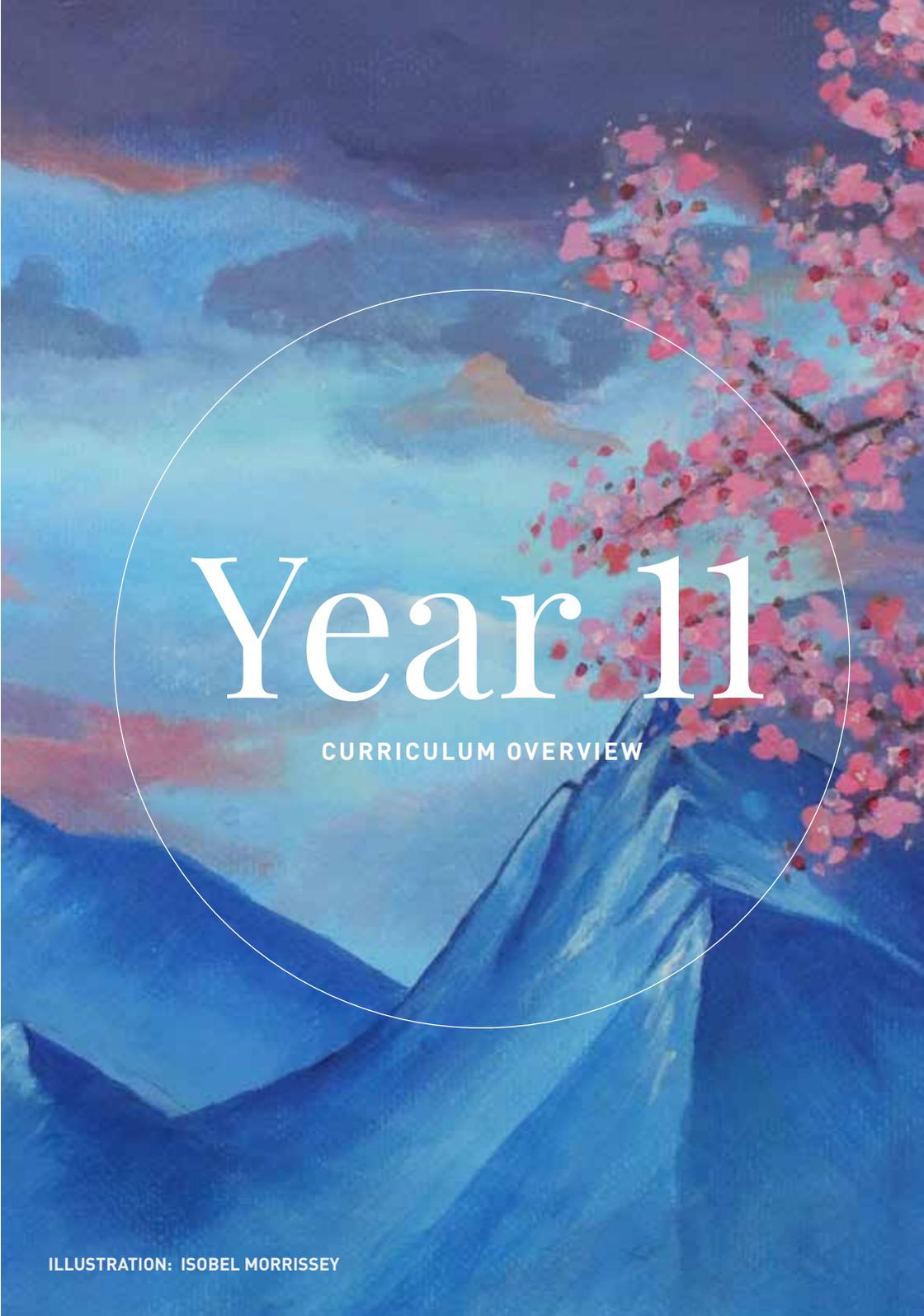


THE MORE  
THAT YOU READ  
THE MORE THINGS  
YOU WILL KNOW.

THE MORE  
THAT YOU LEARN  
THE MORE PLACES  
YOU'LL GO.

DR. SEUSS





# Year 11

CURRICULUM OVERVIEW

# Year 11

## Compulsory Subjects

### ENGLISH

This course builds on the work covered in Year 10 English and provides a strong foundation for Senior School study. Students will be exposed to a wide range of text types and will have the opportunity to create their own. Studying English will enable students to showcase their creativity and develop skills in research, composition, public speaking and analysis.

### MATHEMATICS

Students will be assigned according to their ability to one of the three mathematics classes.

**Standard:** This course extends and develops students' mathematical experiences of the three strands of the New Zealand Curriculum. Topics include trigonometry, geometry, algebra, probability and statistics. Use of technology is expected where appropriate and the use of graphic calculators is required.

**Applied:** This course extends and develops students' mathematical experiences of the three strands of the New Zealand Curriculum. Topics include trigonometry, geometry, algebra, probability and statistics. Use of technology is expected where appropriate. This course is designed for those who struggle with mathematical concepts and are not intending to continue with mathematics in Year 12. The focus is on developing and strengthening the numeracy base of the learners.

**Advanced:** At this level, mathematics has a strong algebraic focus and students selected for this course will have strengths in this area. Students are introduced to important mathematical structure and concepts that lay the foundations for future study. As well as extending the topics of algebra, trigonometry, statistics and probability, students are introduced to calculus. Students who complete this course to a sufficient standard could be considered for entry to Level 3 Calculus and/or Statistics in 2021. Use of a graphics calculator is essential.

### SCIENCE

The Year 11 Science course builds upon the foundations in life, chemical and physical sciences covered in Year 10 to further develop students' knowledge and understanding in each of the three sciences and is taught by a team of three specialist science teachers.

In **Further Life Sciences**, topics include genetic engineering, variation and nerves and hormones. In **Further Chemical Sciences**, topics include organic chemistry, kinetics and stoichiometry. In **Further Physical Sciences**, topics include thermal physics, forces and energy, waves and radioactivity. These topics, combined with the research and practical skills developed in the course, provide students with the foundation for both NCEA and IB science pathways.

# Year 11 Option Subjects

All options are full-year courses.

Students must make **THREE** option choices.

## **BUSINESS STUDIES**

This course provides an introduction to business concepts and financial statements. Students will acquire an understanding of factors influencing business decision-making, including preparing, calculating and using Profit & Loss statements, Balance Sheets and ratios as a foundation for strategic change. Studying business will enable students to appreciate the issues that challenge businesses and stakeholders. In a rapidly changing world, it is important that citizens are able to make informed and rational decisions about business matters.

This course provides a foundation for students who wish to study either Level 2 Business Studies or IB Business Management.

## **DANCE**

This course aims to give students an understanding of dance in a broad context. It helps students to use and expand their own movement vocabularies, developing safe dance practices in individual and group work.

Students initiate, develop, conceptualise and refine ideas in dance through the creative process of choreography, using a variety of choreographic structures, devices and processes. Students will gain inspiration and industry experience by attending and participating in a range of professional dance workshops and shows.

They develop performance, creative and analytical skills, make increasingly informed judgements about the value, intentions and qualities of dance works performed by others and explore how the use of technologies influences dance performances. Students engage in practical and theoretical investigations and explore the purposes of dance within a global context.

## **DESIGN AND VISUAL COMMUNICATIONS**

This course builds on the design skills learnt in Year 10. Students will work on various design projects based on relevant and thought provoking design situations. The projects are intended to provide students with a taste of product design, spatial design and graphic presentation design. Students are encouraged to explore and develop individual, innovative solutions using freehand sketching, model making, CAD and digital graphics software.

The course develops students' understanding of design in its broadest sense and sharpens their awareness of the built environment and society's needs.

## **DIGITAL TECHNOLOGY**

This course builds on the Year 10 programme. It covers a broad selection of topics including developing digital media outcomes using video production as well as exploring and creating virtual reality solutions. Students will continue to develop their programming skills as they develop Drone and Arduino based solutions. Students will build and manage a desktop PC, developing the fundamental understanding of computers and computer systems. This is a practical, hands-on course leading to the Level 2 NCEA Digital Technology and IB Information Technology in a Global Society courses.

## **DRAMA**

Students should have some basic practical experience of drama, which may include successful completion of the Year 10 Drama programme. For students who have no experience of curriculum drama, an interview with the curriculum manager may be required. Drama permeates our everyday lives and serves a variety of purposes. It enables us to understand ourselves, the people around us, and the world in which we live. This course exposes students to all aspects of Drama, allowing the development of 'individuals' performance and life skills through the experience of a range of practical contexts. Students explore texts and create technical and performance responses to the text; they create pieces of theatre from the perspective of performers, designers, directors and creators; they experience and make judgements about drama processes and performance in a range of live theatre and they develop analytical, critical thinking and responding skills as they learn exam techniques. Finally, they create and present an individual submission that is passion and strength based, informed by all of the exploration they have experiences throughout the course.

## **ECONOMICS**

Economics is the study of how societies create wealth and income. This course, using global contexts, focuses on demand, supply and equilibrium and how government can influence price and quantity outcomes. There are opportunities to investigate why some people are paid more money than others, why markets sometimes fail and how economics helps us to understand current events. This course provides a foundation for students who wish to study Level 2 NCEA or IB Economics.

## **ENGINEERING DESIGN**

This pathway continues from the foundation of the Year 10 course. It involves students designing and prototyping engineering related products. It builds integrated skills and knowledge in areas of measurement, sketching, computer aided design (CAD), materials, structures, mechanisms, control technology and programming. The course is designed to give students the background and confidence to develop dynamic and interactive products. It is a practically oriented course suitable for students interested in both professional and trade-based pathways in an increasingly cross-disciplinary and technological workplace.

## **ENGLISH LANGUAGE ACQUISITION**

This course provides students with the necessary skills to facilitate language acquisition through a communicative approach. A focused approach in grammar and vocabulary enables students to prepare for the international English proficiency tests. At Year 13 level, this course enables students to begin the preparation required for entry into university through an in-depth study of the grammar and vocabulary of the English language.

## **FASHION AND TEXTILES DESIGN**

In this course students will be exploring textile processing and techniques. They will be developing their own design ideas and creating fabric through to their creations. The intention is to establish prior knowledge of techniques such as screen printing, Photoshop fabric design, tie dyeing, through to manipulating cloth to create a toile. This approach will allow for feedback from peers to help with ideas and the further development of individual design style.

Students will be given a more holistic approach to design and the independence to experiment with a theme and their own interpretation through research and exploration to produce a catwalk prototype for the Designz Show at the end of the year.

## **GEOGRAPHY**

This course offers students the opportunity to engage in a range of concept-based units of inquiry. Students will discover the impacts of cultural and natural interactions on a range of environments. Topics covered included natural hazards, endangered cultures, population studies, sustainable farming and geographic information systems.

## **HISTORY**

History aims to equip students with the ability to enter imaginatively into the events of the past, to understand themselves as New Zealanders and to understand people more distant in time and place. It challenges them to think about continuity and change, similarities and differences, and cause and effect.

This course introduces students to the skills of the historian including those relating to the gathering, processing, and presenting of historical knowledge. Over the course of the year, students will select three countries of their own choice. For each country, they will analyse the causes and historical development of an important current issue. Relevant political contexts such as nationalism, feminism, socialism, and colonialism will be considered and incorporated.

Assessment of understanding will require the analysis of historical source material, perspectives, and a critical evaluation of causes. Formal written arguments will form the basis for assessments. An oral presentation in Term 4 will draw relevant links between the three chosen countries.

## **LANGUAGE STUDIES: CHINESE, FRENCH OR SPANISH**

These language courses prepare students for NCEA and IB Diploma programmes by developing the four skills of listening, speaking, reading and writing in the target language. Opportunities for students to use the language in real life contexts is provided through a range of cultural and immersion situations, while intensive oral practice with a native speaker is an integral part of the course.

Students learn to communicate on topical issues, understand and respond appropriately to more complex dialogue and recognise details and interpret meaning from a wide range of texts. In addition, they will learn to write crafted passages and respond to transactional writing such as letters, instructions and personal opinions.

## **MEDIA STUDIES**

This course is an inquiry-based media literacy programme considering the creation, role and impact of media products in contemporary society. Students will engage with a wide variety of media types through investigation, close reading and construction of media products. Areas to be explored through the course will include the news media, film genres, social media, audiences, media ethics, advertising, media representation and media production. Assessment will include both portfolios and projects to enable students to convey their understanding of how media texts are constructed and consumed.

## **MUSIC**

This course is open to musicians who have completed Year 10 Music and/or have had at least two years of instrumental or vocal tuition. Other interested students may be admitted following an interview or audition.

Students are introduced to the skills and knowledge required to become a confident performer, creative composer, and critical listener. They will analyse and engage with musical traditions and musicians across a variety of global and historical genres. Their creative output will be driven by a personal musical inquiry throughout the year, and will culminate in presentation of a portfolio of work. This course has been designed to prepare students for the demands of NCEA and IB Diploma programme Music.

Through critical appreciation, intention and action, students will develop a greater understanding of creative resilience and learn how to cultivate their musical skills in a collaborative environment.

## **SPORTS STUDIES**

During this course students will expand and develop their knowledge of self-management, leadership, biophysical principles, scientific and health related concepts. The learning in this course will combine a variety of physical skills and challenges with the related theoretical elements to encompass a holistic learning experience.

This course is the gateway from the Year 9 and 10 Sports Studies courses into the Senior School Health and Physical Well-being programmes in Year 12 and 13 of (NCEA) Health, Outdoor Education, Physical Education and (IB) Sports Exercise and Health Science.

## **VISUAL ART**

This course invites students to express their creativity through investigating a wide range of media, techniques and processes in both two-dimensional and three-dimensional forms. These forms may include, but are not limited to, drawing, painting, print making, photography, sculpture, design, textiles and mixed media. Students will document their journey in their visual diary and will be required to investigate established artists in order to further develop their understanding of the creative process.

