

# How to use this guide

Making decisions about which qualification pathway to follow and selecting which subjects to take can be a challenge for many students. For some of you, particularly our senior students, these choices about your education will be the biggest decisions you have had to make.

This Courses of Study Guide aims to give you – and your parents – the relevant information to help you make these decisions and it points you to other important resources available online and through the College. We encourage students to use this guide in combination with the information available in the “Careers” section of Schoolbox online.

**Please take the time to read through this guide so you can make informed choices about your subjects and qualification pathway.** King’s is proud to offer the choice of CIE and NCEA to our senior students and we do this to ensure each student has access to the teaching and learning opportunities that will give them the tools to succeed in their chosen subjects. This guide offers useful information to help you decide which pathway will work for you.

We encourage all our students to keep their subject choices broad rather than specialising too early. By keeping a mix of subjects across areas such as the humanities, sciences and maths, you are keeping your options open for your future studies and career choices, as well as developing the diversity of skills that employers are looking for.

For senior students, if you already know what you intend to study at university, look at the course requirements carefully and make sure you take the prerequisite subjects that you need to gain entry to your chosen programme.

Identifying your subject interests and developing an understanding of what you hope to study in the future will help you select the right options. In this guide our Careers Department has provided an exercise which can help identify career pathways that work with your interests and strengths. If you need more help we encourage you to make use of the expertise and resources available through the College’s Career Centre.

Please take note of the Course Enrolment Timeline on page 4. It is important that students meet the enrolment dates we have set – we use this information to determine next year’s College timetable and to plan for staffing and department resources.

We hope you find this guide informative and that you are excited about the learning opportunities we are offering in 2018.

**Philip Coombe**  
Deputy Head – Curriculum





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# How to enrol in your 2018 Course of Study

Before making your subject selections for 2018 we ask that you read this Courses of Study Guide in full. We also strongly recommend you attend our Subject Options Evening for more information.

Other resources to help you make your course selections include the College's Careers Centre, the "Careers" section on Schoolbox, and talking to your teachers and other staff at the College.

After reading and researching your subject options, all subject selections need to be submitted online using the Web Preferences Portal ([www.selectmysubjects.com.au](http://www.selectmysubjects.com.au)). All students will receive the Web Preferences Access Guide which will provide login details.

**Students will only be able to enrol for courses if they have met the entry requirements for that course – prerequisites are outlined in the course descriptions and the College sets a standard to be attained by students to move to the next academic level. Any exceptions will be determined by the relevant subject HOD and Deputy Head – Curriculum.**

Subject selections need to be submitted during the online course enrolment period 1-18 August 2017 – we rely on this information to develop the College timetable for next year, and to enable planning for staff and department resources.

We expect students to select their subjects with care – taking note of prerequisites and workload – to avoid the need for course changes.

Requested course changes must be submitted and completed during the week of 15-19 January to ensure that 2018 academic courses commence properly. Priority for subject changes will be given to students who wish to make changes based on their 2017 examination results. At this stage of the timetabling process there is limited flexibility to allow for course changes.

If a requested change is unable to be made then students must undertake the course of study that they originally selected. Once the academic year commences, there are no course changes available until the qualification pathway review period. The review period will operate from 19-23 February 2018 where students may request a change in their qualification pathway, to be considered by the Deputy Head – Curriculum and relevant subject staff.

There will be no other changes to student courses after this date.

## Important reminders for course enrolment:

- Students are more likely to receive their preferred course of study if they do not require changes to their original course selection. If current students do not submit their selections from 1-18 August 2017 they are unlikely to receive their preferred options.
- Requested changes to original course selections will be processed according to availability on the timetable. There is limited flexibility to meet requested changes.
- All courses offered in this booklet are subject to a minimum number of students selecting the course.
- The College will endeavour to provide students with their selected course options but subject selections are not guaranteed. Timetable clashes, limits to class sizes or available staffing can mean students are required to choose a different subject – students should maintain some flexibility in their course planning.

## Course enrolment timeline 2017/2018

21 Jun 2017	King's College Courses of Study 2018 published
4 Aug 2017	Subject Options Evening
1-18 Aug 2017	Online course enrolment
3 Oct - 1 Dec 2017	Senior School Qualification Examinations
24-28 Nov 2017	Junior School Examinations
15-19 Jan 2018	Requested course changes submitted and processed
25 Jan 2018	Commencement of academic year
19-23 Feb 2018	Requested review of qualification pathway

### SUBMITTING A "COURSE CHANGE REQUEST"

Students wishing to make a subject or course change request after the 2017 examination results have been released must complete a 2018 Course/Subject Change Request Form, which will be emailed to 2018 Year 11, 12 and 13 parents.

All request forms must be submitted by 12pm on 19 January 2018 and emailed to Paul Haines at [p.haines@kingscollege.school.nz](mailto:p.haines@kingscollege.school.nz). All requested course/subject changes will be processed by Wednesday 24 January 2018.

# Teaching and Learning at King's College



# Teaching and Learning

Providing “the best all-around education it is possible to obtain” is at the heart of the King’s College educational philosophy. Our goal is to prepare our students so that they can flourish in today’s rapidly changing world.

Staff are dedicated to the development of our academic curriculum and co-curricular programmes and have worked productively to create exciting, challenging and worthwhile opportunities for all our students.

Recognising that a successful education has many different strands, we have identified eight key dimensions that communicate the King’s College Teaching and Learning Philosophy.

“Students learn in calm and deliberately arranged learning environments that promote engagement. Students and teachers interact positively and with respect. Students demonstrate an enthusiasm for learning, and learning together.”  
EDUCATION REVIEW OFFICE REPORT, MAY 2017

## Our All-Round Educational Philosophy

Founding Headmaster, Graham Bruce, determined that King’s College should “provide the best all round education it is possible to obtain”. That commitment remains today and is now evident in the eight key dimensions: learning, internationalism, democracy, environment, adventure, leadership, service and spirituality. Each of these dimensions guides our approach to learning and shapes the environment we create for our students.

Every King’s student benefits from our all-around teaching and learning philosophy. A student with an all-round education is a proficient thinker, capable of deep understanding and the ability to apply their knowledge to different situations. They have a strong sense of who they are and are aspirational and self-motivated. They value freedom of thought and speech, they see themselves as global citizens and they aspire to make a difference.

## The learning journey

Our King’s College curriculum has been developed to offer the best possible learning pathway to meet the needs of every student.

We have a two-year school curriculum for Year 9 and Year 10 students combining traditional academic subjects with a wide range of life and thinking skills. This gives our students a strong base for the future.

In Year 11 our students can access the National Certificate of Educational Achievement (NCEA) and the Cambridge International Examination (CIE) pathway. In Year 12 and Year 13 they must choose between these two great qualifications. We are proud to be offering this choice to our students.

As students progress to more senior levels at King’s they will also have more choice of subjects. We encourage our students to retain a broad range of subjects for as long as possible, giving them access to more opportunities when they come to consider future study options and other endeavours.

## A positive environment

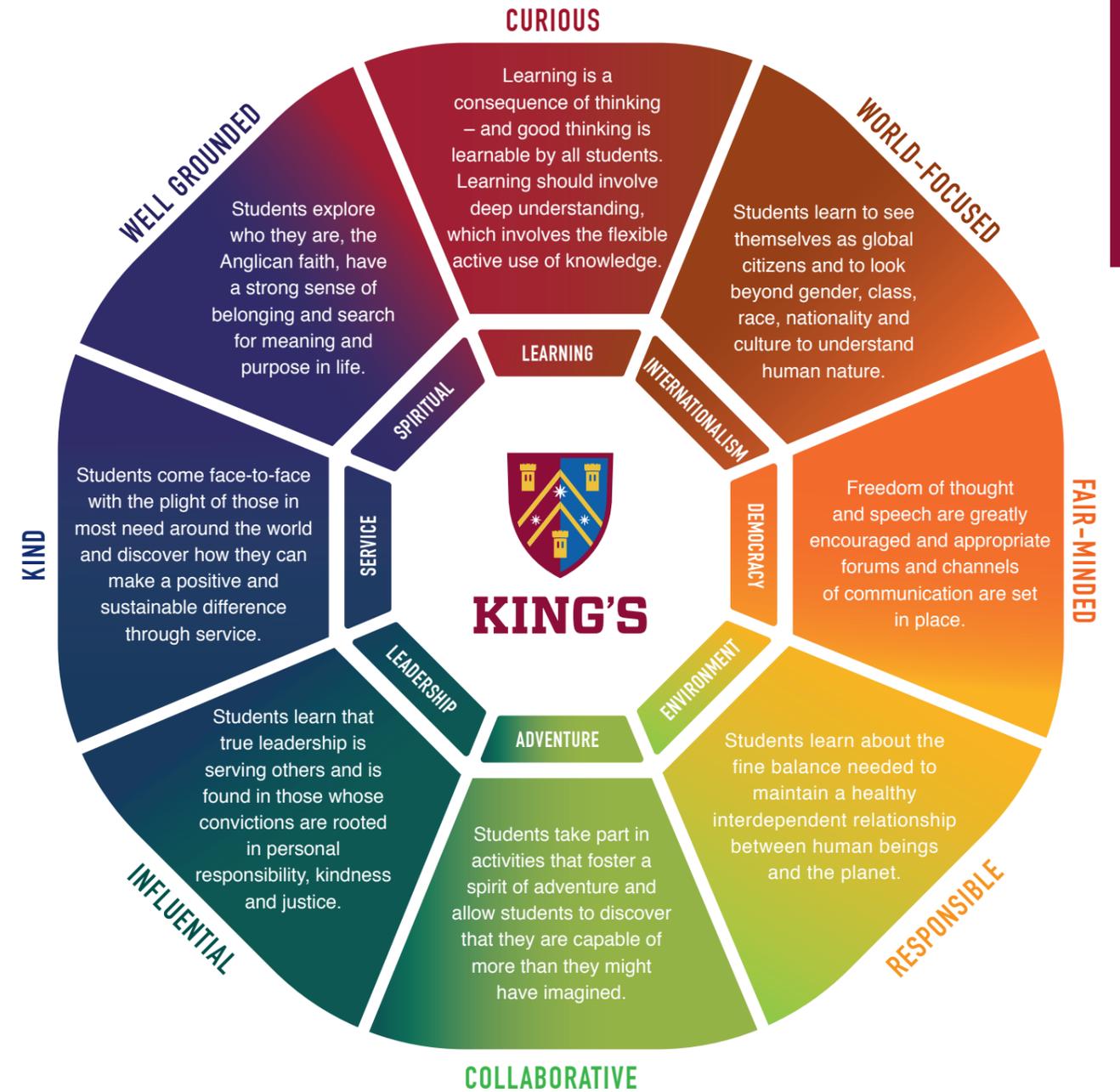
The commitment of our teachers, encapsulated with our innovative Teaching and Learning Philosophy, has created an environment that supports excellence.