At the conclusion of the course students will have successfully created a range of resolved and unresolved works, and present these pieces in an exhibition. Students will also have an opportunity to discuss their artwork and that of their chosen artist models.

There is no better way to learn about art than by making it! This course is a year filled with experimenting, creating and learning through doing.



# NCEA

CURRICULUM OVERVIEW

ILLUSTRATION: CHERRY LI

# NCEA – National Certificate of Educational Achievement



NCEA is the main qualification in New Zealand secondary schools and is part of the New Zealand Qualifications Framework. It is a broad-based qualification that encourages students to develop their particular strengths within a well-rounded general education.

NCEA is a standards-based qualification. This means that students are assessed against a set of predetermined standards or criteria.

Each subject comprises a mixture of internally and externally assessed Achievement Standards (AS). This allows skills and content to be assessed in the most appropriate way. A student is awarded one of the following grades for each standard: Achieved (A), Achieved with Merit (M), Achieved with Excellence (E) or Not Achieved (N). Each Achievement Standard carries with it a set number of 'credits'. The number of credits is fixed and does not depend on the grade at which the student achieves.

## **CERTIFICATE ENDORSEMENT**

If a student gains 50 or more credits at Merit or Excellence, their certificate is Merit Endorsed. If they gain 50 or more credits at Excellence level their certificate is Excellence Endorsed.

## **SUBJECT ENDORSEMENT**

If a student gains 14 or more credits at Merit or Excellence level during the course of a years study in that subject, that subject is Merit Endorsed. If they gain 14 or more credits at Excellence level that subject is Excellence Endorsed.

## **INTERNAL ASSESSMENT AND REGULATIONS**

All internal assessment for NZQF is moderated to ensure that assessment will be carried out consistently both within the school and throughout the country.

Students must adhere to the school's 'Academic Honesty Policy' and the 'NZQF Internal Assessment Procedures' when preparing work for assessment. These documents are issued to students early in Term 1.

## **STUDENTS' RIGHTS OF REVIEW**

Any request to review a mark must occur within two weeks of the date of return of the marked assessment. A Review of Grade form is available from Mr Burge, the Principal's Nominee to NZQA.

## **STANDARDS AND CREDITS OFFERED**

All information given in this handbook is correct at the time of writing; however, should there be subsequent changes to the combination of standards offered within a course, parents and students will be notified in writing.

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# English

## Career opportunities include:

Advertising, arts administration, broadcasting, creative writing, copy writing, diplomacy, editing, human resources, journalism, law, library and educational administration, literary criticism, mediation, politics, public service, publishing, teacher.

### ENGLISH

### LEVEL 2

<b>Qualification</b>	<b>NZQF Level 2</b>
<b>No. of credits offered</b>	21 from Achievement Standards
<b>Assessment</b>	<b>Internal: 13 credits</b> Writing, research inquiry, close viewing <b>External: 8 credits</b> Written examination – literary essays
<b>Prerequisites</b>	14 credits in Level 1 English. Students must have achieved two external standards.
<b>Course Description</b>	<p>This course builds on the work covered in Year 11 and provides a more in-depth exploration of language and literature. Students work towards more sophisticated interpretations of written and visual texts, as well as developing key skills of research and composition.</p> <p>In a rapidly changing world, it is important for people to be able to make sense of that world and communicate effectively. Studying English will expose students to a myriad of concepts and ideas and provide a strong foundation for Level 3.</p>

## ENGLISH

LEVEL 3

<b>Qualification</b>	<b>NZQF Level 3</b>
<b>No. of credits offered</b>	21 from Achievement Standards
<b>Assessment</b>	<b>Internal: 13 credits</b> Writing, comparative text study, response to visual text <b>External: 8 credits</b> Written examination, literary essays
<b>Prerequisites</b>	178 credits in Level 2 English. Students must have achieved the UE Literacy Requirements (five Reading credits and five Writing credits).
<b>Course Description</b>	<p>This course builds on the work covered in Level 2 and facilitates a critical and well-informed exploration of language and literature. Text studies in the Level 3 course encourage an awareness of historical and cultural concepts and the role storytelling plays in shaping society and our sense of self.</p> <p>Students develop the skills of academic writing, of forming critical arguments and synthesising ideas and information. These experiences help prepare them for the tertiary experience.</p>

## MEDIA STUDIES

LEVEL 2

<b>Qualification</b>	<b>NZQF Level 2</b>
<b>No. of credits offered</b>	19 from Achievement Standards
<b>Assessment</b>	<b>Internal: 15 credits</b> Film, print and TV analysis, design, production <b>External: 4 credits</b> Examination
<b>Prerequisites</b>	A minimum of 18 credits in Level 1 English.
<b>Course Description</b>	<p>This course focuses on close reading and analysis of a wide range of media text including television, film, print and digital media. An investigation of representation in the media is undertaken. It also includes the design and production of a media product which will involve students using media technology.</p> <p>Students will need a good level of English in order to effectively communicate their ideas in the written responses required for both internal and external assessments.</p>

## MEDIA STUDIES

LEVEL 3

<b>Qualification</b>	<b>NZQF Level 3</b>
<b>No. of credits offered</b>	20 from Achievement Standards
<b>Assessment</b>	<b>Internal: 16 credits</b> Close reading and analysis, design, investigation, production <b>External: 4 credits</b> Examination
<b>Prerequisites</b>	18 credits in Level 2 Media Studies including at least three from externally assessed Achievement Standards.
<b>Course Description</b>	Concepts and skills from Level 2 Media Studies are developed further. The course includes media texts from television, film, print and digital media. Students will design and produce a media product. They will also investigate a film genre and analyse representations in New Zealand media.

# Languages

## Career opportunities include:

Advertising, broadcasting, diplomatic service, education, journalism, film subtitling, foreign affairs and treasury, business, hospitality and hotel management, international marketing, interpreting, international trade and relations, law, public service, tourism, translating.

### CHINESE, FRENCH OR SPANISH

LEVEL 2

<b>Qualification</b>	<b>NZQF Level 2</b>
<b>No. of credits offered</b>	20 from Achievement Standards
<b>Assessment</b>	<b>Internal: 10 credits</b> Conversation, written texts <b>External: 10 credits</b> Listen to and understand spoken language, read and understand written language
<b>Prerequisites</b>	15 credits in Level 1 of the selected language, including Merit grades in two achievement standards..
<b>Course Description</b>	<p>This course develops the four skills of listening, speaking, reading and writing in the target language and provides students with authentic and more unfamiliar situations in which to use the language successfully. Intensive oral practice with a native speaker is an integral part of the course. Students learn to discuss and debate in the target language, express and defend their opinions, understand and respond appropriately to more complex dialogue, recognise details and interpret meaning from a wide range of texts, write crafted and more extended passages, and present ideas and information logically.</p> <p>Written and oral portfolios are prepared throughout the year and two selected pieces are submitted for the achievement standards in Term 3. External examinations consist of listening and reading comprehensions with questions and answers in English, the target language or Te Reo Maori.</p>

## CHINESE, FRENCH OR SPANISH

LEVEL 3

<b>Qualification</b>	<b>NZQF Level 3</b>
<b>No. of credits offered</b>	20 from Achievement Standards
<b>Assessment</b>	<p><b>Internal: 10 credits</b> Prepared talk, conversation, written texts</p> <p><b>External: 10 credits</b> Listen to and understand spoken language, read and understand written language</p>
<b>Prerequisites</b>	15 credits in Level 2 of the selected language, including Merit grades in two standards.
<b>Course Description</b>	<p>This course further develops the four skills of listening, speaking, reading and writing in the target language and provides students with authentic and extended situations in which to use the language successfully. Topics include the environment, and an overview of literature, sport, the mass media, and current social problems. Intensive oral practice with a native speaker is an integral part of the course.</p> <p>Students learn to discuss and debate in the target language, explore and justify varied ideas and perspectives in different situations, understand and respond critically to stimulus material, recognise details and interpret meaning from a wide range of extended texts, write crafted and more extended passages, and present ideas and information logically. Written and oral portfolios are prepared throughout the year and selected pieces are submitted for the achievement standards in Term 3. External examinations consists of listening and reading comprehensions with questions and answers in English, the target language or Te Reo Maori.</p>

## ENGLISH LANGUAGE ACQUISITION

YEAR 11-13

<b>Assessment</b>	Preparation for IELTS.
<b>Prerequisites</b>	Students whose first language is not English will be assessed prior to entry into Year 11, 12 or 13 and may be directed to take this course.
<b>Course Description</b>	<p>This course provides students with the necessary skills to facilitate language acquisition through a communicative approach. A focused approach in grammar and vocabulary enables students to prepare for the international English proficiency tests.</p> <p>At Year 13 level, this course enables students to begin the preparation required for entry into university through an in-depth study of the grammar and vocabulary of the English language.</p>

# Humanities & Commerce

## Career opportunities include:

**COMMERCE:** Accounting, financial consulting, legal services, marketing, management, policy, property, taxation, teaching, trade, valuation, web application development.

**HUMANITIES:** Administration, anthropology, archives, conservation, counselling, education, environmental management, gallery and museum curating, heritage and conservation, historical research, local government, market research, organisational and industrial psychology, policy research, resource management, sociology, town planning, youth and justice and social services.

### BUSINESS STUDIES

LEVEL 2

<b>Qualification</b>	<b>NZQF Level 2</b>
<b>No. of credits offered</b>	23 from Achievement Standards
<b>Assessment</b>	<b>Internal: 15 credits</b> Assignment <b>External: 8 credits</b> Examination
<b>Prerequisites</b>	14 credits in Level 1 Business Studies with at least one Merit grade. A minimum of 14 credits in each of Level 1 English and Mathematics. At the discretion of the Curriculum Leader, students with no prior study of Business Studies may be considered.
<b>Course Description</b>	<p>This course introduces students to the internal and external factors which influence the activity of a large business. Businesses make decisions in human resourcing, marketing, production and financing. Topics covered include the role of corporate social responsibility, management of the supply chain, growth strategies and the motivation of staff. Students will investigate the applications of business theory to real organisations and will conduct a self-directed business activity.</p> <p>This course is suitable for students who wish to study the subject at Level 3 or at tertiary level. It is an extremely useful foundation for any student who wishes to pursue a career in business or management.</p>

**BUSINESS STUDIES****LEVEL 3**

<b>Qualification</b>	<b>NZQF Level 3</b>
<b>No. of credits offered</b>	23 from Achievement Standards
<b>Assessment</b>	<b>Internal: 15 credits</b> Assignment <b>External: 8 credits</b> Examination
<b>Prerequisites</b>	Achieved grades or better in the Level 2 Business Studies standards with at least one standard Achieved with Merit. At least 16 credits in Level 2 English and Mathematics.
<b>Course Description</b>	<p>The context of the Level 3 course is that of New Zealand businesses which operate in a global context. Students will examine how such businesses respond to changes in their internal and external environment. Case studies will be used to examine strategic responses to complex business issues. Students will construct both a detailed marketing plan and a business plan for an innovative business enterprise.</p> <p>The course will enable students to acquire a deeper understanding of the business environment and will serve as an excellent foundation for further study of business and commerce.</p>

## ECONOMICS

LEVEL 2

<b>Qualification</b>	<b>NZQF Level 2</b>
<b>No. of credits offered</b>	22 from Achievement Standards
<b>Assessment</b>	<b>Internal: 10 credits</b> Economic investigation of an economic issue <b>External: 12 credits</b> Examination
<b>Prerequisites</b>	Achieved grades or better in the Level 1 Economics standards with at least one Merit grade. Level 1 English and Mathematics each with at least 16 credits. A comparable pass in Level 1 Geography or a similar subject at Level 1 may be considered.
<b>Course Description</b>	This Level 2 course focuses on understanding of the everyday economic challenges facing New Zealanders. A knowledge of basic economic theory is covered, along with the macroeconomic focus on issues of unemployment, price stability, economic growth and international trade. Discussion and analysis of current economic events, as well as the effects of government policy, will feature in this course. This course is an excellent introduction for students of Commerce to the economic environment in which we live.

## ECONOMICS

LEVEL 3

<b>Qualification</b>	<b>NZQF Level 3</b>
<b>No. of credits offered</b>	24 from Achievement Standards
<b>Assessment</b>	<b>Internal: 10 credits</b> Economic investigation <b>External: 14 credits</b> Examination
<b>Prerequisites</b>	Achieved grades or better in the Level 2 Economics standards with at least one Merit grade in the external standards, and at least 16 credits in Level 2 English and Mathematics.
<b>Course Description</b>	Economics at Level 3 has a more theoretical focus. It provides a detailed introduction to micro and macroeconomic analysis.  A study of the market forces of demand and supply and market efficiency is followed by an examination of the role of the government sector. Students will gain an insight into the nature and workings of New Zealand's economic activity and will reach a broader understanding of economic theory.

## CLASSICAL STUDIES

LEVEL 2

<b>Qualification</b>	<b>NZQF Level 2</b>
<b>No. of credits offered</b>	18 from Achievement Standards
<b>Assessment</b>	<p><b>Internal: 10 credits</b> Independent Research</p> <p><b>External: 8 credits</b> Examination</p>
<b>Prerequisites</b>	A minimum of 16 credits in Level 1 English.
<b>Course Description</b>	<p>This academic course caters for students who wish to develop knowledge of the ancient civilisations of Greece and Rome together with specific skills which include the comprehension of study material, literary and visual appreciation and written expression. The course provides preparation for further study of the early development of Western civilisation and eventual careers in such diverse areas as law, architecture and the media.</p> <p>Topics studied include: Homer's Odyssey, Roman political and social life and the art and architecture of Pompeii.</p>

## CLASSICAL STUDIES

LEVEL 3

<b>Qualification</b>	<b>NZQF Level 3</b>
<b>No. of credits offered</b>	20 from Achievement Standards
<b>Assessment</b>	<p><b>Internal: 12 credits</b> Independent research</p> <p><b>External: 8 credits</b> Examination</p>
<b>Prerequisites</b>	A minimum of 14 credits in Level 2 Classical Studies or 17 credits in Level 2 English for a student new to Classical Studies.
<b>Course Description</b>	<p>Students who enrol in this course have the opportunity to develop knowledge of the ancient civilisations of Greece and Rome together with specific skills which include the comprehension of study material, literary and visual appreciation and written expression. The course provides preparation for further study of the early development of Western civilisation and eventual careers in such diverse areas as law, architecture and the media.</p> <p>Topics studied include Roman Religion, The Aeneid and Roman art and architecture.</p>

## GEOGRAPHY

LEVEL 2

<b>Qualification</b>	<b>NZQF Level 2</b>
<b>No. of credits offered</b>	23 from Achievement Standards
<b>Assessment</b>	<b>Internal: 11 credits</b> / Research, global study, geographic issue <b>External: 12 credits</b> / Examination
<b>Prerequisites</b>	A minimum of 18 credits in Level 1 Geography. At the discretion of the Curriculum Leader, students with no prior study of geography may be considered.
<b>Course Description</b>	<p>Geography is a scientific study leading to an understanding of the people, places and environments of our world, the processes by which they are changing and the interconnections between, both locally and globally. During the course, students will look at the world with case studies drawn from a wide range of locations.</p> <p>Topics studied include: the natural environment of the Atacama Desert (Chile) and differences in development between two selected countries. A field trip to the Sky Tower and Queen Street is included in order to carry out urban research.</p>

## GEOGRAPHY

LEVEL 3

<b>Qualification</b>	<b>NZQF Level 3</b>
<b>No. of credits offered</b>	22 from Achievement Standards
<b>Assessment</b>	<b>Internal: 14 credits</b> / Geographic issue, research, contemporary event, global study <b>External: 8 credits</b> / Examination
<b>Prerequisites</b>	A minimum of 18 credits in Level 2 Geography. At the discretion of the Curriculum Leader, students with no prior study of geography may be considered.
<b>Course Description</b>	<p>Geography is the science of describing, analysing, explaining and interpreting the earth as the home of people. This subject places special emphasis on the spatial relations of society and the physical or natural environment.</p> <p>Students who enrol in this course will acquire knowledge of principles and methods for describing the features of land, sea and air, including their physical and cultural characteristics, locations and interrelationships. Students will look at the world with particular emphasis on tourism in Bali.</p> <p>Topics studied include: concepts and skills, fluvial action, the Pacifica Festival, tourism development, coral reefs and a NIMBY of their own choice. A field trip to the Waitakere River to research the discharge of the river is included.</p>

## HISTORY

LEVEL 2

<b>Qualification</b>	<b>NZQF Level 2</b>	
<b>No. of credits offered</b>	24 from Achievement Standards	
<b>Assessment</b>	<b>Internal: 14 credits</b> Research assignments	<b>External: 10 credits</b> Examination essays
<b>Prerequisites</b>	A minimum of 16 credits in Level 1 History or 16 credits in Level 1 English for a student new to History.	
<b>Course Description</b>	<p>History aims to equip students with the ability to enter imaginatively into the events of the past, to understand themselves as New Zealanders and to understand other peoples distant in time and place. It challenges them to think about continuity and change, similarities and differences, and cause and effect. This course builds on and further develops the skills of the historian. Students acquire the ability to gather, process and present historical knowledge. They are expected to explore issues with more historical insight than at Level 1. Topics include a study of the Korean War and its aftermath, and the election of the Fourth Labour Government and its effect on New Zealand society. Students will also carry out three research-based assignments with a large scope of topics that may be chosen.</p>	

## HISTORY

LEVEL 3

<b>Qualification</b>	<b>NZQF Level 3</b>	
<b>No. of credits offered</b>	25 from Achievement Standards	
<b>Assessment</b>	<b>Internal: 15 credits</b> Research investigation and two written reports	<b>External: 10 credits</b> Examination
<b>Prerequisites</b>	A minimum of 18 credits in Level 2 History or 16 credits in Level 2 English if the student is new to History.	
<b>Course Description</b>	<p>History aims to equip students with the ability to enter imaginatively into the events of the past, to understand themselves as New Zealanders and to understand other peoples distant in time and place. It challenges them to think about continuity and change, similarities and differences and cause and effect. This course builds on and further develops the skills of the historian and the ability to gather, process and present historical knowledge. Students are expected to deal with more demanding historical problems and they are expected to develop more extended, informed and convincing arguments. There is a higher level of reading comprehension required than at Level 1 and Level 2. This course allows students to choose their own research topics for two of the internal assessments. A detailed study of the causes and consequences of the Waikato Wars forms the basis for the external essay with a source-based paper comprising the remainder of the examination.</p>	

# Science

## Career opportunities include:

Behavioural and biological and biomedical science, earth and ecological and environmental science, food science, engineering, health and social science, information science, molecular science, physical science, sport and exercise science, teaching.

### BIOLOGY

LEVEL 2

<b>Qualification</b>	<b>NZQF Level 2</b>
<b>No. of credits offered</b>	23 from Achievement Standards
<b>Assessment</b>	<b>Internal: 15 credits</b> Practical work <b>External: 8 credits</b> Written examination
<b>Prerequisites</b>	16 credits in Level 1 Science including a Merit grade in a Biology external achievement standard and at least two achieved grades in any of the other Science external achievement standards.  Advanced Science students must obtain 16 credits from the Advanced Science course including a Merit in a Biology external Achievement Standard.
<b>Course Description</b>	As Biology is the study of living organisms and their interactions with each other and the environment, this course covers a range of topics.  Starting with the building blocks of life cells, the course incorporates the molecular aspects of enzymes and DNA, as well as macroscopic aspects such as inter-relationships of communities and the evolution of populations.

**BIOLOGY****LEVEL 3**

<b>Qualification</b>	<b>NZQF Level 3</b>
<b>No. of credits offered</b>	19 from Achievement Standards
<b>Assessment</b>	<b>Internal: 6 credits</b> Research assignments <b>External: 13 credits</b> Written examination
<b>Prerequisites</b>	16 credits in Level 2 Biology, with a minimum of 12 from the external standards.
<b>Course Description</b>	<p>Building on the foundations set for Level 2, this course covers broad concepts such as speciation and evolution. These are set in a NZ context (looking at our unique flora and fauna) as well as a human context (human evolution).</p> <p>The genetic basis for natural selection and evolution are addressed, and the current biotechnological aspects of genetic transfer are studied.</p> <p>Animal and plant behaviour/responses, such as homing in birds, migration in whales and flowering in plants is a major part of this year, and supports one of the internal standards on the regulation of a constant internal environment, the process of homeostasis.</p>

**CHEMISTRY****LEVEL 2**

<b>Qualification</b>	<b>NZQF Level 2</b>	
<b>No. of credits offered</b>	20 from Achievement Standards	
<b>Assessment</b>	<b>Internal: 7 credits</b> Practical work and written tests	<b>External: 13 credits</b> Written examination
<b>Prerequisites</b>	16 credits in Level 1 Science including a Merit grade in a Chemistry external achievement standard and at least two achieved grades in any of the other Science external achievement standards.  Advanced Science students must obtain 16 credits from the Advanced Science course including a Merit in a Chemistry achievement standard.	
<b>Course Description</b>	Chemistry is the study of materials. It involves the behaviour of materials and what happens when substances react to form new substances. It is an important subject for almost all tertiary science studies and most science careers.  The following internal standards are covered: chemical calculations (stoichiometry), oxidation and reduction. The following external standards are assessed in the end-of-year examination: structure, bonding and energy, organic chemistry and chemical reactivity. Note that these three external standards are pre-requisites for Level 3 chemistry.	

**CHEMISTRY****LEVEL 3**

<b>Qualification</b>	<b>NZQF Level 3</b>	
<b>No. of credits offered</b>	21 from Achievement Standards	
<b>Assessment</b>	<b>Internal: 6 credits</b> Written tests	<b>External: 15 credits</b> Written examination
<b>Prerequisites</b>	14 credits in Level 2 Chemistry with a minimum of 13 from the external standards.	
<b>Course Description</b>	Chemistry is the study of materials. It involves the behaviour of materials and what happens when substances react to form new substances. It is an important subject for almost all tertiary science studies and most science careers. Most of the topics are similar to those in Level 2 but are studied in greater depth, and therefore a foundation in Level 2 chemistry is essential.  The following internal standards are covered: redox and spectroscopy. The following external standards are assessed in the end-of-year examination: structure and bonding with energetics, organic chemistry and aqueous chemistry.	

## PHYSICS

LEVEL 2

<b>Qualification</b>	<b>NZQF Level 2</b>
<b>No. of credits offered</b>	23 from Achievement Standards
<b>Assessment</b>	<p><b>Internal: 7 credits</b> Practical and research-based investigations</p> <p><b>External: 16 credits</b> Written examination</p>
<b>Prerequisites</b>	<p>16 credits in Level 1 Science including an Merit grade in a Physics external achievement standard and at least two Achieved grades in any of the other Science external achievement standards. Merits grade in Algebra [AS 1.2] and Tables and Graphs [AS1.3] is preferred.</p> <p>Advanced Science students must obtain 16 credits from the Advanced Science course including a Merit in a Physics achievement standard. It is expected that all Physics students also choose Level 2 Mathematics.</p>
<b>Course Description</b>	<p>The course is designed to introduce and develop the essential elements necessary to study many courses such as physics and engineering, and to provide a basic understanding of real-world physical concepts. Students carry out a practical physics investigation that leads to non-linear mathematical relationships and conduct research to explore physics relevant to a selected context.</p> <p>The course is concerned with the understanding of phenomena, concepts, principles and relationships related to motion, force, momentum, energy, light, waves, electricity and electromagnetism.</p>

## PHYSICS

LEVEL 3

<b>Qualification</b>	<b>NZQF Level 3</b>
<b>No. of credits offered</b>	22 from Achievement Standards
<b>Assessment</b>	<p><b>Internal: 6 credits</b> Test and research-based investigations</p> <p><b>External: 16 credits</b> Written examination</p>
<b>Prerequisites</b>	15 credits in Level 2 Physics with a minimum of 12 from the external standards. It is expected that students also choose Level 3 Calculus.
<b>Course Description</b>	<p>The course is designed to further develop the essential elements for study of many courses such as physics and engineering. Students study ideas in quantum and nuclear physics and explore the application of physics to a selected context. The course will build upon Level 2 Physics to consider the concepts of translational and rotational motion, wave motion, simple harmonic motion, DC and AC electrical systems and electromagnetism.</p>

# Mathematics

## Career opportunities include:

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Actuary, biostatistics, computer game development, computer programming, computer science, engineering computation, information and financial and quality analysis, hydrology and meteorology, market research, mathematical modelling and forecasting, operations research, statistician, teaching.

### MATHEMATICS

LEVEL 2

<b>Qualification</b>	<b>NZQF Level 2</b>
<b>No. of credits offered</b>	20 from Achievement Standards
<b>Assessment</b>	<b>Internal: 7 credits</b> Investigation <b>External: 13 credits</b> Written examination
<b>Prerequisites</b>	19 credits at NCEA Level 1 Mathematics with Merit grades in Algebra AS 1.2 and Tables, Equations and Graphs AS 1.3.
<b>Course Description</b>	<p>This course is the mainstream Year 12 course. Successful completion of the course will provide prerequisites for entry in NCEA Level 3 Calculus and/or NCEA Level 3 Statistics.</p> <p>The course extends topics including algebra, graphs, trigonometry, probability and statistics studied at NCEA Level 1, while also introducing calculus. Use of a graphic display calculator is both essential and required.</p>

**MATHEMATCS APPLIED****LEVEL 2**

<b>Qualification</b>	<b>NZQF Level 2</b>
<b>No. of credits offered</b>	18 from Achievement Standards
<b>Assessment</b>	<b>Internal: 14 credits</b> Investigation <b>External: 4 credits</b> Written examination
<b>Prerequisites</b>	15 credits from the Level 1 Mathematics course (11MAT). Students must have achieved Merit in Chance and Data (AS1.12).
<b>Course Description</b>	This course is aimed at students who do not have sufficient prerequisites for entry into NCEA Level 2 Mathematics, but nevertheless wish to study the subject at Year 12. In most cases this course would be the final year of Mathematics for a student, but under exceptional circumstances and results, entry into NCEA Level 3 Statistics may be considered. Topics include networks, statistics, statistical inference and probability. Use of a graphic display calculator is both essential and required.

**CALCULUS****LEVEL 3**

<b>Qualification</b>	<b>NZQF Level 3</b>
<b>No. of credits offered</b>	24 from Achievement Standards
<b>Assessment</b>	<b>Internal: 7 credits</b> Written test <b>External: 17 credits</b> Written examination
<b>Prerequisites</b>	16 credits in Level 2 Mathematics with Merit grades in Algebra AS 2.6 and Calculus AS 2.7
<b>Course Description</b>	This course caters for students who will need a strong mathematical background in preparation for tertiary study in areas such as mathematics, physics, engineering or economics. Students entering this course will have sound algebraic skills and a keen interest in mathematics.  Approximately half of the course content comprises differential and integral calculus. The remaining topics include algebra and trigonometry. Use of a graphic display calculator is both essential and required.

## STATISTICS

LEVEL 3

<b>Qualification</b>	<b>NZQF Level 3</b>
<b>No. of credits offered</b>	20 from Achievement Standards
<b>Assessment</b>	<b>Internal: 12 credits</b> Investigation <b>External: 8 credits</b> Written examination
<b>Prerequisites</b>	14 credits in Level 2 Mathematics including Merit in AS 2.12 Probability, or 14 Merit credits in Level 2 Mathematics Applied, which must include Merit in both AS 2.9 Statistical Inference and Probability AS 2.12
<b>Course Description</b>	<p>This course caters for students who will need a sound background in statistics in preparation for tertiary study in areas such as the biological sciences, social sciences or commerce. Students entering this course will have good language skills including the ability to interpret problems and communicate their findings in writing. Use of a graphic display calculator is both essential and required.</p> <p>The use of technology in internally assessed Achievement Standards is expected.</p>



THE BEST TEACHERS  
ARE THOSE WHO  
SHOW YOU WHERE TO LOOK,  
BUT DON'T TELL YOU  
WHAT TO SEE.