Our class sizes are small – rarely exceeding 22 students per class and averaging 13 in the senior school – allowing us to provide low pupil-to-teacher ratios. This ensures our students benefit from greater individual attention in the classroom.

All our students are encouraged to be self-motivated and are encouraged to reach their highest potential.



# King’s College All-Round Educational Philosophy



# E-learning

At King's College we are using educational technologies and our e-learning approach to transform the learning experience by making it more student-centred, more dynamic and more accessible.

Our teachers are using technology to give our students access to new resources and new ways to learn. We are also equipping our students with the skills to enhance their own study and research, by making smarter use of the technology that is available to them.

One of the key advantages of our e-learning approach is that it allows our staff to deliver more individualised learning opportunities and gives our students greater control over their learning experience.

Students are supported to learn at their own pace, allowing them to revise content they need to spend more time with, or to stretch themselves with additional readings and exercises.

Each student's device enables our staff to reach them with a range of learning resources such as course notes, videos, podcasts, revision exercises and online publications, including a number of iBooks developed inhouse by our subject departments.

## Technology requirements

In 2018 all our students from Year 9 to Year 13 are required to bring an iPad Air or iPad Pro to school for their learning. Some subjects also require a laptop depending on the software requirements for their selected courses – these requirements are outlined in the course descriptions in this guide.

All our academic courses are delivered to students' iPads through iTunes U, enabling them to keep up-to-date with their coursework at any time and from anywhere.

## Digital citizens

We are very conscious of the role we play as digital educators. We want our students to be confident users of technology and to know how to use technology in the way that is most appropriate to the task at hand.

Our teachers integrate the use of technology into classroom teaching and assignments, allowing students to learn about different applications in a practical and useful way.

We have also introduced courses in Digital Literacy and Digital Citizenship for all our Year 9 and Year 10 students to help them use digital technologies responsibly and productively.

These classes provide valuable skills they can apply in all their subjects, such as effective note-taking on digital devices and smart online search practices. Knowing how to access, navigate and differentiate information is a vital skill in today's world and one which our students will continue to use in future study and in the workplace.

Alongside teaching them how to access the advantages offered by digital technologies, we also educate our students to become responsible digital citizens. Students learn about the risks, responsibilities and etiquette of being a digital citizen.

## Prepared for the future

To prepare our students for the increasingly complex work environments of the future we know it is essential to develop their digital literacy and confidence. We recognise technology as an important platform and enabling tool for; creativity and innovation, critical thinking and problem-solving, and communication and collaboration, in our globally-connected classrooms and offices.

By building educational technologies into all aspects of our teaching and learning, we also ensure that our students can access and make use of real-world, contemporary data, tools and expert insights. We believe this is a valuable practice for our students to learn and apply in their studies and, ultimately, in their careers.

Technology is constantly evolving and at King's College our goal is to prepare our students with the tools and confidence to keep pace with that evolution. We are always looking for new opportunities to use technology to unlock student potential and expand the learning experience.

**David Parr**  
Head of E-learning

“Digital technologies are very well integrated into teaching and learning.”  
EDUCATION REVIEW OFFICE REPORT, MAY 2017

“We are very conscious of the role we play as digital educators. We want our students to be confident users of technology and to know how to use technology in the way that is most appropriate to the task at hand.”



# Support for learning

King's College aims to provide a full and balanced curriculum that is stimulating, enjoyable, challenging and takes account of each student's specific learning needs.

We believe that the role of the College is to provide a wide range of challenging learning opportunities that will enable each individual to realise their potential. It is also our role to support our students to meet the challenges we set for them.

We recognise that a one-size-fits-all approach to teaching and learning is flawed. Different students will need different levels of support and we are committed to understanding the individual needs and circumstances of each student.

## Tracking progress

Our low pupil-to-teacher ratios mean our teachers have more time to spend one-on-one with our students and are very aware of achievement levels and learning needs.

The College also makes use of learning analytics to interpret data from our Learning Management System about each student's learning behaviours and to track their academic attainment. This information assists in enabling teachers to provide personalised, targeted advice for each student and helps identify when and where extra learning support is needed.

Information about learning behaviours and academic attainment is also shared with our students and they are encouraged to set goals and take responsibility for their own learning.

## Systems for support

For each student who is identified as needing learning support, both the student and their teachers are given as much support as possible to meet their needs. We ensure all our teachers are made aware of the needs of the students they teach.

To support our students and teachers, the College provides a personalised tutoring and pastoral system integrating services and support from our:

- Learning Support Department which provides specialised subject tutoring and provides for special assessment conditions
- Scholars' Common Room which also acts as a student tutor service and provides assistance with overseas tertiary applications
- Information Centre to assist students with research
- Subject department tutorials and guidance
- Careers Department to assist with planning for tertiary courses.

Additional support for our students is provided by the networks in their House. Within each House is a team of staff dedicated to supporting the students and helping them to make the most of all the opportunities the College has to offer.

## Year 11 Programme

Learning Support is a subject option at Year 11. The purpose of the Learning Support Programme is to give support to students who found the Year 10 course difficult. Selecting the Learning Support subject option reduces the workload for students who may otherwise struggle with six subjects at this level.

The programme focuses on ensuring students achieve NCEA Level 1. Students undertake a combination of Communication Unit Standards and Mathematics Achievement Standards, and if a student achieves in all standards they can gain 13 credits at Level 1 and 6 credits at Level 2 – a total of 16 to 19 credits. It is our priority to support students to complete their Achievement

Standards in all subjects so they meet the prerequisites to progress into the Year 12 courses.

Students who take Learning Support as a subject also take part in a Day Skipper course with a Coastguard New Zealand tutor. This course, which teaches students to read for meaning and the importance of using different learning strategies, leads to