ALEXANDRA K. TRENFOR



# Visual & Performing Arts

## Career opportunities include:

Acting, animation, architecture, art, art curating, art education, arts management, art writing, broadcasting, choreography, composing (various), conducting, dance, design (various), directing, film-making, illustration, jewellery, music and music production, performance (various), photography, photo-journalism, teaching and instructing, sculpture, sound recording, video production.

### ART

### LEVEL 2

<b>Qualification</b>	<b>NZQF Level 2</b>
<b>No. of credits offered</b>	20 from Achievement Standards
<b>Assessment</b>	<b>Internal: 8 credits</b> Research workbook and practical work <b>External: 12 credits</b> Two A1 folio boards of works influenced by established practice
<b>Prerequisites</b>	This course requires students to have completed Level 1 Art.
<b>Course Description</b>	<p>The course at this level is broad based and includes drawing, design and painting. It is designed to provide students with a varied programme and to give them the opportunity to explore their own direction, within an over arching theme.</p> <p>To this end the students choose their specific direction, established artists and genre from within the theme. This will be refined through discussion and critical evaluation. The students are required to complete two internal achievement standards, with their final works being presented on two A1 folio boards. This course is the foundation for any specialist Visual Arts subject at Level 3, scholarship or tertiary level.</p>

## PAINTING

LEVEL 3

<b>Qualification</b>	<b>NZQF Level 3</b>
<b>No. of credits offered</b>	22 from Achievement Standards
<b>Assessment</b>	<b>Internal: 8 credits</b> Three A1 folio boards of works influenced by established practice <b>External: 14 credits</b> Written examination, literary essays
<b>Prerequisites</b>	This course requires students to have completed Level 2 Art.
<b>Course Description</b>	<p>This course offers a specialist painting programme. The aim is to develop students understanding of painting procedures and practices and to apply and extend this knowledge within their own work.</p> <p>Students are given a broad theme from which they may choose their own direction and exploration. Students then develop their ideas through an in-depth study of contemporary models of practice. Their work will culminate in a three-board A1 folio at the end of the year, showcasing their progression of ideas through to finished work.</p>

## PHOTOGRAPHY

LEVEL 2

<b>Qualification</b>	<b>NZQF Level 2</b>
<b>No. of credits offered</b>	20 from Achievement Standards
<b>Assessment</b>	<b>Internal: 8 credits</b> Research workbook and practical work <b>External: 12 credits</b> Two A1 folio boards of works influenced by established practice
<b>Prerequisites</b>	Students will need a DSLR camera and LVI Art.
<b>Course Description</b>	<p>Students will learn the basics of the camera, Photoshop, and visual conventions. They will be taught to think visually and to develop their ideas systematically in order to produce a thorough body of work.</p> <p>Students will select their own idea to explore, and with support and facilitation, experiment with established practice influenced photographs.</p>

## PHOTOGRAPHY

LEVEL 3

<b>Qualification</b>	<b>NZQF Level 3</b>
<b>No. of credits offered</b>	22 from Achievement Standards
<b>Assessment</b>	<p><b>Internal: 8 credits</b> Research workbook and practical work</p> <p><b>External: 14 credits</b> Three A1 folio boards of works influenced by established practice</p>
<b>Prerequisites</b>	This course requires students to have completed Level 2 Photography.
<b>Course Description</b>	<p>This course builds on Level 2 digital drawing tools and encourages more student thinking and ownership. Students select an idea they wish to investigate and research established photographers that has relevance in idea or conventions. Through analysing established photographers, students are able to adapt new conventions to explore their own chosen idea.</p> <p>Continuous facilitation and support from the teacher will help clarify, develop, and extend students' ideas into a thorough body of work.</p>

## DANCE

LEVEL 2

<b>Qualification</b>	<b>NZQF Level 2</b>
<b>No. of credits offered</b>	22 from Achievement Standards
<b>Assessment</b>	<p><b>Internal: 18 credits</b> Performance, choreography and portfolio</p> <p><b>External: 4 credits</b> Written examination</p>
<b>Prerequisites</b>	Level 1 Dance with Achieved grades or better in five achievement standards or equivalent previous Dance experience or a strong interest in senior Dance.
<b>Course Description</b>	<p>This course aims at providing students with the vocabulary, practice and technologies used in different dance forms. Students extend their movement vocabularies and preferences and apply safe dance practices in individual, group and pair work.</p> <p>Students initiate, develop, conceptualise and refine ideas in dance through the creative process of choreography. They use a variety of concepts and manipulate the elements of dance to develop works individually and in groups.</p> <p>They develop the ability to analyse the intentions and qualities of dance works. They engage in practical and theoretical investigations and explore the ritual, social and artistic purposes of dance within a global context.</p>

## DANCE

## LEVEL 3

<b>Qualification</b>	<b>NZQF Level 3</b>
<b>No. of credits offered</b>	22 from Achievement Standards
<b>Assessment</b>	<p><b>Internal: 18 credits</b> Performance and choreography</p> <p><b>External: 4 credits</b> Written examination</p>
<b>Prerequisites</b>	22 credits in Level 2 Dance or equivalent Dance experience or a strong interest in Dance.
<b>Course Description</b>	<p>In this course, students explore and use the vocabulary, practice and technologies of different dance forms. Students extend their personal movement vocabularies and preferences and apply safe dance practices in individual, group and pair work.</p> <p>Students initiate, develop, conceptualise and refine ideas in dance through the creative process of choreography. They use ideas and manipulate the elements of dance to develop sophisticated dance works, supported by the integration of production technologies.</p> <p>Students develop knowledge and understanding of how dance communicates, is interpreted and evaluated. As performers, they perform and share dance works in a variety of contexts. They respond to, reflect on, analyse and interpret dance, making increasingly informed judgements about the value, intentions and qualities of dance works performed by others. They further develop their skills to use production technologies in support of their choreographic intention.</p>

**DRAMA****LEVEL 2**

<b>Qualification</b>	<b>NZQF Level 2</b>
<b>No. of credits offered</b>	18 from Achievement Standards
<b>Assessment</b>	<b>Internal: 14 credits</b> / Performance and written portfolio <b>External: 4 credits</b> / Written examination
<b>Prerequisites</b>	Successful completion of the Level 1 Drama programme or an interview/audition with the Drama Curriculum Leader.
<b>Course Description</b>	This course builds on knowledge gained in Year 11 and continues to develop individuals' performance and life skills through the experience of a broader and more complex range of practical contexts. Students prepare, rehearse and present a fully realised production to an invited audience; they structure and perform devised drama using elements and conventions of drama, and then explore and analyse scripted extracts before selecting and applying techniques in performance. They also experience and make judgements about drama processes and performance in a range of live theatre as preparation for external assessment. There is also the opportunity to study a drama/theatre form or period for external assessment. Note: Due to the alternative pathways available in this subject, up to 26 credits could be attempted by some students.

**DRAMA****LEVEL 3**

<b>Qualification</b>	<b>NZQF Level 3</b>
<b>No. of credits offered</b>	Minimum of 18 from Achievement Standards
<b>Assessment</b>	<b>Internal: 14 credits</b> / Performance and written portfolio <b>External: 4 credits</b> / Written examination
<b>Prerequisites</b>	18 credits in Level 2 Drama (including at least 4 credits from externally assessed standards) with Merit grade in at least one of the internally assessed achievement standards.
<b>Course Description</b>	This course continues to develop individuals' performance and life skills, covering a more complex and challenging range of drama knowledge and skills. Students are expected to understand and perform a variety of drama forms in greater depth. Students in this course embrace a variety of theatre forms, rich contexts and performance opportunities. This course facilitates the development of students who may wish to pursue a career in the Arts as actors, directors, designers and scholars, as much as those who wish to develop their performance skills. Students research, prepare and perform a role in a significant production to an invited audience; they structure and perform devised drama using the elements and conventions of drama, and then explore and analyse plays before integrating techniques to communicate meaning in performance.

## MUSIC

## LEVEL 2

<b>Qualification</b>	<b>NZQF Level 2</b>
<b>No. of credits offered</b>	26 from Achievement Standards
<b>Assessment</b>	<p><b>Internal: 16 credits</b> Performances, compositions and instrumentation</p> <p><b>External: 10 credits</b> Score reading and music works</p>
<b>Prerequisites</b>	Successful completion of Level 1 Music (14 credits with Merit grades in at least two achievement standards) and at least three years of instrumental or voice tuition. Other interested students may be admitted following an interview and audition.
<b>Course Description</b>	This course builds on existing musical skills and knowledge enabling students to develop advanced abilities as performers, composers and listeners. Students will study composition and will produce music using traditional approaches and music technology. They will extend abilities in musical analysis in order to understand and explain music from diverse styles from across the globe and throughout history. Students will extend creative and critical thinking skills, collaborative work skills, research and self-management skills.

## MUSIC

## LEVEL 3

<b>Qualification</b>	<b>NZQF Level 3</b>
<b>No. of credits offered</b>	20 from Achievement Standards
<b>Assessment</b>	<p><b>Internal: 16 credits</b></p> <p><b>External: 4 credits</b></p>
<b>Prerequisites</b>	Successful completion of Level 2 Music (Merit in at least two of four achievement standards, including one external) and/or at least three years of instrumental or voice tuition. Other interested students with advanced musical ability may be admitted following an audition or interview.
<b>Course Description</b>	<p>This course builds on advanced musical skills and knowledge preparing students for participation as performers, composers and musicologists in tertiary study or in the music industry after school. Students will create and perform music using traditional approaches and using music technology. They will extend prior musical knowledge in analysis and will study music from diverse styles from across the globe and throughout history.</p> <p>Students will continue to develop creative and critical thinking skills, collaborative work skills, research and self-management skills.</p>

# Technology & Design

## Career opportunities include:

Architecture, urban planning, research and development, project management, hospitality nutrition landscape design, animation app development, construction, engineering, multimedia design, digital design, education, fashion, furniture, textiles, industrial design, graphic design, interior design, programming.

### DESIGN & VISUAL COMMUNICATION

LEVEL 2

<b>Qualification</b>	<b>NZQF Level 2</b>
<b>No. of credits offered</b>	22 from Achievement Standards
<b>Assessment</b>	<b>Internal: 19 credits</b> Portfolio of design briefs <b>External: 3 credits</b> Portfolio based on elements of the briefs
<b>Prerequisites</b>	Completion of the Year 11 design & visual communication course or approval from the curriculum manager.
<b>Course Description</b>	<p>This pathway is structured around spatial and product design projects and develops students ability to communicate visually while solving design issues.</p> <p>Students will extend their knowledge of aesthetic and functional design principles by investigating historical design movements and integrating elements from these into their own work. Students learn how to promote their ideas and produce a presentation of their design briefs as a final display.</p> <p>Throughout the course students use a variety of visual communication techniques to initiate explore and refine their own design ideas, including, freehand sketching, CAD, 3D modelling, prototyping and instrumental drawing.</p> <p>The course gives students the opportunity to gain an appreciation of the importance of design in improving the quality of people's lives. Students will have an opportunity to showcase their product's in the Term 4 Designz exhibition.</p>

## DESIGN & VISUAL COMMUNICATION

LEVEL 3

<b>Qualification</b>	<b>NZQF Level 3</b>
<b>No. of credits offered</b>	22 from Achievement Standards
<b>Assessment</b>	<b>Internal: 19 credits</b> Portfolio of design briefs <b>External: 3 credits</b> Portfolio of elements of the design briefs
<b>Prerequisites</b>	Successful completion of the Level 2 design & visual communication course or approval from the curriculum manager.
<b>Course Description</b>	This pathway continues to develop student's ability to communicate visually and resolve design issues using a variety of media including freehand sketching, CAD, 3D modelling, prototyping and instrumental drawing. The course is structured around a spatial and a product design brief. The course aims to promote a higher level of inquiry, students learn to apply ideation and design thinking strategies to real world design scenarios. Students will have the opportunity to showcase their finished designs in the Term 4 Designz exhibition.

## ENGINEERING DESIGN

LEVEL 2

<b>Qualification</b>	<b>NZQF Level 2</b>
<b>No. of credits offered</b>	16 from Achievement Standards
<b>Assessment</b>	<b>Internal: 12 credits</b> / Conceptual design <b>External: 4 credits</b> / Demonstrate understanding of sustainability
<b>Prerequisites</b>	Successful completion of Year 11 Engineering Design or by approval of the Curriculum Leader.
<b>Course Description</b>	This pathway involves students designing, prototyping and implementing engineering related products. The course is a largely practical pathway where students can incorporate their passions and interests. Students are required to plan, develop, test, refine and evaluate their product, justifying decisions to accept or modify the product to meet requirements. Students can outsource elements of their designs to external fabricators and have an opportunity to showcase their solutions in the Term 4 Designz exhibition. They also have the option to negotiate collaboration with other students on larger projects. The course includes studies into the broad social and cultural aspects of technology which help develop their literacy skills. Included is an all-day field trip and visiting presenters to expose students to both the vocational and professional opportunities that exist in engineering related fields.