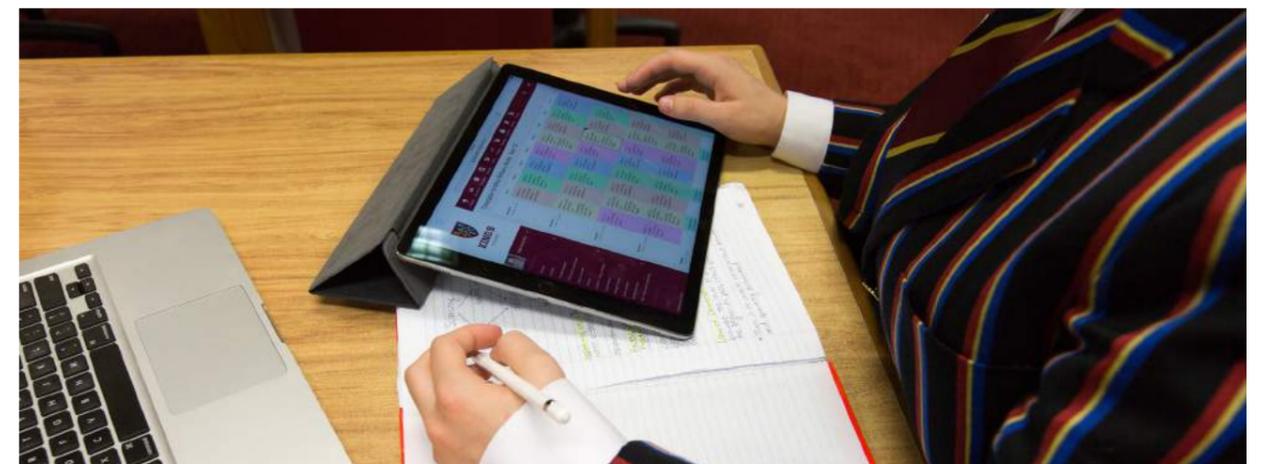
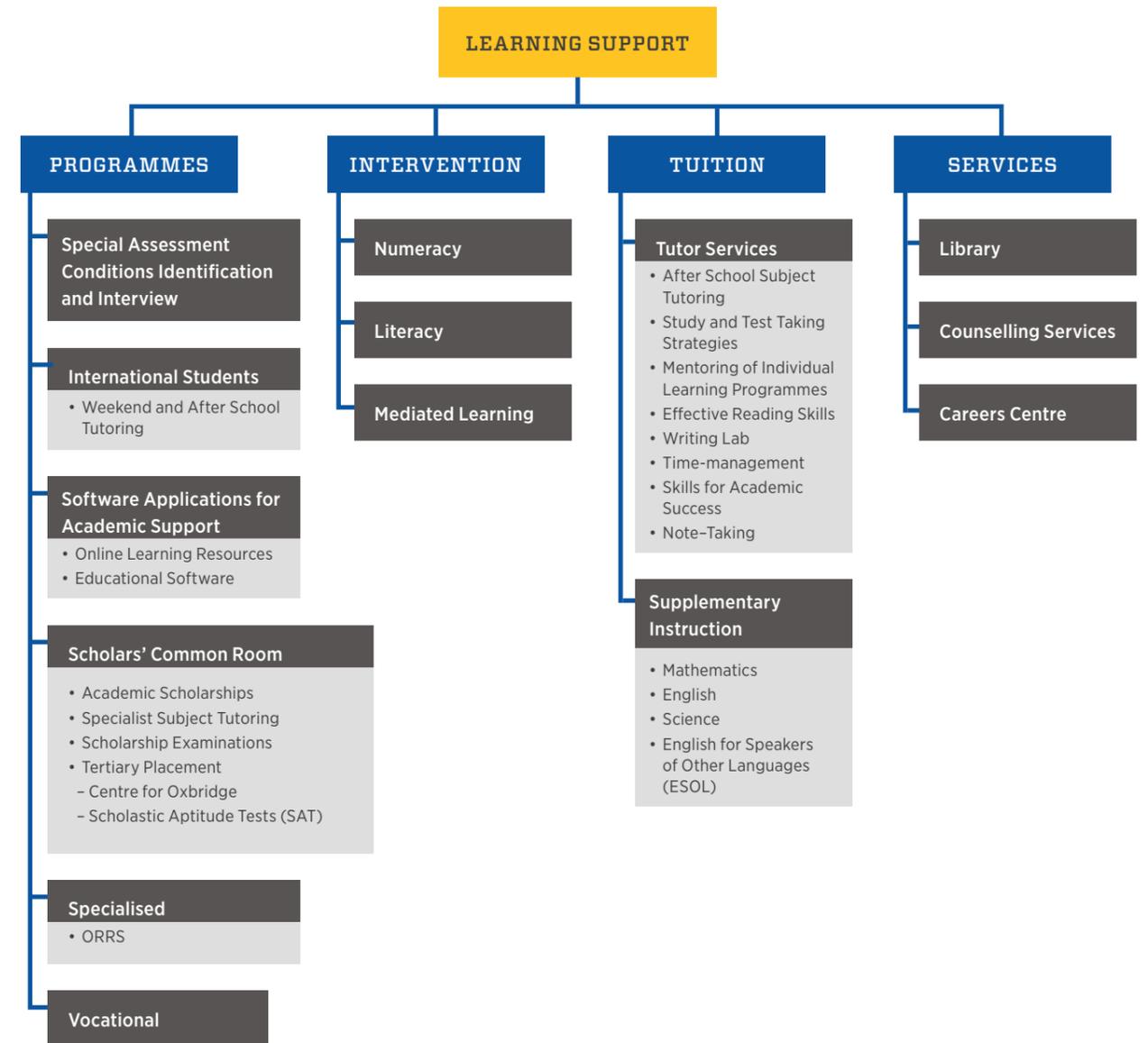
the completion of Unit Standard Safety on the Water and leads itself into the Unit Standard Reading Text for Meaning.

Throughout the year students will prepare a programme of assessments for all their other subjects. The Learning Support Programme Unit Standards assessments will be done at times that do not clash with other subjects.

Students are also given time to catch up on all work that they may be falling behind on, and will allocate time to study and to complete assessments in other curriculum areas.

King's College is committed to promoting achievement and raising standards and to providing an environment that encourages all students to develop his or her abilities to the fullest. We aim to provide a rich education for students of all abilities and take pride and celebrate their success.

**David Ward**  
Head of Learning Support



# King's College Library

Staffed full-time by professional librarians, the King's College Library operates as a research hub and communal space for our students to study, meet and share ideas. Our librarians assist students in their search for materials to support their research projects and class assignments.

An important focus for our library staff is teaching students how to find quality resources and encouraging them to look beyond Google searches and Wikipedia.

“When students search for information on a topic using Google they typically find what they were expecting to find and what they already know, so it enforces their bias and that bias is passed off as their thesis. We want to encourage our students to ask better questions and to teach them where they can look for better answers.”

Through the King's College Library students are familiarised with library systems – a skill that is vital as they continue their studies – and gain access to an extensive network of online resources.

King's has adopted Accessit Library software which allows our students to search for books and other resources when it suits them – onsite, from the classroom, or at home on the weekend.

We also subscribe to EPIC, a collaboration between New Zealand libraries and the Ministry of Education, which gives our students access to content from thousands of up-to-date, full-text international and local magazines, newspapers, biographies, reference works, images, e-books and multimedia resources.

Other valuable research tools provided through the King's College Library's online platform include OneSearch which allows students to quickly search the full library collection as well as other online indexes, e-book collections and journal databases. Students can also access Citemaker to help them format citations and build bibliographies for their assignments.

Our King's College Library team supports our students to build strong research habits and develops the skills they will need as they progress in their education and future careers.

**John Cummins**  
*Library Manager*

“We want to encourage our students to ask better questions and to teach them where they can look for better answers.”



# Qualification pathways



**KING'S**  
COLLEGE

# Qualification pathways

Allowing our students to access both the National Certificate of Educational Achievement (NCEA) pathway and the Cambridge International Examinations (CIE) pathway is part of our commitment to offering every student the best possible learning experience.

From Year 11 students can access both pathways and may choose to take a mix of CIE and NCEA courses. Students should think about their Year 9 and Year 10 subject assessments to assist them in deciding which qualification pathway will suit them best – CIE assessment is through examination, NCEA assessment is a series of internal and external standards throughout the course.

**Both qualification pathways are equally valid – one is not better than the other. The key is to match your preference for assessment to the qualification path that you choose.**

We encourage all our students to read through the CIE and NCEA Pathway descriptions for each subject, to take note of prerequisites for any subjects they are hoping to take in the future, and to consider the assessments and workload across all of their subjects.

Students with a mix of CIE and NCEA courses need to be aware that they must gain their University Entrance from one pathway only.

In Year 12 and 13 students make a choice between CIE and NCEA, determining the qualification they will earn in each subject. At this stage – whichever pathway students choose – they should keep in mind any prerequisites (both subjects and levels of achievement) for courses they are hoping to study at university.

At King's College we encourage all our students to reach their highest potential and we believe providing the choice of CIE and NCEA gives us greater scope to tailor our teaching to the needs of each student and to help them to excel.

## Selecting the appropriate qualification pathway

The CIE pathway offers subjects that are content-rich. Assessment is based on examinations for each subject at the completion of the course. Students gain grades and a percentage mark for their assessment.

The NCEA pathway offers subjects that are skills and process-based. Assessment is based both on internal standards during the year and external standards at the completion of the course. Students gain credits and a description of their level of achievement for each standard within a course. Students can also gain subject and year level endorsement.

Generally the CIE course at Year 11 – the International General Certificate of Secondary Education (IGCSE) – is considered the best preparation for both CIE and NCEA Year 12 courses because of the breadth of its curriculum content. This, however, does not preclude students from entering Level 1 NCEA in Year 11.

Students may switch qualification pathways but owing to the content-rich nature of CIE, the College advises that switching from CIE to NCEA is feasible whereas switching from NCEA to CIE is problematic.

Students who attain their University Entrance through NCEA must also meet their Numeracy Literacy requirement through NCEA. Students who switch from CIE to NCEA will therefore need to enrol in an additional Numeracy/Literacy programme.

## Split qualification pathway

Tertiary entrance is attained with a majority of your ranked points through either the CIE or NCEA pathway – we advise all our students to gain tertiary entrance through one pathway.

It is possible to enrol in a split qualification pathway, for example 4 CIE/1 NCEA or 1 CIE/4 NCEA. If students enrol in a split qualification pathway that reflects a 3/2 mix – for example 3 CIE/2 NCEA or 2 CIE/3 NCEA – students will still attain a ranked score but all students must qualify for tertiary entrance through only one qualification pathway. The College will only allow

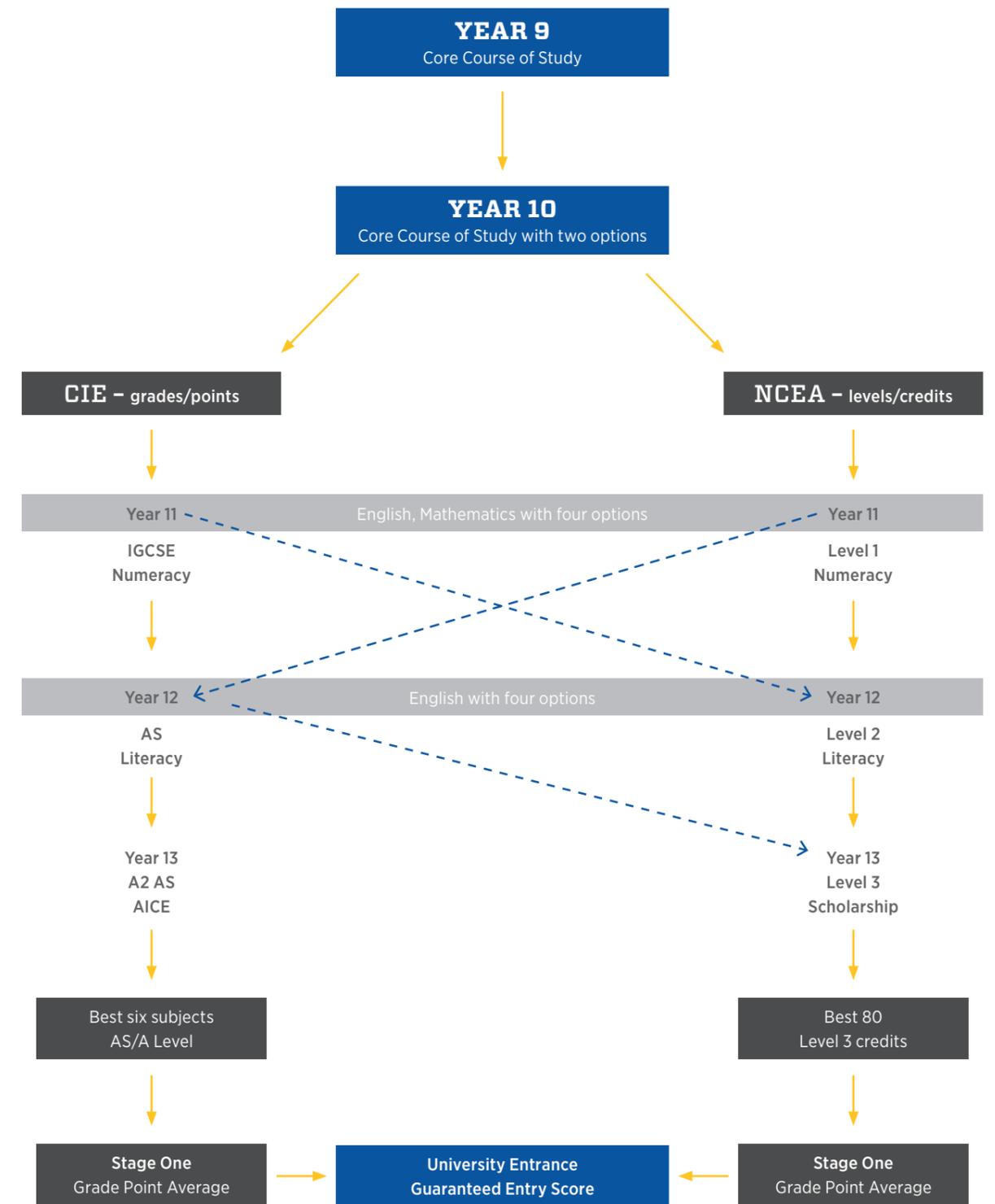
such a split in extraordinary circumstances.

## International students

International students entering King's College at Year 12 or Year 13 will need to complete the Numeracy and Literacy requirements through either the CIE or NCEA pathways. Qualifications obtained overseas cannot be combined with qualifications earned through the CIE or NCEA pathways to gain University Entrance.

Students continue to achieve high levels of academic success in the National Certificate of Educational Achievement (NCEA) or Cambridge International Examinations (CIE).  
EDUCATION REVIEW OFFICE REPORT, MAY 2017

# Dual qualification pathway



### TOP TIPS TO HELP YOU DECIDE – CIE AND NCEA?

- Remember you can take a mix of CIE and NCEA subjects from Year 11 onwards
- Don't just copy your friends or siblings – we offer both pathways at King's College so you can find the courses that suit your learning style and achieve to your highest potential.
- Identify the subjects you are interested in first – then read both the CIE and NCEA pathway information to choose which course is right for you.
- Your subject selections in Year 11 can lead on to CIE or NCEA – for entry to some courses you will have to meet set levels of achievement.
- At Year 12 we recommend you look ahead and decide on your preferred pathway for your final two years at King's College – this will help with your planning for future study and allow you to set achievement goals.
- Think about workload and how courses are assessed – NCEA typically uses a range of internal and external assessments but for CIE, external examinations are the main means of assessment.
- If you know the university and qualification you want to apply for, check the prerequisites for entry – this can determine whether CIE or NCEA will give you the best chance of acceptance.



## A guide to CIE

Cambridge International Examinations (CIE) have been developed by a department of the University of Cambridge to provide high-quality qualifications that meet the demands of employers and educators around the world. CIE has been offered internationally for almost two decades and CIE programmes are currently taught in more than 160 countries. The CIE syllabuses and assessments aim to encourage independent learning, self-reliance, problem-solving and enquiry-based approaches to teaching and learning.

### How does CIE work?

The CIE qualifications offered at King's College are IGCSE, AS and A Levels.

The College also offers 'Pre-University' courses in Philosophy and Further Mathematics. These courses are considered to be a standard above A Level.

IGCSE, AS and A Levels are subject qualifications – students can enter for as many or as few subjects as they wish. They will get results reported separately for each subject.

Students should, as much as possible, plan their senior CIE courses over the two years of Year 12 and Year 13, so they are aware of prerequisites and workload.

### CIE assessment

External examinations are the main means of assessment used by CIE – the examinations are set and marked by CIE-appointed examiners. Usually there are two or three papers per syllabus, requiring a total time of approximately three hours, though this varies from subject to subject.

Many IGCSE syllabuses and some AS/A Level syllabuses have a coursework component. Coursework is an internal assessment, and this component allows schools to introduce local material and to assess skills not tested by the examinations. Science syllabuses include practical tests covering experimental and observational skills, languages have listening and speaking tests, and there are performance or practical assessments in Music, Physical Education and Computing.

### Results

The marks for the various components and papers are totalled for each subject and the grade boundaries are then determined. These grade boundaries differ from year to year and from subject to subject. CIE does not report these 'raw' marks to students but they do provide a scaled mark.

Results for the November examinations are available from approximately the third week of January and the final certificates are posted out in March/April. Unlike NZQA, CIE does not return examination papers to candidates.

Students also have the opportunity to re-sit a limited number of examinations in May/June of each year, to improve their result on a subject from the previous October/November examinations.

### IGCSE (International General Certificate of Secondary Education)

IGCSE courses are suitable for Year 11 students. Some subjects offer a choice of 'Core' and 'Extended' papers to cater for students with differing abilities. Students who enrol for 'Core' can only attain a maximum grade of C.

Results are graded on an eight-point scale from A\* to G (see the table below).

In New Zealand, a scaled mark is provided along with the grade.

The results for each subject stand alone – they are not aggregated in any way, though the results are printed on a single certificate.

GRADE	IGCSE MARKS
A*	90 - 100
A	80 - 89
B	70 - 79
C	60 - 69
D	50 - 59
E	40 - 49
F	30 - 39
G	20 - 29
Ungraded	less than 20

### AS LEVEL (Advanced Subsidiary Level)

AS Level courses can be taken by both Year 12 and Year 13 students. The courses can be quite challenging (particularly in Mathematics and the Sciences) and students must be well organised with good study disciplines and routines if they are to complete the courses successfully.

Some of the courses run over 18 months or two years with examinations being taken in June or November of the second year. Results are graded on a five-point scale, from A to E, and in New Zealand a scaled mark is provided along with the grade.

GRADE	A/AS MARKS
A	80 - 100
B	70 - 79
C	60 - 69
D	50 - 59
E	40 - 49
Ungraded	less than 40

## A LEVEL (Advanced Level)

A Level (sometimes called A2) is the second half of the AS Level course. Students wishing to complete the full A Level award complete the second part in their final year at school. The results from the AS and A2 examinations are combined to produce a single grade on a six-point scale, from A\* to E. New Zealand students are given a mark as well as a grade using the same scale as the AS results. Students can repeat their AS examinations if they are unhappy with their performance. There are examination sessions in June and November.

The new AS/A2 structure gives students the opportunity to broaden their subject choices at Year 12 and Year 13. They can do two AS subjects instead of one A Level, and for University Entrance purposes the two AS results are, in general, 'equal' to an A Level result.

In planning a course of study for Year 12 and Year 13, it may be useful to think of AS and A2 as similar to Stage I and Stage II courses at university. In the second year of university a student carries on to Stage II in some subjects but would also pick up some new subjects at Stage I. Similarly Year 13 students do not need to go on to complete A Levels in all their subjects but can take up some new AS Level courses to gain greater breadth in their studies.

## CIE results overseas

Cambridge's international A and AS Levels satisfy the entry criteria for every university around the world and are considered equal in value to UK A and AS Levels. They are recognised by universities in NZ, Australia, Canada, UK (including Oxford and Cambridge) as well as throughout the European Union. In the US they are accepted by all Ivy League universities (such as Harvard) and can earn students course credits up to one full year of credit.

Cambridge publishes comprehensive lists of all institutions that recognise its qualifications, including details about entry criteria and the grades needed for entrance. If you are considering overseas study, you are advised to include three A Level subjects in your course of study.

**King's College staff and our Careers Centre team are well equipped to advise any students wishing to apply to study at international universities.**

### WHY I CHOSE THE CIE PATHWAY AT KING'S

Top CIE scholar William Wang (Greenbank) achieved A\* and A results in nine A2 subjects over the 2015-2016 period. He also sat Scholarship Examinations gaining eight scholarship results, including three at the outstanding level. This year he is studying Liberal Arts at Columbia College in New York.

"I always wanted to go overseas for university, so the internationally recognised CIE was an obvious choice for me. Beyond that, I found that Cambridge taught a wider range of topics than NCEA, arguably to less depth, which I personally found more attractive.

CIE exams worked well for me, it allowed me to unevenly allocate study over the course of the year, as opposed to NCEA where you would have to consistently keep up with all your subjects.

One facet of CIE I found particularly helpful was the availability of past papers and especially mark schemes. There's a massive transparency in how the papers are marked – just follow what the mark scheme says to do."



# A guide to NCEA

The National Certificate of Educational Achievement (NCEA) is New Zealand's main national qualification for secondary school students. It has been developed in keeping with the New Zealand Curriculum which focuses on learning by inquiry, critical thinking, problem solving and processing information.