## ENGINEERING DESIGN

LEVEL 3

<b>Qualification</b>	<b>NZQF Level 3</b>
<b>No. of credits offered</b>	16 from Achievement Standards
<b>Assessment</b>	<p><b>Internal: 12 credits</b> Conceptual design</p> <p><b>External: 4 credits</b> Critique of a technological outcome</p>
<b>Prerequisites</b>	Successful completion of Year 12 Engineering Design or by approval of the Curriculum Leader.
<b>Course Description</b>	<p>This pathway involves students designing, prototyping and implementing engineering related products. Students are required to plan, develop, test, refine and evaluate their product, justifying decisions to accept or modify the product to meet requirements.</p> <p>The course provides an excellent opportunity creativity, critical thinking, problem-solving, collaboration, leadership and time management skills in a 'real' world environment.</p> <p>Students can outsource elements of their designs to external fabricators and have an opportunity to showcase their solutions in the Term 4 Designz exhibition. They also have the option to negotiate collaboration with other students on larger projects where this is suitable.</p> <p>The course includes studies into the broad social and cultural aspects of technology which help develop their literacy skills. Included is an all-day field trip and visiting presenters to expose students to both the vocational and professional opportunities that exist in engineering related fields.</p>

## FASHION & TEXTILES DESIGN

LEVEL 2

<b>Qualification</b>	<b>NZQF Level 2</b>
<b>No. of credits offered</b>	20 from Achievement Standards
<b>Assessment</b>	<p><b>Internal: 16 credits</b> Implement, conceptual design and prototype</p> <p><b>External: 4 credits</b> Demonstrate understanding of sustainability in design</p>
<b>Prerequisites</b>	12 credits in a Year 11 Technology pathway or approval of the Curriculum Leader.
<b>Course Description</b>	<p>Throughout the year students shall be making an original collection of different textile products using commercial patterns as well as creating their own. Student's sketching techniques will continue to develop using their own individuality to support their designs. Visitors from different industry backgrounds will be invited in to support student learning throughout the year.</p> <p>In the three different standards students shall also be looking at and incorporating sustainable elements and gaining understanding to support their external essay. There is no written exam, grades are awarded for creativity and originality. Students will have the opportunity to work with a variety of different fabrics and materials, learning complex techniques and procedures to expand and develop their knowledge and abilities.</p>

## FASHION & TEXTILES DESIGN

LEVEL 3

<b>Qualification</b>	<b>NZQF Level 3</b>
<b>No. of credits offered</b>	16 from Achievement Standards
<b>Assessment</b>	<p><b>Internal: 12 credits</b> / Implement and prototype</p> <p><b>External: 4 credits</b> / Undertake a critique of a technological design</p>
<b>Prerequisites</b>	12 credits in a Year 12 Technology pathway or approval of the Curriculum Leader.
<b>Course Description</b>	<p>Using all their prior knowledge students expand their folio of different textile products. There will be the opportunity to try different genres of fashion as well as applying for scholarship to enhance student's portfolios for further education and internships. Student's sketching techniques will continue to develop using their own individuality to support their designs. Visitors from different industry backgrounds will be invited in to support student learning throughout the year. Off-site trips will be considered depending on availability. Students will have the opportunity to work with a variety of different fabrics and materials, learning complex techniques and procedures to expand and develop your knowledge and abilities.</p>

## FOOD & NUTRITION DESIGN

LEVEL 2

<b>Qualification</b>	<b>NZQF Level 2</b>
<b>No. of credits offered</b>	20 from Achievement Standards
<b>Assessment</b>	<p><b>Internal: 16 credits</b> Implement, conceptual design and prototype</p> <p><b>External: 4 credits</b> Demonstrate understanding of sustainability in design</p>
<b>Prerequisites</b>	12 credits in a Year 12 Technology pathway or approval of the Curriculum Leader.
<b>Course Description</b>	<p>Throughout the year students will be working to a brief, planning, designing and implementing food products using commercial recipes as well as adapting their own. Students develop kitchen management and cooking/baking skills. Industry experts will be invited in to support learning, giving students up to date knowledge from a growth industry. Within the three internally assessed standards students will be looking at and incorporating sustainable food practices and gaining understanding to support their external essay. There is no written exam, grades will be awarded for creativity and originality. Students will have the opportunity to work with a variety of different ingredients and equipment, learning advanced techniques and procedures to expand and develop knowledge and abilities.</p>

## FOOD & NUTRITION DESIGN

LEVEL 3

<b>Qualification</b>	<b>NZQF Level 3</b>
<b>No. of credits offered</b>	16 from Achievement Standards
<b>Assessment</b>	<p><b>Internal: 12 credits</b> Implement and prototype</p> <p><b>External: 4 credits</b> Undertake a critique of a technological design</p>
<b>Prerequisites</b>	12 credits in a Year 12 Technology pathway or approval of the Curriculum Leader.
<b>Course Description</b>	<p>Students continue to expand their repertoire of food knowledge and product.</p> <p>Industry experts will be invited in to support learning, giving students up-to-date knowledge from a growth industry. Off-site trips will be considered depending on availability.</p> <p>There is no written exam, grades will be awarded for creativity and originality. Students will have the opportunity to work with a variety of different ingredients and equipment, learning complex techniques and procedures to expand and develop knowledge and abilities.</p>

## DIGITAL TECHNOLOGY

LEVEL 2

<b>Qualification</b>	<b>NZQF Level 2</b>
<b>No. of credits offered</b>	20 from Achievement Standards
<b>Assessment</b>	<p><b>Internal: 17 credits</b> Projects, assignments and reports</p> <p><b>External: 3 credits</b> Portfolio</p>
<b>Prerequisites</b>	Successful completion of the year 11 Digital Technology or approval from the Curriculum Leader.
<b>Course Description</b>	<p>This is a practical hands-on course that covers many aspects of information technology including networking, web design and databases. Students will plan, build and maintain a network of computers, printers and peripherals. Students will produce advanced multimedia products incorporating advanced techniques using industry standard products, developing personal websites and a detailed understanding of HTML and Cascading stylesheet.</p> <p>Students will also continue to develop their skills in the development and integration of databases. They will investigate how businesses use information systems to improve and develop their businesses.</p>

## DIGITAL TECHNOLOGY

LEVEL 3

<b>Qualification</b>	<b>NZQF Level 3</b>
<b>No. of credits offered</b>	20 from Achievement Standards
<b>Assessment</b>	<p><b>Internal: 16 credits</b> Projects, assignments and investigations</p> <p><b>External: 4 credits</b> Portfolio</p>
<b>Prerequisites</b>	Successful completion of the year 12 Digital Technology or approval from the Curriculum Leader.
<b>Course Description</b>	<p>In this course students will continue the development of advanced skills in multimedia. They will develop high quality professional standard websites that will be presented across multiple mediums including screen and print. They will develop a rich understanding of advanced understanding of HTML 5.0, CSS 3.0 and Javascript. They will also examine and investigate work-based examples of Information Technology. Students will investigate and analyse the use of information and communication technologies in an organisation of their choice. They will develop and apply project management skills and techniques.</p>

# Health & Physical Well-being

## Career opportunities include:

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Physical education teaching, health sciences, coaching, corporate health and wellness, counselling, event management, nursing, occupational health and rehabilitation, outdoor education instructing, physiotherapy, sport and exercise medicine, sport and fitness education, sports management, health promotion agencies, public health, medical education and counselling.

### HEALTH

LEVEL 2

<b>Qualification</b>	<b>NZQF Level 2</b>
<b>No. of credits offered</b>	18 from Achievement Standards
<b>Assessment</b>	<b>Internal: 14 credits</b> Written report and essay style <b>External: 4 credits</b> Written examination
<b>Prerequisites</b>	15 credits in Level 1 English and to include at least two of the externally assessed Achievement Standards.
<b>Course Description</b>	Level 2 Health introduces students to the importance of well-being. It is about people, their relationships, and their interactions within their society, and considers the social and physical environments in which people live and operate.  Students will examine the influences on well-being in a variety of contexts; they will consider the consequences of these casual factors and will then set about developing strategies to bring about health-enhancing change.

## HEALTH

## LEVEL 3

<b>Qualification</b>	<b>NZQF Level 3</b>
<b>No. of credits offered</b>	19 from Achievement Standards
<b>Assessment</b>	<p><b>Internal: 14 credits</b> Written report and essay style</p> <p><b>External: 5 credits</b> Written examination</p>
<b>Prerequisites</b>	Achieved grades in all of the Level 2 Health Achievement Standards or 15 credits in Level 2 English, including at least two of the externally assessed Achievement Standards.
<b>Course Description</b>	This course builds on the concepts introduced in Level 2, but with an increasingly societal and global focus. Students will examine why some health-related situations are of concern for communities, and they will use research to find relevant evidence to explore and critically analyse societal and global health issues. Students will recommend and justify possible strategies that would promote sustainable and equitable health outcomes.

## OUTDOOR EDUCATION

LEVEL 2

<b>Qualification</b>	<b>NZQF Level 2</b>
<b>No. of credits offered</b>	20 from Achievement Standards
<b>Assessment</b>	<b>Internal: 20 credits</b> Extended on and off campus practical. Assessments, accompanied by corresponding written assignments
<b>Prerequisites</b>	Achieved grades in all of the standards in Level 1 Sports Studies, or Achieved grades in the majority of the standards offered in Level 1 Science and English at the discretion of the Head of Faculty. A commitment to one 3-day camp per term away for assessment purposes. Students should have a willingness to work with others to achieve common goals, good organisational skills, an openness to new challenges and an interest and some ability in the activities offered.
<b>Course Description</b>	<p>Level 2 Outdoor Education strives to contribute to life's journey of young people through rich outdoor learning experiences. It is an introduction into outdoor education in its widest sense. A variety of outdoor disciplines will be used as practical mediums that will explore the significance of the outdoors and physical activity on self, others and place. Students will examine group processes, social responsibility and implement opportunities for others in the outdoors.</p> <p><b>Special note:</b> Endorsement is offered if you enrol in both Outdoor Education and Physical Education. These subjects, however, share a performance practical stand worth 4 credits and this can count towards ONE subject only. Any questions please consult with the Head of Faculty.</p>

## OUTDOOR EDUCATION

LEVEL 3

<b>Qualification</b>	<b>NZQF Level 3</b>
<b>No. of credits offered</b>	20 from Achievement Standards
<b>Assessment</b>	<b>Internal: 20 credits</b> Extended on and off-campus practical assessments accompanied by corresponding written assignments
<b>Prerequisites</b>	Achieved grades in all of the standards offered in Level 2 Outdoor Education or Level 2 Physical Education or achieved grades in the majority of the standards offered in a Level 2 Science and English at the discretion of the Head of Faculty. A commitment to one 3-day-camp away per term for assessment purposes. Exceptional motivation and drive to manage difficult challenges. Excellent personal organization and a willingness to work with others to achieve common goals. A high interest and ability in the activities offered is required.
<b>Course Description</b>	<p>This is an approved NZQA course that offers Achievement Standard credits with the opportunity for students to achieve these credits with endorsement.</p> <p>The course builds on the foundations of Level 2 Outdoor Education. Advanced outdoor disciplines are mediums used to explore aspects of contemporary leadership theory, issues in risk management, sustainability, personal performance and philosophy. This programme is designed to equip students with advanced practical tools and decision-making skills to plan, lead and evaluate many of the expeditions independently. These are all important foundations for life beyond Kristin.</p> <p><b>Special note:</b> Endorsement is offered if you enrol in both Outdoor Education and Physical Education. These subjects, however, share a performance practical standard worth 4 credits and this can count towards ONE subject only. Any questions please consult with the Head of Faculty.</p>

## PHYSICAL EDUCATION

LEVEL 2

<b>Qualification</b>	<b>NZQF Level 2</b>
<b>No. of credits offered</b>	20 from Achievement Standards
<b>Assessment</b>	<b>Internal: 20 credits</b> Common test, assignment, verbal interview, practical performance
<b>Prerequisites</b>	Achieved grades in all of the standards in Level 1 Sports Studies, or Achieved grades in the majority of the standards offered in Level 1 Science and English at the discretion of the Head of Faculty.
<b>Course Description</b>	<p>During this course students develop their leadership skills and risk management in an outdoor setting. They study biophysical principles and how they relate to and are applied to skill learning and training programmes. Students will also perform a variety of physical activities, having them assessed across national standards. This course develops skills and knowledge that enable students to progress to Physical Education at Level 3.</p> <p>Students taking this subject participate in their own independent Physical Education camp during camp week.</p> <p><b>Special note:</b> Endorsement is offered if you enrol in both Outdoor Education and Physical Education. These subjects, however, share a performance practical stand worth 4 credits and this can count towards ONE subject only. Any questions please consult with Head of Faculty.</p>

<b>Qualification</b>	<b>NZQF Level 3</b>
<b>No. of credits offered</b>	19 from Achievement Standards
<b>Assessment</b>	<b>Internal: 19 credits</b> Assignment, practical performance
<b>Prerequisites</b>	Achieved grades in all of the standards offered in Level 2 Physical Education or Merit grades in the majority of the standards offered in a Level 2 Science and English at the discretion of the Head of Faculty. A good level of physical competency is also required.
<b>Course Description</b>	<p>The focus of this course is to have students apply their skills and knowledge to real-life situations. Students will experience a variety of different activities and challenges. They will use their knowledge to analyse, evaluate, examine and demonstrate their understanding of physical performance and what affects it, using a variety of methods and tools to meaningfully breakdown such performances. The programme fosters and develops skills and knowledge that enable students to enter university based studies in Physical Education or Health Sciences.</p> <p><b>Special note:</b> Endorsement is offered if you enrol in both Outdoor Education and Physical Education. These subjects, however, share a performance practical standard worth 4 credits and this can count towards ONE subject only. Any questions please consult with the Head of Faculty.</p>



IB

DIPLOMA PROGRAMME



## 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.

### COURAGEOUS

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, emotional and spiritual – to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

### REFLECTIVE

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

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.

# International Baccalaureate Diploma Programme

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The IB Diploma programme is available to all students entering Year 12 at Kristin providing they have met the relevant subject entry criteria. It is not a programme that is limited to the academic elite – most students at Kristin have the ability to gain the Diploma.