## How does NCEA work?

In each subject, skills and knowledge are assessed against a number of achievement standards. For example, a Mathematics standard could be: apply numeric reasoning in solving problems.

A range of internal and external assessments are used to measure how well students meet these standards. When a student achieves a standard, they gain a number of credits. Students must achieve a certain number of credits to gain an NCEA certificate.

Each NCEA standard is given one of four grades: Not Achieved, Achieved, Merit or Excellence – Achieved, Merit and Excellence are all 'pass' grades and gain the full credits. Gaining NCEA with Merit or Excellence recognises a high level of achievement – students should therefore aim to achieve the highest possible grade.

There are three levels of NCEA certificate – the standards increase in difficulty as students progress from Level 1 up to Level 3. It is possible for students to study a mix of standards at different levels, depending on their ability.

### Level 1

80 credits are required at any level (level 1, 2 or 3). (These credits must include the literacy and numeracy requirements – a minimum of 10 credits in Mathematics and a minimum of 10 credits in English)

### Level 2

60 credits at level 2 or above  
+ 20 credits\* from any level

### Level 3

60 credits at level 3 or above  
+ 20 credits\* from level 2 or above

\*Up to 20 credits can be carried over from one level to another (so that if you get 80 credits at Level 1 and 60 at Level 2 you will be awarded both certificates).

**Only NCEA Level 3 credits qualify students for tertiary entrance. Level 1 and Level 2 certificates do not qualify students for tertiary courses, unless at the discretion of a tertiary provider.**

## Results

In January, students receive a Results Notice giving the grades gained in every Achievement Standard that the student attempted. Each student will also receive an updated Record of Learning which is a cumulative record including the results from previous years.

Students who get 50 or more credits at Merit level or better will be awarded their NCEA 'with Merit'; those obtaining over 50 credits at Excellence level will be awarded their certificate 'with Excellence'. This is called level endorsement. Students may also attain a 'Merit' or 'Excellence' subject endorsement by gaining 14 credits in a subject at either of these levels.

## NCEA results overseas

The NCEA is New Zealand's national secondary school qualification and by definition is recognised internationally. It is recognised by universities in NZ, Australia, Canada, UK (including Oxford and Cambridge) as well as throughout the European Union. In the US it is accepted by all Ivy League universities (such as Harvard) and can earn students course credits up to one full year of credit.

**King's College staff and our Careers Centre team are well equipped to advise any students wishing to apply to study at international universities.**

### EXAMPLE OF NCEA ASSESSMENT CRITERIA

The following is an example of the Assessment Criteria for one of the Geography Achievement Standards.

#### 1.1 EXAMINE EXTREME NATURAL EVENTS EXTERNALLY ASSESSED, 3 CREDITS

The student will have Achieved the standard if the assessment shows that the student can examine extreme natural events.

The student will be awarded Merit if the assessment shows the student can examine, in detail, extreme natural events.

The student will be awarded Excellence if the assessment shows the student can comprehensively examine extreme natural events.



## WHY I CHOSE THE NCEA PATHWAY AT KING'S

Top NCEA scholar, Charlotte Horton (Taylor) achieved Excellence Endorsements across five NCEA Level 3 subjects, including Chemistry, Biology, Physics, English and Statistics and Modelling. This year she is studying Health Sciences First Year (HSFY) at the University of Otago.

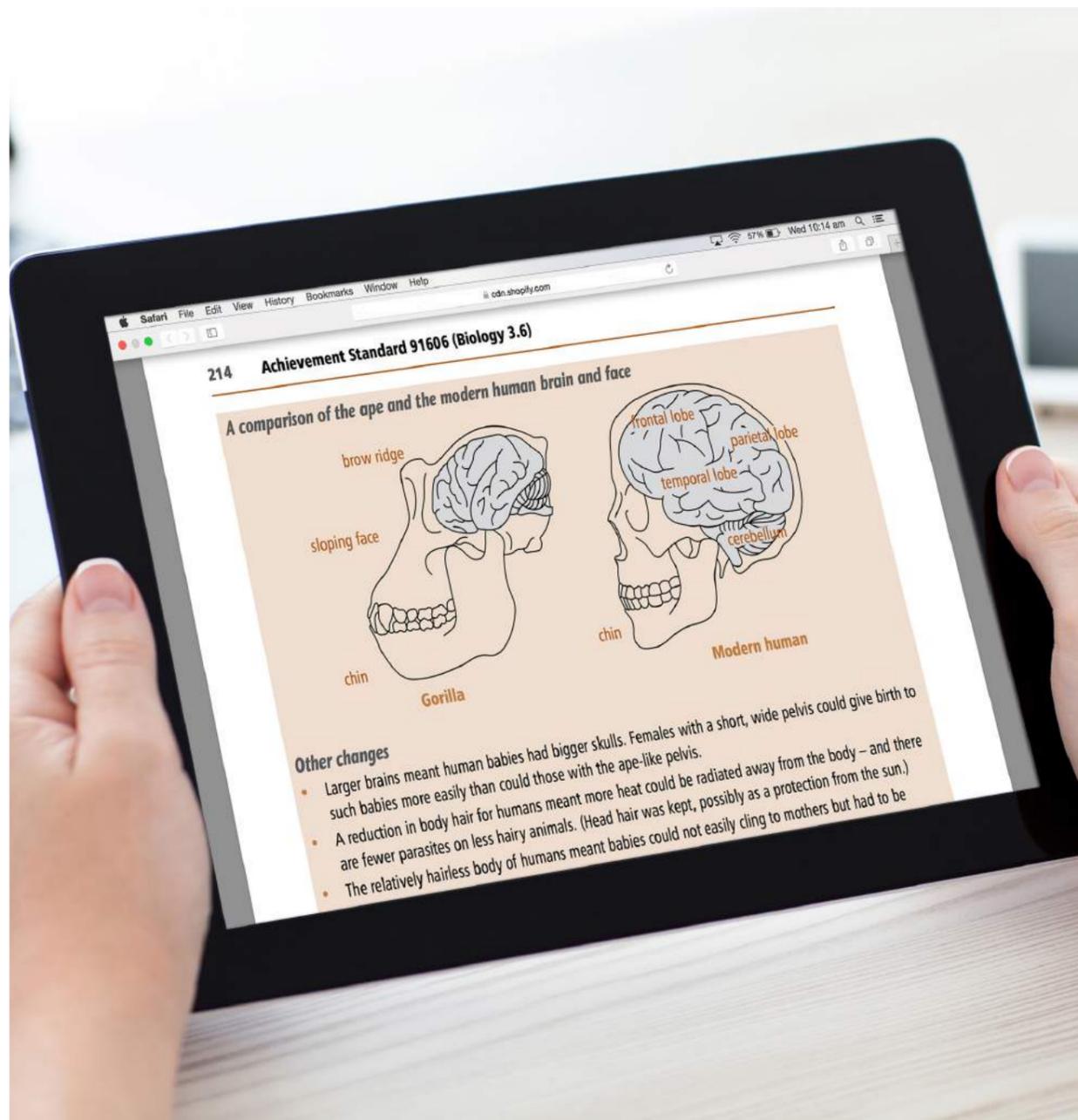
"I really enjoyed the way NCEA was taught - each year you would study similar topics, however you would build on these topics and so the three years flowed together really nicely.

NCEA is good for people who are able to maintain a good work ethic over the entire year. Internal assessments are very time consuming, but I found they gave me a chance to guarantee some Excellence credits because teachers are able to give you feedback and you are told all the criteria to obtain the grades.

NCEA had the added benefit of gaining credits throughout the years which can help to relieve the stress of exams."



# A guide to University Entrance



# Entry to a tertiary course of study

A rank score will be set each year by tertiary providers which will guarantee entry to a tertiary course of study. The required rank score for admission to courses generally increases each year (refer to page 26 for NCEA and page 28 for CIE).

Students should not aim to attain the minimum tertiary entrance requirement but should always aim to maximise their rank score.

International students will be required to achieve higher rank scores than New Zealand students.

This rank score is calculated from CIE AS and A Level grade scores or NCEA Level 3 credits. **For the purposes of tertiary entrance in New Zealand, universities only calculate either the best six CIE AS/A Level grades or the best 80 NCEA Level 3 credits, which are then converted to an overall points total.** Universities will not calculate a combined total.

It is also very important to check out entry requirements and prerequisite subjects. We have provided the Entry Requirements for New Zealand Universities (see page opposite) and the University of Auckland's Table A and/or Table B subject requirements for their degrees. We recommend you check the most up-to-date requirements via the university websites or visit Schoolbox and click on the "Uni Entry" tile.