Strong IB candidates are those who are highly motivated with above-average ability across a range of subjects and able to develop the skills to organise and manage their time effectively.

The Diploma Programme aims to equip students with:

- Critical-thinking and reflective skills
- The ability to learn independently
- Research skills
- Intercultural understanding and respect

Whilst providing students with:

- A broad and balanced, academically demanding, programme of study
- A globally recognised university entrance qualification

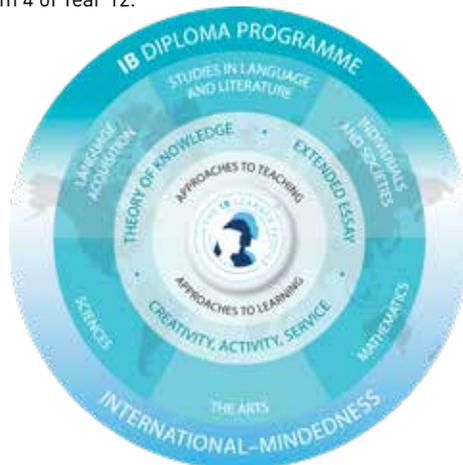
## SUBJECT REQUIREMENTS

IB subjects are categorised into six groups covering the major fields of knowledge. These groupings are described on the following pages. Students select one subject from each of Groups 1 to 5. The sixth subject may come from Group 6 or be another chosen from Groups 1 to 4.

Where a student’s planned tertiary course requires a particular combination of subjects, dispensation may be granted by IB for the student to complete a non-regular diploma course.

Three subjects are studied at standard level (SL) and three in more breadth or depth at higher level (HL). Most subjects are available at Kristin at both levels although it is important to refer to the course information which follows to ensure a viable course is selected.

Students consider their choices for higher and standard subjects on entering Year 12 and confirm these in Term 4 of Year 12.



## CORE REQUIREMENTS

In addition to their chosen subjects, IB Diploma students complete the following three core requirements which are integral to the programme's philosophy and develop important study and personal skills:

- **The Theory of Knowledge** course encourages students to consider how knowledge is created and to reflect on the process of learning in the subjects they study as part of their Diploma programme. Students learn to analyse knowledge in a critical manner using diverse ways of knowing and by considering what constitutes knowledge in particular areas of knowledge, such as science, history, ethics and art. In the second year of the course there are two assessment tasks, an externally assessed 1600 word essay on a prescribed title and a presentation that can be done either individually or in a small group.
- **The Extended Essay**, a 4,000-word research paper on a topic of the student's choosing, produced under the guidance of a supervisor. In Year 12, students are counselled on their choice of topic and supervisor and given advice on the techniques of researching and essay writing. Extended essays are graded by external examiners.
- **CAS (Creativity, Activity, Service)**. IB students are involved in a comprehensive range of service, creative and active pursuits outside of the classroom, many of which contribute to their CAS experience. CAS involves real, purposeful activities which provide a degree of personal challenge and lead to significant outcomes. Students are encouraged to give thoughtful consideration to planning and reviewing their CAS programme and to reflect on the outcomes and the personal learning involved.

## ASSESSMENT

At least 50% of the assessment in each subject is external, with examinations in November of Year 13. All subjects also include a component of internally assessed course work, samples of which are sent for external moderation. In each subject a candidate is graded from 1 (very poor) to 7 (excellent). In addition to this, up to three points are awarded for performance in the extended essay and ToK. In order to qualify for the Diploma, a candidate must complete all the requirements above and have an aggregate of at least 24 points out of the possible 45.

Students are expected to adhere to the school's 'Academic Honesty Policy' and the 'Senior School Assessment Procedures - IB' when preparing work for assessment. These documents are issued to students early in Term 1.

## COURSE COSTS

\$675 per year of the programme to offset the cost of examination registration fees.

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# Studies in Language & Literature



## Career opportunities include:

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Advertising, broadcasting, diplomatic service, education, journalism, film subtitling, foreign affairs and treasury, business, hospitality and hotel management, international marketing, interpreting, international trade and relations, law, public service, teaching, tourism, translating.

### ENGLISH A LITERATURE

<b>Qualification</b>	<b>IB</b>
<b>Level</b>	Higher or standard
<b>Assessment</b>	<b>Internal: 30% standard level / 20% higher level</b> Oral <b>External: 70% standard level / 80% higher level</b> Examination and written assignments (higher level and standard level)
<b>Prerequisites</b>	18 credits in Level 1 English with Merit grades in at least two of the externally assessed achievement standards.
<b>Course Description</b>	<p>This course focuses exclusively on literary texts. Students study literature to develop cultural understanding and critical thought within a variety of genres and contexts.</p> <p>Students will think about the relationships between texts and how literary works produce meaning. In this exploration, students will find connections to the real world, and reflect on personal and global perspectives.</p> <p>The study of literature will encourage students to engage with independent thinking and cultivate a critical approach to the interpretation of literary works.</p>

## ENGLISH A LANGUAGE & LITERATURE

<b>Qualification</b>	<b>IB</b>
<b>Level</b>	Higher or standard
<b>Assessment</b>	<p><b>Internal: 30% standard level / 20% higher level</b> Oral</p> <p><b>External: 70% standard level / 80% higher level</b> Examination and written assignments (higher level and standard level)</p>
<b>Prerequisites</b>	18 credits in Level 1 English with Merit grades in at least two of the externally assessed achievement standards.
<b>Course Description</b>	<p>This course explores a range of texts, in a variety of media and forms, from different periods, styles and cultures.</p> <p>Students study language and literature as a means of developing skills in the close study of language itself, and the ways in which it shapes and is influenced by culture and identity.</p> <p>It introduces students to the critical study of a variety of written, spoken and visual texts from a wide range of literary and non-literary genres.</p>

## CHINESE A LANGUAGE & LITERATURE

<b>Qualification</b>	<b>IB</b>
<b>Level</b>	Higher or standard
<b>Assessment</b>	<p><b>Internal: 30% standard Level / 20% higher Level</b> Oral</p> <p><b>External: 70% standard Level / 80% higher Level</b> Examination (higher level and standard level) and written assignment (higher level)</p>
<b>Prerequisites</b>	This course is for native speakers of Chinese who have a level of proficiency in reading and writing in the language/who are able to read and write effectively in the language.
<b>Course Description</b>	<p>This course explores a range of texts, in a variety of media and forms, from different periods, styles and cultures.</p> <p>Students study language and literature as a means of developing skills in the close study of language itself, and the ways in which it shapes and is influenced by culture and identity.</p> <p>Students are introduced to the critical study of a variety of written, spoken and visual texts from a wide range of literary and non-literary genres.</p>

## KOREAN A LITERATURE

<b>Qualification</b>	<b>IB</b>
<b>Level</b>	Higher or standard
<b>Assessment</b>	<b>Internal: 30% standard level / 20% higher level</b> Oral <b>External: 70% standard level / 80% higher level</b> Examination and written assignment (higher level)
<b>Prerequisites</b>	This course is for native speakers of Korean who have a level of proficiency in reading and writing in the language/who are able to read and write effectively in the language.
<b>Course Description</b>	<p>This course focuses exclusively on literary texts. Students study literature to develop cultural understanding and critical thought within a variety of genres and contexts. Students will think about the relationships between texts and how literary works produce meaning.</p> <p>In this exploration, students will find connections to the real world, and reflect on personal and global perspectives. The study of literature will encourage students to engage with independent thinking and cultivate a critical approach to the interpretation of literary works.</p>

## OTHER LANGUAGES

If a student's first language is not offered at Kristin and they do not meet the prerequisites for English A, they may meet the Group 1 requirements by studying their Language A Literature course through a private tutor.

In such cases the school is able to facilitate arrangements, but the cost of tuition is over and above that covered by school fees.

# Language Acquisition



## Career opportunities include:

Advertising, broadcasting, diplomatic service, education, journalism, film subtitling, foreign affairs and treasury, business, hospitality and hotel management, international marketing, interpreting, international trade and relations, law, public service, tourism, translating.

### ENGLISH B, FRENCH B, MANDARIN B OR SPANISH B

<b>Qualification</b>	<b>IB</b>
<b>Level</b>	Higher or standard
<b>Assessment</b>	<b>Internal: 25%</b> Individual oral <b>External: 75%</b> Written examination composed of essay writing (25%), listening comprehension (25%) and reading comprehension (25%)
<b>Prerequisites</b>	15 credits in the Level 1 language course with Merit grades in at least two achievement standards for standard level and Excellence grades in at least three achievement standards for higher level.
<b>Course Description</b>	<p>This course focuses on language acquisition and intercultural understanding. Students develop skills of listening, speaking, reading and writing through the study of the five prescribed themes: Identities, Experiences, Human Ingenuity, Social Organization and Sharing the Planet.</p> <p>Students develop an ability to interact and communicate clearly and effectively in a range of situations, express their opinions on a variety of subjects and to understand and use a range of vocabulary. Intensive oral practice with a native speaker is a core feature of the programme.</p> <p>Students read a range of literary and non-literary texts and learn to write a variety of formats such as interviews, articles, blogs, emails, diary entries, formal and informal letters.</p>

## FRENCH OR SPANISH AB INITIO

<b>Qualification</b>	<b>IB</b>
<b>Level</b>	Standard
<b>Assessment</b>	<b>Internal: 25%</b> Individual oral <b>External: 75%</b> Written examination composed of two written tasks (25%), listening comprehension (25%) and reading comprehension (25%).
<b>Prerequisites</b>	This course is designed for students with very limited previous exposure to the language or no prior experience of learning the language.
<b>Course Description</b>	<p>This course focuses on language acquisition and intercultural understanding. Students develop skills of listening, speaking, reading and writing through the study of five themes: Identities, Experiences, Human Ingenuity, Social Organization and Sharing the Planet.</p> <p>Students will acquire the skills to understand aural and written texts, related to the prescribed topics and respond to them appropriately in the target language.</p> <p>Students learn to communicate orally and in writing with an understanding of text types, register and audience. Intensive oral practice with a native speaker is a core feature of the programme.</p>

# Individuals & Societies



## Career opportunities include:

**HUMANITIES:** Administration, anthropology, archives, conservation, counselling, education, environmental management, gallery and museum curating, heritage and conservation, historical research, legal services, local government, market research, organisational and industrial psychology, policy research, resource management, sociology, town planning, youth and justice and social services.

**COMMERCE:** Accounting, education, financial consulting, human resources, information technology management, legal services, marketing and management, policy, project management, property, taxation, teaching, trade, valuation, web application development.

### BUSINESS MANAGEMENT

<b>Qualification</b>	<b>IB</b>
<b>Level</b>	Higher or standard
<b>Assessment</b>	<b>Internal: 25% higher level / 20% standard level</b> Guided course work (written assignment) <b>External: 75% higher level / 80% standard level</b> / Written examination
<b>Prerequisites</b>	Students should have a minimum of 18 credits in Level 1 Business or, for students new to the subject, 16 credits in Level 1 English and 18 credits in Level 1 Mathematics. Students who are looking to take this subject at higher level should have achieved some merits in the external standards in English and Mathematics.
<b>Course Description</b>	This course caters for students who anticipate a business career or have an entrepreneurial focus; it provides a good foundation for a commerce degree. Individuals belong to organisations such as sole traders, partnerships, companies, clubs and non-profit organisations. This course examines organisational structure relating to principles of delegation, power and responsibility along with theories of leadership, motivation and communication. Analytical techniques used by businesses to make decisions including improving profitability, producing or outsourcing production and expanding or relocating are covered. Marketing strategies to produce the right product in the right place at the right time are discussed. Most students in Business Management choose to study at higher level.

## ECONOMICS

<b>Qualification</b>	<b>IB</b>
<b>Level</b>	Higher or standard
<b>Assessment</b>	<p><b>Internal: 25% higher level / 20% standard level</b> Guided course work (written portfolio)</p> <p><b>External: 75% higher level / 80% standard level</b> Written examination</p>
<b>Prerequisites</b>	No previous background in this subject is required. Students should have a minimum of 18 credits in Level 1 Economics or, for students new to the subject, 18 credits in Level 1 English and 18 credits in Level 1 Mathematics. Students who are looking to take this subject at HL should have achieved some Merits in the external standards in Mathematics.
<b>Course Description</b>	<p>This course is aimed at students who wish to understand more about the New Zealand and World economies. It prepares students for further study of social sciences or business and gives them a personal understanding of the economic environment in which they live.</p> <p>Traditional economic theory of demand and supply is taught and applied to a range of current economic situations. Students investigate inflation, unemployment, economic growth and development issues, international trade and exchange rates. Destruction of the environment, pollution as a result of production and reduction of poverty in the less-developed nations are interesting issues covered from an economic perspective.</p> <p>The higher level course which most students choose to study, includes a study of the theory of how firms make decisions, which involves using graphical analysis and calculations.</p>

## ENVIRONMENTAL SYSTEMS & SOCIETIES

<b>Qualification</b>	<b>IB</b>
<b>Level</b>	Standard
<b>Assessment</b>	<b>Internal: 25%</b> / Practical investigation / <b>External: 75%</b> / Written examinations
<b>Prerequisites</b>	16 credits in Level 1 Science including a Merit grade in any Science external achievement standard and an Achieved grade in any of the other Science external achievement standards. Advanced Science students must obtain 16 credits from the Advanced Science course.
<b>Course Description</b>	<p>This course provides students with a perspective on the interrelationships between ecosystems and societies. This should enable them to adopt an informed personal response to the wide range of environmental issues they will face.</p> <p>The following topics are covered in this course: ecosystems and ecology, human populations and resource use, conservation and biodiversity, atmospheric systems and climate change, food production: water and terrestrial. This is an interdisciplinary subject, meeting the requirements of both Groups 3 and 4.</p>