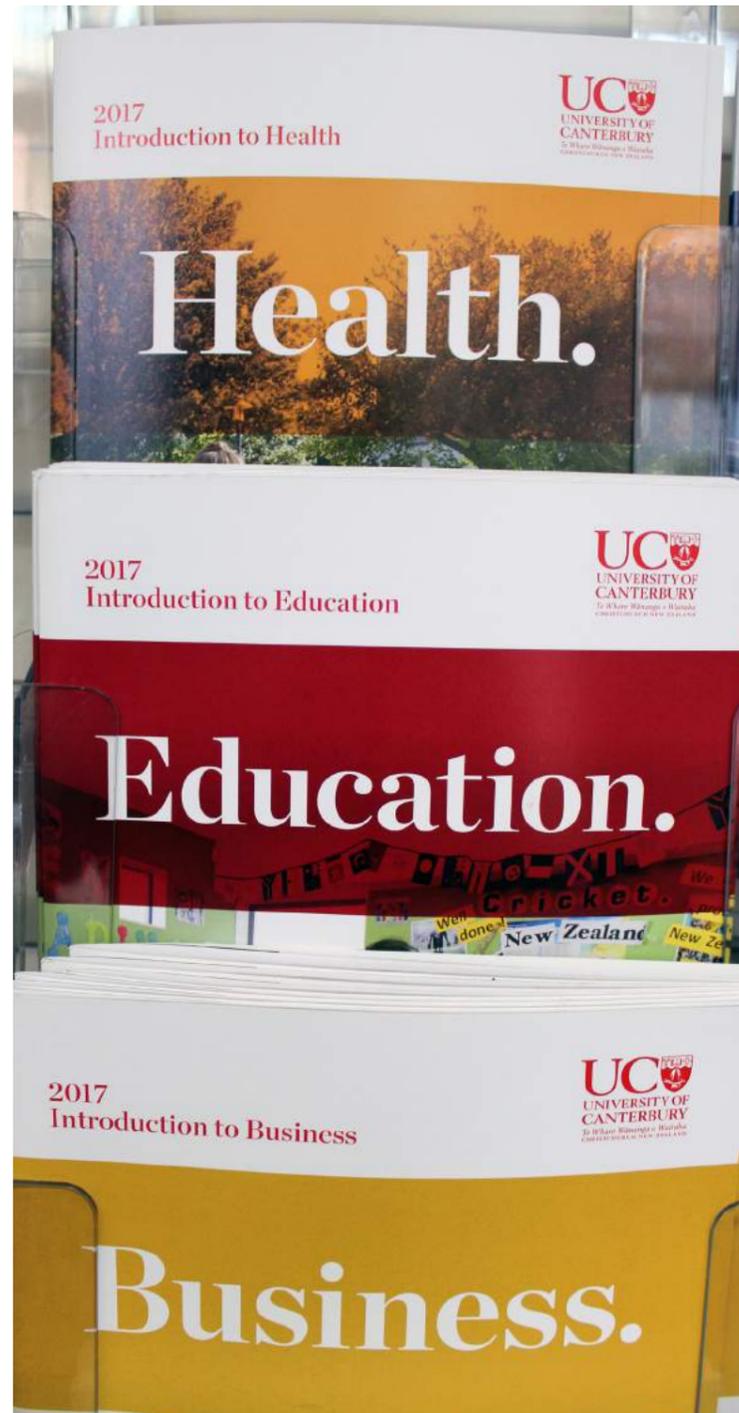
Students should note special entrance requirements. For example, for University Entrance only two of Accounting, Business Studies and Economics may be selected. For Mathematics only one A2 paper will count for credits and Numeracy.

Each tertiary provider and each specific course will have its own entrance requirements. Students should not assume these are uniform - different universities can set different entry requirements for the same programme.

## First year university

Some universities will guarantee entrance to a course of study if a student attains a minimum required number of points, calculated from their CIE grades (Guaranteed Entry Score) or NCEA Achievement Standards.

Students entering university with a GES should note that their chosen university will be expecting them to attain a calculated Grade Point Average (GPA) or Grade Point Equivalent (GPE) in their first-year course of study. Therefore, it is important that students seek to attain the highest grade possible in their first year, and subsequent years, at tertiary level.



# Entry requirements for New Zealand universities

(Correct at time of publication June 2017)

## University of Auckland

- To be admitted to the University of Auckland you must gain the University Entrance (UE) standard and be selected into a programme.
- In addition to achieving UE, some undergraduate programmes require students to take specific subjects and gain minimum credits in certain subjects. Some programmes have other requirements such as a portfolio, audition and/or interview.
- For Bachelor of Commerce, students must have 180 points from NCEA with a minimum of 16 credits in three subjects from Table A and/or Table B, or 190 points from CIE, with three subjects from Table A and/or Table B (see below for CIE and NCEA information).
- For Bachelor of Architectural Studies, students must have 230 points from NCEA with a minimum of 16 credits from Table A and 16 credits in one subject from Table B. With CIE, students must have 280 points with one subject from Table A and one subject from Table B.
- For Bachelor of Health Sciences, students must have 250 points with a minimum of 18 credits in one subject from Table A and one subject from Table B. With CIE, students must have 300 points with one subject from Table A and one full A level from Table B.
- For Bachelor of Nursing, students must have 230 points from NCEA and 280 from CIE. Students still require one Table A subject and one of either Biology, Chemistry or Physics at NCEA Level 3 or CIE A Level. Biology is recommended.
- The Bachelor of Pharmacy will no longer take applicants directly from school. Students must first complete specified courses in a first year programme of study, such as Bachelor of Health Sciences or Bachelor of Science. Admission is dependent on performance at an interview, as well as academic achievement from first year courses.

## Subject prerequisites for University of Auckland course entry

FOR CIE	
TABLE A	TABLE B
Classical Studies	Accounting
English	Biology
Geography	Business Studies
History	Chemistry
History of Art	Economics
	Mathematics
	Physics

FOR NCEA	
TABLE A	TABLE B
Classical Studies	Accounting
English	Biology
Geography	Calculus
History	Chemistry
History of Art	Digital Technologies*
Te Reo Māori	Economics
	Mathematics**
	Physics
	Statistics

\*There are 11 Level 3 achievement standards in this domain, numbered 91632-91642

\*\*Cannot be used in combination with Calculus and/or Statistics

## Auckland University of Technology (AUT)

- NCEA – to achieve University Entrance students must satisfy NZQA minimum requirements.
- CIE – minimum 120 points on the UCAS Tariff and a minimum grade of D in each of at least 3 subject equivalent to those on approved list.
- Some programmes have additional entry requirements and criteria.
- NCEA – to achieve University Entrance students must satisfy NZQA minimum requirements.
- CIE – minimum 120 points on the UCAS Tariff and a minimum grade of D in each of at least 3 subject equivalent to those on approved list.
- Some programmes have additional entry requirements and criteria.

## University of Canterbury

- NCEA - to achieve University Entrance, students must satisfy NZQA minimum requirements.
- CIE – minimum 120 points on the UCAS Tariff and a minimum grade of D in each of at least 3 subject equivalent to those on approved list.
- Students with a rank score of at least 140 points will receive Preferential Entry.
- School of Engineering has specific subjects and rank score requirements - visit the Engineering Faculty website for details.

## Lincoln University

- NCEA - to achieve University Entrance, students must satisfy NZQA minimum requirements.
- CIE – minimum 120 points and a minimum grade of D in each of at least 3 subject equivalent to those on approved list.

## Massey University

- NCEA - to achieve University Entrance, students must satisfy NZQA minimum requirements.
- CIE – minimum 120 points on the UCAS Tariff and a minimum grade of D in each of at least 3 subject equivalent to those on approved list.
- Students with a score of at least 140 points will receive Preferential Entry.
- A number of the qualifications eg B.Engineering, B.Technology and B.Design have specific requirements for selection: subjects, portfolio, or interview.

## University of Otago

- NCEA – to achieve University Entrance, students must satisfy NZQA minimum requirements.
- CIE – minimum 120 points on the UCAS Tariff and a minimum grade of D in each of at least 3 subject equivalent to those on approved list.
- Students with a score of at least 140 points will receive Preferential Entry.

## Victoria University

- Calculated over the last two years of study:
  - Guaranteed Entry Score (GES) from NCEA is 150 points for all undergraduate degrees, except the Bachelor of Architectural Studies and Bachelor of Building Science which requires a GES of 180 points
  - GES from CIE is 160 points for all undergraduate degrees, except the Bachelor of Architectural Studies and Bachelor of Building Science which requires a GES of 170 points.

## Waikato University

- NCEA – to achieve University Entrance, students must satisfy NZQA minimum requirements.
- CIE – minimum 120 points on the UCAS Tariff and a minimum grade of D in each of at least 3 subject equivalent to those on approved list.
- There are specific subject requirements for some degrees - visit [waikato.ac.nz](http://waikato.ac.nz) and search “Guide to choosing school subjects” for the latest 2018 Subject Guide.

*Every effort has been made to ensure the accuracy of the ‘Entry Requirements for New Zealand Universities’ listed on page 23 and 24 but requirements can change. It is the responsibility of students to check the current requirements for your chosen course of study.*

### SCHOOLBOX:

Visit the “Careers” section on Schoolbox and click on the “Uni Entry” tile for the most up-to-date information on the entry requirements for each university.

# How to gain New Zealand University Entrance with NCEA

## University Entrance requirement

### University Entrance requirement from 2017 achievement of NCEA Level 3

42 credits at Level 3 in three subjects.

14 credits in each of three subjects from the list of approved subjects.

Students will require their Level 3 NCEA Certificate for entrance to university.

### Numeracy

10 credits at Level 1 or higher from specified Achievement Standards or three specific Numeracy unit standards.

### Literacy

10 credits (five in reading and five in writing) through three specific Level 2 English Achievement Standards.

**or**

from specified Level 2 or Level 3 Achievement Standards.

**or**

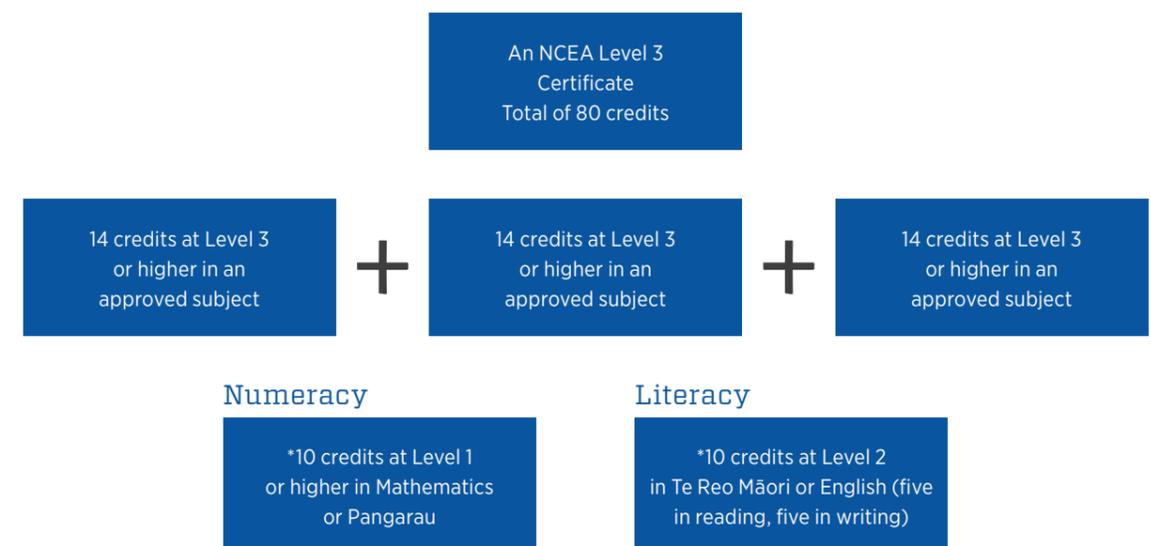
10 credits from two specific Level 4 English for academic purposes Achievement Standards.

## Future Literacy requirements

The University of Auckland has set new Literacy entrance requirements. Literacy will comprise 17 credits at Level 2 or Level 3 English. This is a requirement for unconditional entry. Students who do not meet this requirement will be offered places but will be required to do an English course at the University.

## Important note

Level 1 and Level 2 credits do not count for University Entrance points but do for the Numeracy and Literacy requirements for tertiary entrance. Students planning to enrol in tertiary studies overseas should check the Numeracy and Literacy requirements for their intended course of study.



# How your rank score is calculated using NCEA

Your rank score will be based on your best 80 credits at Level 3 or higher over a maximum of five approved subjects, weighted by the level of achievement attained in each set of credits. Students must aim for the maximum rank score they can attain.

If you achieve fewer than 80 credits, the rank score will be based on those credits you have achieved. The approved subjects are determined by the NZQA and a list is available on the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)).

The rank score will be calculated by awarding the following points for up to 24 credits in each approved subject taken at Level 3. The maximum rank score is 320.

Excellence	4 Points
Merit	3 Points
Achieved	2 Points

## Example of how a rank score for NCEA Level 3 is calculated

SUBJECT	STANDARD TYPE	RESULTS	CALCULATE	RANK SCORE
English	Achievement and Unit	6 Excellence 6 Merit 16* Achieved	6 x 4 points 6 x 3 points 12* x 2 points	66
History	Achievement	8 Excellence 10 Achieved	8 x 4 points 10 x 2 points	52
Physics	Achievement	24 Merit	24 x 3 points	72
Mathematics and Calculus	Achievement	4 Excellence 3 Merit 8** Achieved	4 x 4 points 3 x 3 points	25
Statistics and Modelling	Achievement	7 Merit 10** Achieved	7 x 3 points	21
Economics	Achievement	6*** Achieved	Not counted ***	Nil
Rank Score				236

\* Maximum 24 credits per subject. Any points above this limit are excluded.

\*\* Not included as only best 80 credits used in calculation of rank score.

\*\*\* Only five subjects are included in the calculation.

# How to gain New Zealand University Entrance with CIE

## The New Zealand University Entrance standard

### Part A

A minimum of 120 points on the UCAS Tariff at A Level or AS Level from the CIE approved list of subjects, at least three subjects, in which no grade is lower than D. A UCAS Tariff calculator is available at <https://www.ucas.com/ucas/tariff-calculator>.

### Part B

Numeracy and Literacy must be satisfied as follows:

#### Numeracy

Either: (i) A D grade or better in IGCSE or IGCSE Mathematics

**or**

(ii) Any Mathematics passed at AS Level. A D grade or better will satisfy one of the subject requirements of Part A.

Or: As prescribed for University Entrance with NCEA.

#### Literacy

Either: (i) An E grade or better in any one of AS English Language, Language and Literature in English

**or**

(ii) Literature in English, a D grade or better will satisfy one of the subject requirements of Part A.

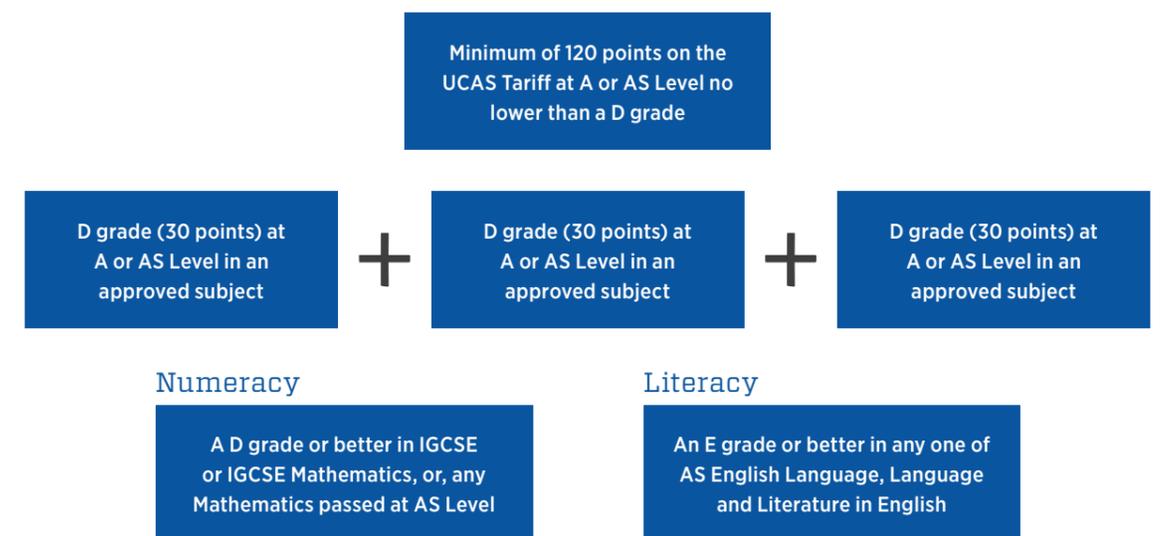
Or: As prescribed for University Entrance with NCEA.

## Future Literacy requirements

The University of Auckland has set new Literacy entrance requirements. Literacy comprises a D grade in AS English or 17 credits at Level 2 or Level 3 English. This is a requirement for unconditional entry. Students who do not meet this requirement will be offered places but will be required to do an English course.

## Important note

IGCSE grades do not earn University Entrance points but Mathematics at this level provides the Numeracy requirement for tertiary entrance. Students planning to enrol in tertiary studies overseas should check the Numeracy and Literacy requirements for their intended course of study.



# How your rank score is calculated using CIE

The rank score will be calculated from your UCAS Tariff points by awarding the following points for each approved subject (to a maximum of six subject units). The maximum rank score is 420.

SUBJECT	A*	A	B	C	D	E
A	140 points	120 points	100 points	80 points	60 points	40 points
AS		60 points	50 points	40 points	30 points	20 points

## Example of how a rank score for CIE is calculated

SUBJECT	LEVEL	SUBJECT UNITS	GRADE	TARIFF POINTS	RANK SCORE
Chemistry	A	2	B	100	100
Mathematics	A	2	B	100	100
Physics	AS	1	B	50	50
English	AS	1	C	40	40
Biology	AS	1	D	30	Nil*
Rank Score					290

\* Maximum six subject units. If more are achieved, the best six scores are used.

An A Level counts as two subject units. Where a student has studied more than six subject units, the best six scores will be used.

# Making good decisions



# Making good decisions

## Advice from the Careers Department

For each of our students, understanding where they want to go next in their studies – and ultimately which career pathway they want to follow – will help them choose the subjects and course options that are right for them.

Your 21st Century Career author Dr Heather Carpenter observed that developing self-knowledge and identity acts as a compass, pointing a person in the right direction and helping them to say, “I know how I tick and what suits me”.

The following pages contain helpful resources for parents and students, offering practical advice on how to explore each student’s career interests, skills, abilities and talents.

The ‘Parents as Career Educators’ material on the following page, adapted from the University of Canterbury’s Careers, Internships & Employment Centre, provides advice for parents on questions they can ask and steps they can take to help their son/daughter identify future study and career options.

For our students, we recommend they complete the ‘Career Identity’ exercise on page 32, which will help identify possible career options that match their interests and strengths. With career pathways identified, students can look at relevant university courses and then ask themselves “What subjects do I need to study?”