## GEOGRAPHY

<b>Qualification</b>	<b>IB</b>
<b>Level</b>	Higher or standard
<b>Assessment</b>	<b>Internal: 20% Higher Level / 25% Standard Level</b> / Fieldwork <b>External: 80% Higher Level / 75% Standard Level</b> / Written examination
<b>Prerequisites</b>	No previous background in this subject is required. Students should have a minimum of 20 credits in Level 1 Geography or Level 1 Humanities or 18 credits in Level 1 English for a student new to geography.
<b>Course Description</b>	<p>IB Geography is a dynamic subject that focuses on the interactions between individuals, societies and the physical environment. It seeks to identify trends and patterns in these interactions and examines the processes behind them. It also investigates the way that people adapt and respond to change and evaluates management strategies associated with such change. This course examines key global issues, such as poverty, sustainability and climate change. It considers examples and detailed case studies on a variety of scales, from local to regional, national and international.</p> <p>Geography seeks to develop international understanding and foster a concern for global issues as well as to raise students' awareness of their own responsibility at a local level. It also aims to develop values and attitudes that will help students reach a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interconnected world.</p>

## HISTORY

<b>Qualification</b>	<b>IB</b>
<b>Level</b>	Higher or standard
<b>Assessment</b>	<p><b>Internal: 20% higher level / 25% standard level</b> Historical investigation</p> <p><b>External: 80% higher level / 75% standard level</b> Written examination</p>
<b>Prerequisites</b>	No previous background in this subject is required. Students should have a minimum of 16 credits in Level 1 or Level 2 History or 18 credits in Level 1 English for a student new to history.
<b>Course Description</b>	<p>This course provides students with the opportunity to study individuals and societies in a range of historical contexts through exploring political, economic and social issues and developments. A key aim of the course is to provide students' understanding of themselves and of contemporary society by encouraging reflection on the past.</p> <p>During this course, students investigate a variety of sources, many of which are of a contentious nature. Students gain an understanding of why the work of historians differs over time and in different parts of the world. They also reflect on the role of the historian and limitations in the selection and interpretation of material.</p> <p>The course includes topics on the causes, practices and effects of 20th century wars and the rise of superpower tensions and rivalries in the Cold War. Hungary and Afghanistan provide case studies.</p> <p>The higher level course comprises a study of the Soviet Union, Europe from Versailles to the Battle of Berlin, and post-WWII central and eastern Europe to 2000. At both levels students are required to complete an historical investigation on a topic of their choice.</p>

## INFORMATION TECHNOLOGY IN A GLOBAL SOCIETY

<b>Qualification</b>	<b>IB</b>
<b>Level</b>	Higher or standard
<b>Assessment</b>	<p><b>Internal: 20% higher level / 30% standard level</b> Project</p> <p><b>External: 80% higher level / 70% standard level</b> Written examination</p>
<b>Prerequisites</b>	No previous background in this subject is required although Year 11 Digital Technology is recommended.
<b>Course Description</b>	<p>The Information Technology in a Global Society (ITGS) course is the study and evaluation of the impacts of information technology (IT) on individuals and society. It explores the advantages and disadvantages of the access and use of digitised information at the personal, local and global level.</p> <p>Students develop an understanding of how IT affects businesses, health, education and training, politics and government, home and leisure and the environment from both theoretical and practical perspectives. ITGS students participate in a number of global co-operative projects with schools spanning the globe.</p> <p>Students make extensive use of current and emerging technologies like social networks, gaming consoles and online environments, 3D printers, computer aided design and manufacture, collaborative environments, video-conferencing and virtual and augmented reality.</p> <p>Students undertaking this course will develop skills in web development, databases and media production. The course offers a wide range of experiences and challenges for all students.</p> <p>ITGS provides a framework for the student to make informed judgements and decisions about the use of IT within social contexts.</p>

## PSYCHOLOGY

<b>Qualification</b>	<b>IB</b>
<b>Level</b>	Higher or standard
<b>Assessment</b>	<b>Internal: 20%</b> Experimental investigation <b>External: 80%</b> Written examination
<b>Prerequisites</b>	No previous background in this subject is required. Students should have a minimum of 16 credits in Level 1 English.
<b>Course Description</b>	<p>This course provides an introduction to psychology by examining various explanations of human behaviour. Students are introduced to key themes and concepts of human behaviours through biological, cognitive and socio-cultural perspectives.</p> <p>Two additional options (one only at standard level) are examined: Abnormalities in behaviour (clinical psychology) and human relationships such as pro-social actions and attraction.</p> <p>Students will also learn to apply experimental research methods, conducting a psychological experiment as part of the internal assessment requirements.</p>

# Experimental Sciences



## Career opportunities include:

Behavioural and biological and biomedical science, earth science, ecological and environmental science, food science, health and social science, information science, molecular science, engineering, physical science, sport and exercise science.

### BIOLOGY

<b>Qualification</b>	<b>IB</b>
<b>Level</b>	Higher or standard
<b>Assessment</b>	<b>Internal: 20%</b> Practical investigation <b>External: 80%</b> Written examination
<b>Prerequisites</b>	16 credits in Level 1 Science including a Merit grade in a Biology external achievement standard and at least two Achieved grades in any of the other Science external achievement standards.  Advanced Science students must obtain 16 credits from the Advanced Science course including a Merit in a Biology external achievement standard.
<b>Course Description</b>	As Biology is the study of living organisms and their interactions with each other and the environment, this course covers a range of topics.  Starting with the building blocks of life (cells), the course incorporates molecular aspects such as inheritance, human health and physiology, plant science, the interrelationships of communities (ecology) and the evolution of populations.

## CHEMISTRY

<b>Qualification</b>	<b>IB</b>
<b>Level</b>	Higher or standard
<b>Assessment</b>	<b>Internal: 20%</b> Practical investigation <b>External: 80%</b> Written examination
<b>Prerequisites</b>	16 credits in Level 1 Science including a Merit grade in a Chemistry external achievement standard and at least two Achieved grades in any of the other Science external achievement standards.  Advanced Science students must obtain 16 credits from the Advanced Science course including a Merit in a Chemistry achievement standard.
<b>Course Description</b>	Chemistry is the study of matter. It involves the behaviour of materials and what happens when substances react to form new substances.  This course covers: quantitative chemistry, atomic structure and bonding, states of matter, energy in reactions, rates, organic chemistry, equilibrium, acid/base chemistry, oxidation and reduction, periodicity and an option topic.

## ENVIRONMENTAL SYSTEMS & SOCIETIES

<b>Qualification</b>	<b>IB</b>
<b>Level</b>	Standard
<b>Assessment</b>	<b>Internal: 25%</b> Practical investigation <b>External: 75%</b> Written examination
<b>Prerequisites</b>	16 credits in Level 1 Science including a Merit grade in any Science external achievement standard and an Achieved grade in any of the other Science external achievement standards. Advanced Science students must obtain 16 credits from the Advanced Science course.
<b>Course Description</b>	This course provides students with a perspective on the interrelationships between ecosystems and societies. This should enable them to adopt an informed personal response to the wide range of environmental issues they will face.  The following topics are covered in this course: ecosystems and ecology, human populations and resource use, conservation and biodiversity, atmospheric systems and climate change, food production: water and terrestrial. This is an interdisciplinary subject, meeting the requirements of both Groups 3 and 4.

## PHYSICS

<b>Qualification</b>	<b>IB</b>
<b>Level</b>	Higher or standard
<b>Assessment</b>	<p><b>Internal: 20%</b> Practical investigation</p> <p><b>External: 80%</b> Written examination</p>
<b>Prerequisites</b>	<p>16 credits in Level 1 Science including an Merit grade in a Physics external achievement standard and at least two Achieved grades in any of the other Science external achievement standards. Merit grades in Algebra (AS1.2) and Tables and Graphs (AS1.3) are preferred.</p> <p>Advanced Science students must obtain 16 credits from the Advanced Science course including a Merit in a Physics achievement standard.</p>
<b>Course Description</b>	<p>Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles – currently accepted as quarks, which may be truly fundamental – to the vast distances between galaxies. Theory is complemented by experimental work. Students develop traditional practical skills and techniques, and increase their abilities in the use of mathematics, which is the language of physics.</p> <p>The core physics topics include measurements and uncertainties, mechanics, thermal physics, waves, electricity and magnetism, circular motion and gravitation, atomic, nuclear and particle physics, and energy production. Higher level students also study wave phenomena, fields, electromagnetic induction and quantum and nuclear physics. In addition, all students study cosmology and stellar evolution in the astrophysics option topic.</p>

## SPORTS, EXERCISE & HEALTH SCIENCE

<b>Qualification</b>	<b>IB</b>
<b>Level</b>	Higher or standard
<b>Assessment</b>	<b>Internal: 20%</b> Practical Investigation <b>External: 80%</b> Written examination
<b>Prerequisites</b>	Students must have Achieved grades in all Level 1 Sports Studies standards or 16 Credits in Level 1 Science including a Merit grade in any Science external standard and an Achieved in any other Science external standard.  Advanced Science students must obtain 16 credits from the Advanced Science course.
<b>Course Description</b>	This course applies all of the scientific disciplines (biology, chemistry, physics) in order to explore human performance in sport, exercise and health.  This course covers the topics of: anatomy, exercise physiology, energy systems, movement analysis, motor learning, optimizing physiological performance and nutrition. Higher level students also study the endocrine system, genetics, fatigue and the immune system.

## Career opportunities include:

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Biostatistics, engineering, computation, information, financial, quality analysis, hydrology and meteorology, market research, mathematical modelling and forecasting, operations research, teaching.

### MATHEMATICS – ANALYSIS AND APPROACHES

<b>Qualification</b>	<b>IB</b>
<b>Level</b>	Higher or standard
<b>Assessment</b>	<b>Internal: 20%</b> Mathematical exploration <b>External: 80%</b> Examination
<b>Prerequisites</b>	Successful completion of Year 11 Mathematics, with Merit grades in Algebra AS1.2 and Tables, Equations and Graphs AS1.3.
<b>Course Description</b>	<p>This course is designed for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in real and abstract mathematical thinking. They will explore real and abstract applications, sometimes with technology, and will enjoy mathematical problem solving and generalisation. It is suitable for students who may go on to further study in subjects that have a significant mathematical core.</p> <p>Topics include number and algebra, functions, geometry and trigonometry, statistics and probability, calculus and a mathematic exploration.</p> <p>This course is recommended for future pathways in physical sciences, engineering, mathematics and some economics.</p>

## MATHEMATICS – APPLICATION AND INTERPRETATION

<b>Qualification</b>	<b>IB</b>
<b>Level</b>	Standard
<b>Assessment</b>	<p><b>Internal: 20%</b> Mathematical exploration</p> <p><b>External: 80%</b> Examination</p>
<b>Prerequisites</b>	Successful completion of Year 11 Mathematics, with Merit grades in Algebra AS1.2 and Tables, Equations and Graphics AS1.3.
<b>Course Description</b>	<p>This course is designed for students who are interested in developing their mathematics for describing our world, modelling and solving practical problems assisted by the use of technology. It is based on an abstract mathematical foundation across a wide range of mathematical ideas, which is then developed into practical applications and real-world mathematical modelling.</p> <p>Topics include number and algebra, functions, geometry and trigonometry, statistics and probability, calculus, and a mathematical exploration.</p> <p>This course is suitable for future pathways in biomedical and natural sciences, social sciences, medicine, law, business, psychology, design and some economics.</p>

## MATHEMATICS – STANDARD LEVEL (ANTICIPATING STUDENTS FROM 11MTA ONLY)

<b>Qualification</b>	<b>IB</b>
<b>Level</b>	Standard
<b>Assessment</b>	<p><b>Internal: 20%</b> Mathematical exploration</p> <p><b>External: 80%</b> Written examination</p>
<b>Prerequisites</b>	Students who have successfully completed the Year 11 Advanced Mathematics course may enter at Year 2 of this course in 2020 only.
<b>Course Description</b>	<p>The course focuses on introducing important mathematical concepts through the development of mathematical techniques and caters for students who will expect to need a sound mathematical background as they prepare for future studies in areas such as chemistry, economics, psychology and business.</p> <p>Topics include algebra, functions, equations, trigonometry, calculus, statistics and probability and vectors.</p>

## Career opportunities include:

Acting, animation, architecture, art, art curating, art education, art writing, broadcasting, conducting, dance, design (various), directing, film-making, illustration, jewellery, music, performance (various), photography, photo-journalism, sculpture, digital and multimedia design, education, fashion, furniture, textile and product design, graphic and interior design.

### DANCE

<b>Qualification</b>	<b>IB</b>
<b>Level</b>	Higher or standard
<b>Assessment</b>	<p><b>Internal: 40%</b> Performance</p> <p><b>External: 60%</b> Investigation</p> <p>Note: Standard level students will complete fewer choreographic and performance pieces for each assessment component than higher level students.</p>
<b>Prerequisites</b>	Students are expected to have some basic practical experience of dance. There are no minimum Level 1 Dance credit requirements for entry. For students who have no experience of curriculum dance, an interview with the Curriculum Leader may be required.
<b>Course Description</b>	<p>Consistent with the educational philosophy of the IB, the Diploma Programme dance curriculum aims for a holistic approach to dance, and embraces a variety of dance traditions and dance cultures — past, present and looking towards the future. Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances.</p> <p>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.</p>

## MUSIC

<b>Qualification</b>	<b>IB</b>
<b>Level</b>	Higher or standard
<b>Assessment</b>	<p><b>Internal: 50%</b> / Solo performance, composition (higher level), solo or group performance (standard level)</p> <p><b>External: 50%</b> / Listening examination, musical investigation</p>
<b>Prerequisites</b>	Successful completion of Level 1 Music (14 credits in Level 1 Music with Merit grades in at least two achievement standards) and/or at least two years of instrumental or voice tuition. Other interested students may also be admitted following an audition and interview.
<b>Course Description</b>	<p>This course builds on existing musical skills and knowledge enabling students to develop abilities as performers, composers and listeners.</p> <p>Students will engage in composition using traditional approaches and also through music technology. They will extend abilities in performance and musical analysis through studying diverse styles from across the globe and throughout history. Students will develop creative and critical thinking skills, collaborative work skills, research and self-management.</p> <p>The higher level course prepares students for tertiary study in music and work in the music industry.</p>

## THEATRE

<b>Qualification</b>	<b>IB</b>
<b>Level</b>	Higher or standard
<b>Assessment</b>	<p><b>Internal: higher level 25% / standard level 35%</b> Collaborative Theatre Project</p> <p><b>External: higher level 75% / standard level 65%</b> Director’s Notebook/Research Presentation / Solo Theatre Piece</p>
<b>Prerequisites</b>	Students are expected to have some basic practical experience of drama, which may include successful completion of the Year 11 Drama programme. Students who have no experience of curriculum drama may require an interview with the Curriculum Leader.
<b>Course Description</b>	<p>The IB Diploma Programme theatre course is a multifaceted theatre-making course of study. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively.</p> <p>This programme gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasises the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.</p> <p>The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre, as participants and audience members, they gain a richer understanding of themselves, their community and the world.</p>

## VISUAL ARTS

<b>Qualification</b>	<b>IB</b>
<b>Level</b>	Higher or Standard
<b>Assessment</b>	<p><b>Internal: 40%</b> Exhibition with curatorial rationale</p> <p><b>External: 60%</b> Comparative Study (20%), Process Portfolio (40%)</p>
<b>Prerequisites</b>	Students need to have satisfactorily completed Level 1 Art and/or Graphics and/or Textiles.
<b>Course Description</b>	<p>The Visual Arts course is a thought-provoking course in which students experiment with different techniques, media and processes in order to develop a body of resolved and un-resolved work. Students are required to document their art-making journey through self-review and critique of other artists' work.</p> <p>At the conclusion of the course, students will curate an exhibition of their own artwork, showcasing their ability to effectively select and present their work in a professional manner</p> <p>The course is structured so that it allows students to specialise in one or more media while still gaining the required familiarity in all three forms.</p> <p><b>The three forms are:</b></p> <ul style="list-style-type: none"> <li>- <b>Two dimensional forms:</b> drawing, painting, print-making and graphics.</li> <li>- <b>Three dimensional forms:</b> sculpture, designed objects, site specific and textiles.</li> <li>- <b>Lens-based, electronic and screen-based forms:</b> time-based and sequential art, lens media, digital/screen-based, and lens-less media.</li> </ul> <p>At the heart of the curriculum students learn to create and think about visual art independently and critically, with awareness developed through inquiry, investigation, reflection and independent exploration.</p> <p>The Visual Arts course is a hands-on and inquiry-based course, responding to the expectation and demand of creativity and imagination in all career pathways.</p>



PLANNING YOUR

# tertiary future

**This list of frequently asked questions will be useful in helping you plan your tertiary future. Many of the tools listed here will be used during each student's academic mentoring session (see page 11). However, if you have any questions about tertiary study and you cannot find the answer here, feel free to contact your House Dean or the Assistant Principal responsible for Kristin Futures.**

**To stay up-to-date with what the Senior School is doing in the area of academic and tertiary planning, you can follow us on Twitter: @KristinFutures and on Facebook: [www.facebook.com/KristinFutures](http://www.facebook.com/KristinFutures)**

### **UNIVERSITY ENTRANCE WITH IB DIPLOMA**

Entry to degree courses at New Zealand universities is granted to students who have gained the IB Diploma with a minimum score of 24 points. New Zealand universities generally do not have specific IB subject requirements but students must plan carefully to ensure they have the requisite background e.g. Physics and Mathematics to the highest level for engineering degrees.

Many university courses now require upwards of 26 points for guaranteed admission. Students should therefore check the latest admissions information on the relevant tertiary providers' websites for information on preferential entry or minimum guaranteed scores.

### **UNIVERSITY ENTRANCE WITH NCEA**

Entry to degree courses at New Zealand universities is granted to students who have gained NCEA Level 3 with the following additional requirements:

- 14 credits from Achievement Standards at Level 3 in each of three approved subjects
- 10 credits for numeracy, as for NCEA Level 1
- 10 credits for literacy at Level 2; 5 credits in writing and 5 credits in reading.  
See list on page 95 for UE Literacy credits offered at Kristin.

Credits can be accumulated over more than one year. Where a unit standard and an achievement standard assess the same learning outcome they are mutually exclusive for both NCEA qualifications and university entrance purposes.

Admissions to many courses at tertiary institutions often now require a minimum 80 NCEA Level 3 credits.

### **WHERE CAN I FIND MORE INFORMATION ABOUT THE REQUIREMENTS FOR UNIVERSITY ENTRANCE (UE) FOR NEW ZEALAND AND OVERSEAS?**

University Entrance (UE) is the minimum requirement to go to a New Zealand university. To find out what is required to achieve UE, NCEA students should refer to the NZQA website: [www.nzqa.govt.nz/qualifications-standards/awards/university-entrance](http://www.nzqa.govt.nz/qualifications-standards/awards/university-entrance).

IB Diploma Programme students can also search the university entrance requirements for many overseas universities and colleges by using the IBO university recognition tool at: [ibo.org/recognition](http://ibo.org/recognition)

# Studying in New Zealand

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## **HOW DO I DECIDE ON A TERTIARY PATHWAY THAT ALIGNS WITH MY SKILLS & PERSONAL INTERESTS?**

The No Major Drama planning tool helps you learn about majors for Bachelor degrees from across all New Zealand universities. Based on your skills and interests, No Major Drama lets you create your own personalised ranking of 181 major subject areas e.g. accounting, music, zoology etc., representing 730 specific majors for Bachelor degrees from across all eight NZ universities. You can try the No Major Drama at: [kristin.nomajordrama.co.nz](http://kristin.nomajordrama.co.nz)

## **WHERE CAN I FIND A LIST OF FINANCIAL SCHOLARSHIPS AND HOW DO I GO ABOUT APPLYING?**

GivMe is New Zealand's primary source of funding information for students, researchers, sports people, artists and those wanting professional development. GivMe's searchable database will give you the best matches of scholarships, awards and grants you are eligible for in terms of criteria, level of study and discipline along with closing dates, application requirements and contact details. Access to GivMe is free for Kristin students when connected to the Senior School Network: [generosity.org.nz/giv-me](http://generosity.org.nz/giv-me)

# Studying in Australia

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## **HOW DO I GAIN ENTRY TO UNIVERSITY IN AUSTRALIA?**

Following Year 13 external examinations, results for students seeking entry to Australian universities are aggregated and converted to a percentile scale called the Australian Tertiary Admission Rank (ATAR). This information is then provided to Australian Tertiary Admissions Centres and allows NZ students to be treated equitably with Australian students for tertiary entry and selection purposes.

If you apply for admission to study at a university in Australia, NZQA and the IBO will release your secondary school qualification results directly to your selected Australian universities or tertiary institutions.

## **HOW DO I APPLY TO STUDY AT A UNIVERSITY IN AUSTRALIA?**

If you are a New Zealand citizen then you must apply to the relevant Tertiary Admissions Centre or university:

- Victoria Tertiary Admission Centre: [www.vtac.edu.au](http://www.vtac.edu.au)
- Universities Admission Centre (for NSW & ACT): [www.uac.edu.au](http://www.uac.edu.au)
- Queensland Tertiary Admissions Centre: [www.qtac.edu.au](http://www.qtac.edu.au)

Completion of NCEA Level 3 or the IB Diploma is the equivalent of completing the standard Australian Year 12 programme and normally satisfies the pre-requisite for application. Please check the application requirements of your selected universities carefully, particularly the requirements for completing an English course at an appropriate level. Most Australian universities require equivalent final secondary year study in English.

# Studying in the USA

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## **HOW DO I GO ABOUT PLANNING A COLLEGE FUTURE IN THE US?**

Applying to a US college is a big job, but you can make it easier by breaking it down into a series of small steps. Fortunately, the US College Board has a useful tool called BigFuture to make college planning easy. You can access the US college planning tool at: [bigfuture.collegeboard.org](http://bigfuture.collegeboard.org)

## **HOW DO I FIND OUT MORE ABOUT THE SAT AND SAT SUBJECT TESTS?**

The SAT and SAT Subject Tests are a suite of tools designed to assess your academic readiness for college. These examinations provide a path to opportunities, financial support and scholarships, in a way that's fair to all students. The SAT and SAT Subject Tests keep pace with what colleges are looking for today, measuring the skills required for success in the 21st century.

To find out more about the SAT and SAT Subject tests or to register to take the test at Kristin School, go to: [sat.collegeboard.org/home](http://sat.collegeboard.org/home)

## **HOW DO I APPLY TO GO TO A US COLLEGE?**

The Common Application for college admission is a free online undergraduate application used by over 450 colleges and universities: [www.commonapp.org](http://www.commonapp.org)

# Studying in the UK

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## **HOW DO I APPLY TO STUDY AT A UNIVERSITY IN THE UK?**

UCAS can help you find universities and colleges, research courses, complete an application using and check the progress of your completed application. They provide advice about subjects and qualifications through to funding your studies and being prepared for any challenges that may arise: [www.ucas.ac.uk](http://www.ucas.ac.uk)

How do I apply for a student visa to study in the UK?

The best place to start the application process is to visit the UK Council for International Student Affairs (UKCISA): [www.ukcisa.org.uk/student/immigration.php](http://www.ukcisa.org.uk/student/immigration.php)

# University Entrance Literacy Credits offered at Kristin

SUBJECT	STD.	CR	I/E	R/W
<b>Biology 3.3</b>	91603	5	E	Both
<b>Biology 3.4</b>	91604	3	I	Reading
<b>Biology 3.5</b>	91605	4	E	Both
<b>Biology 3.6</b>	91606	4	E	Both
<b>Biology 3.7</b>	91607	3	I	Reading
<b>Business Studies 3.1</b>	91379	4	E	Both
<b>Business Studies 3.3</b>	91381	4	E	Both
<b>Business Studies 3.4</b>	91382	3	I	Reading
<b>Business Studies 3.6</b>	91384	6	I	Reading
<b>Classical Studies 3.1</b>	91394	4	E	Both
<b>Classical Studies 3.2</b>	91395	4	E	Both
<b>Classical Studies 3.4</b>	91397	6	I	Reading
<b>Classical Studies 3.5</b>	91398	6	I	Reading
<b>Classical Studies 2.1</b>	91200	4	E	Both
<b>Classical Studies 2.2</b>	91201	4	E	Both
<b>Classical Studies 2.3</b>	91202	4	I	Reading
<b>Classical Studies 2.5</b>	91204	6	I	Reading
<b>Dance</b>	91594	4	E	Writing
<b>Digital Technologies 3.40</b>	91632	4	E	Both
<b>Digital Technologies 3.50</b>	91641	4	I	Reading
<b>Drama 2.1</b>	91213	4	I	Reading
<b>Drama 2.3</b>	91215	4	E	Both
<b>Drama 2.4</b>	91216	4	I	Reading
<b>Drama 2.6</b>	91218	5	I	Reading
<b>Drama 2.7</b>	91219	4	E	Writing
<b>Drama 2.8</b>	91220	5	I	Writing
<b>Drama 3.1</b>	91512	4	I	Reading
<b>Drama 3.6</b>	91517	5	I	Reading
<b>Drama 3.7</b>	91518	4	I	Writing
<b>Economics 2.1</b>	91222	4	E	Writing
<b>Economics 2.2</b>	91223	4	E	Writing
<b>Economics 2.3</b>	91224	4	E	Writing
<b>Economics 2.6</b>	91227	6	I	Reading
<b>Economics 3.1</b>	91399	4	E	Both
<b>Economics 3.2</b>	91400	4	E	Both
<b>Economics 3.3</b>	91401	5	I	Reading

SUBJECT	STD.	CR	I/E	R/W
<b>Economics 3.4</b>	91402	5	I	Reading
<b>Economics 3.5</b>	91403	6	E	Both
<b>English 2.1</b>	91098	4	E	Both
<b>English 2.2</b>	91099	4	E	Writing
<b>English 2.4</b>	91101	6	I	Writing
<b>English 2.8</b>	91105	4	I	Reading
<b>English 3.1</b>	91472	4	E	Both
<b>English 3.2</b>	91473	4	E	Writing
<b>English 3.4</b>	91475	6	I	Writing
<b>Generic Tech. 3.10</b>	91617	4	I	Writing
<b>Geography 2.1</b>	91240	4	E	Both
<b>Geography 2.3</b>	91242	4	E	Both
<b>Geography 3.2</b>	91427	4	E	Both
<b>Geography 3.3</b>	91428	3	I	Reading
<b>Geography 3.4</b>	91429	4	E	Both
<b>Health 3.1</b>	91461	5	I	Reading
<b>Health 3.3</b>	91463	5	I	Reading
<b>Health 3.4</b>	91464	4	I	Reading
<b>Health 3.5</b>	91465	5	E	Both
<b>History 2.1</b>	91229	4	I	Reading
<b>History 2.2</b>	91239	5	I	Reading
<b>History 2.4</b>	91232	5	I	Reading
<b>History 2.5</b>	91233	5	E	Both
<b>History 2.6</b>	91234	5	E	Both
<b>History 3.1</b>	91434	5	I	Reading
<b>History 3.2</b>	91435	5	I	Reading
<b>History 3.3</b>	91436	4	E	Both
<b>History 3.4</b>	91437	5	I	Reading
<b>History 3.5</b>	91438	6	E	Both
<b>Media Studies 2.1</b>	91248	3	E	Both
<b>Media Studies 2.4</b>	91251	4	E	Both
<b>Media Studies 3.4</b>	91493	4	E	Both
<b>Outdoor Education 3.8</b>	91505	4	I	Reading
<b>Physical Education 3.5</b>	91502	4	I	Reading



**Kristin**

EARLY LEARNING - SENIOR SCHOOL

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