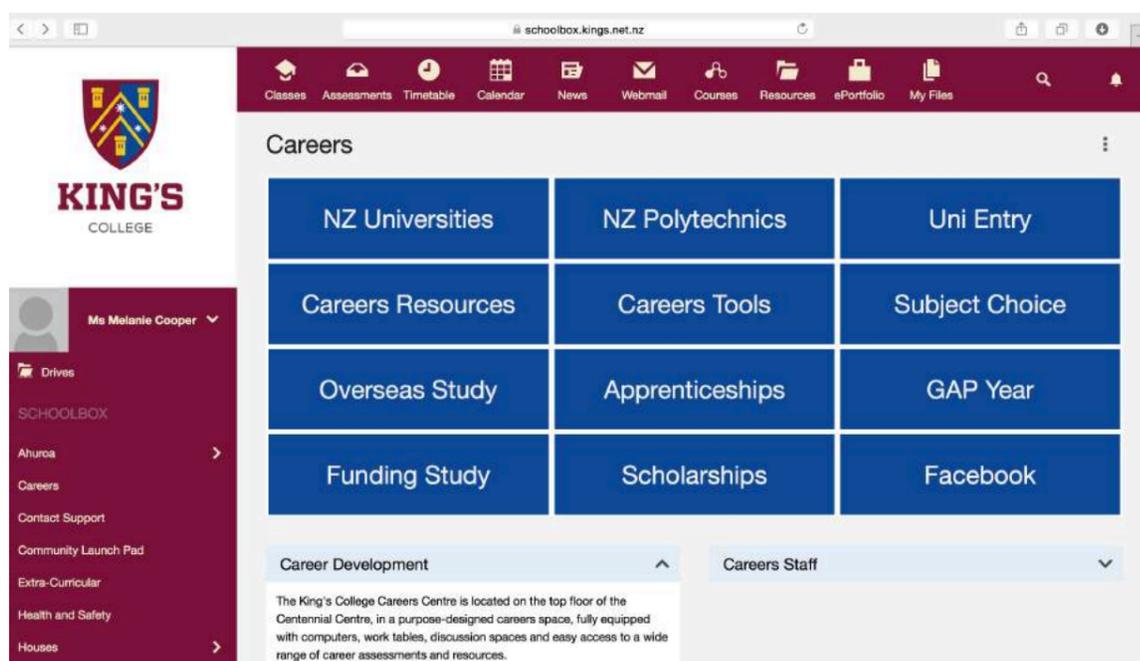
This guide also includes information on entry requirements for different universities – for the most up to date information students are strongly encouraged to use the “Careers” section of Schoolbox and click the Subject Choice tile, to access a table of recommended and prerequisite subjects, as well as web links to detailed advice from all NZ universities.

We hope this information helps students make informed, well-researched decisions about the subjects they take now so they can realise their study and career aspirations in the future. We invite students who need more guidance to visit the Careers Centre at the College to discuss their study and career options.

**Mrs Wendy Carey**  
Careers Director

### SCHOOLBOX:

Visit the “Careers” section on Schoolbox to find more Career Tools and Career Resources, and to learn more about Subject Choice and University Entry.



# Parents as career educators

Helping our children make the right career and education decisions can feel like a heavy responsibility. The best role parents/guardians can play in these decisions is a supportive one, acting as a sounding board and advisor to allow your son/daughter to find the options that are right for them. Below are some steps we recommend working through with your son or daughter to help them identify study and career options that are a good match with their interests and strengths.

- Ask your son/daughter questions that will help them to look at themselves. Focus on their interests, things they are good at and their personal values about work.
- If your son/daughter does not know what career they want, ask them to define broad areas of interest, such as helping people or scientific work. Then encourage them to investigate lots of options within each field. Pursuing work or study in an area of interest is vital for maintaining satisfaction and getting through tough times.
- Discuss what your son/daughter needs or wants from their career. Attitudes to the need for money, security or self-development vary from person to person.
- Try not to impose your ideas, but help by using questions that will clarify the issues i.e. “This job does not have much physical activity in it, and you have said that is important to you. How much will that matter?”
- Point your son/daughter towards sources of information about careers and encourage them to see their Careers Advisor and to look at websites like [www.canterbury.ac.nz/careers](http://www.canterbury.ac.nz/careers) or [www.schoolconnect.co.nz](http://www.schoolconnect.co.nz).
- Encourage your son/daughter in any activity that develops skills. Many of the important transferable skills that employers look for are developed at school through the general curriculum. Skills are also gathered from part-time or holiday jobs and from leisure or sporting activities.
- Discuss subject choice with your son/daughter each year. Which subjects best suit their plans for the future? Do you agree with their thinking? If you have concerns, sit down with their Careers Advisor or teachers and find out what they think.

## What skills and abilities can you use to help your son/daughter?

### LISTENING SKILLS

Listen uncritically and patiently, and not rush to solutions.

### GUIDING ABILITY

Suggest ideas without forcing them in one direction.

### ASKING ABILITY

Ask questions that help your son/daughter think about their likes and dislikes – their interests, sports, hobbies and academic subjects.

### LATERAL THINKING ABILITY

Help them see the links between different jobs, between skills and jobs, and between interests and jobs.

### ASSESSMENT ABILITY

Assist your son/daughter to assess the information they have collected about subject and career options, using categories such as ‘really interested’, ‘it is okay’ and ‘not really my thing’.

### A ‘SOUNDING BOARD’

Encourage one-on-one or family discussions to help your son/daughter work through various ideas and get feedback. (Remind family members to keep it positive.)

### ENCOURAGEMENT SKILLS

Support and encourage your son/daughter to do the necessary research to come to a good, informed decision.

Source: Adapted from [www.canterbury.ac.nz/careers](http://www.canterbury.ac.nz/careers)

### KEEP AN OPEN MIND – AND BE POSITIVE

- We are often limited by our own experience. There are hundreds of different sorts of jobs that we have never heard of, let alone considered. Try to cast your son’s/daughter’s net as wide as possible.
- Do not discourage with comments like “You are not bright enough to do that” or “I thought you hated that subject”. It is amazing what people can achieve when they want something, and many people are ‘late career developers’; growing into skills as they get older.
- Most importantly of all, encourage your son/daughter in all aspects of their lives – school, home, hobbies, sport and part-time employment. The greatest gift you can give them is a belief in themselves.
- No career decision is final or fatal! It is okay not to know! A career is a journey, not a destination, so let’s enjoy the trip!

# Finding your Career Identity

Eminent US vocational psychologist Dr John Holland developed the theory that people working in a particular occupation share similar personalities and interests. He classified these interests into six categories: Realistic, Investigative, Artistic, Social, Enterprising and Conventional. These categories have also been described as: Outdoor and Practical, Scientific, Creative, People Contact, Business and Office.

Try the exercise below to help identify career pathways that match your interests – if you need help visit our experienced staff in the Career Centre.

## Career Identity exercise

This ‘Career Identity’ exercise will help get you thinking about the world of jobs and your preferences. Once you have identified your categories of interest these preferences can be used to help guide choices about school subjects. You can then make sure you have chosen subjects which provide a pathway for preferred study and career options.

**Step 1)** Read the six category descriptions (on the following page) carefully, and highlight key words which describe you best.

**Step 2)** Then rate your attraction to each category as High, Medium or Low.

**Step 3)** Now ask yourself, “How well does this describe me?” Number the three categories which you have rated highest – these three categories make up the work themes of your Career Identity.

**Remember:** You are a combination of the different themes, characteristics and values identified in this exercise – the best career options are typically a mix of your top three preferred themes. It is also important to keep in mind that as technology evolves and industries and markets change, new career opportunities are developing all the time.

### SCHOOLBOX:

Visit the “Careers” section on Schoolbox and click on the “Careers Tools” tile for more advice on how to choose your career and study pathway.



## REALISTIC (outdoor and practical)

**Summary:** Realistic people describe themselves as physically active, practical and down to-earth and they’re attracted to work environments that are hands-on and product-oriented.

**Interests and characteristics:** Likes the outdoors, physical activities, working with tools or operating equipment, sport and athletics. Enjoys nature, manual, mechanical and practical tasks using machines, tools and equipment. Enjoys making things, repairing. Learns best by experience.

**Values:** Practicality, Physicality, Common Sense, Outdoors, Tradition.

**Career options:** Lab Technologist, Engineer, Horticulturist, Mechanic, Sports Coach, Builder.

## INVESTIGATIVE (scientific)

**Summary:** Investigative people describe themselves as analytical and original, and they’re attracted to work environments that are research-oriented and encourage independent thinking.

**Interests and characteristics:** Interested in knowledge, research, labwork, abstract problem- solving, science related themes. Accurate, curious, logical, precise, analytical, mathematical ability. Enjoys research, ideas, theories, analysing and solving difficult problems and discovery. Learns by reading, study or investigation.

**Values:** Independence, Knowledge, Curiosity, Learning, Creative and Original Ideas, Precision.

**Career options:** Engineer, Biologist, Chemist, Computer Analyst, Medical Doctor, Geologist, Mathematician.

## ARTISTIC (creative)

**Summary:** Artistic people describe themselves as creative, expressive and non conformist, and they are attracted to work environments that encourage individual self-expression.

**Interests and characteristics:** Interested in the arts, creative processes, self-expression, communication, culture. Creative, independent, imaginative, often unconventional, sensitive. Enjoys music, performance, art, design, writing.

**Values:** Beauty, Originality, Creativity, Independence, Artistic, Self-Expression.

**Career options:** Screenwriter, Artist, Journalist, Web Designer, Architect.

## SOCIAL (people contact)

**Summary:** Social people describe themselves as caring, helpful, friendly and responsible, and they’re attracted to supportive, collaborative work environments.

**Interests and characteristics:** Interested in people, teamwork, human welfare, community service. Friendly, helpful, verbal ability, people skills, counselling. Enjoys teaching, explaining, helping, listening, showing understanding and solving human problems.

**Values:** Co-operation, Trustworthiness, Friendship, Generosity, Interaction, Helpfulness.

**Career options:** Guidance Counsellor, Psychologist, Sports Director, Events Manager.

## ENTERPRISING (business)

**Summary:** Enterprising people describe themselves as ambitious, assertive and self confident, and they’re attracted to fast paced, businesslike work environments that reward individual efforts.

**Interests and characteristics:** Interested in business, politics, leadership, management, entrepreneurship and sales. Ambitious, confident, enthusiastic, often dominant and self-confident. Enjoys influencing, persuading, managing, leading, motivating, marketing, directing others. Verbal ability.

**Values:** Status, Power, Influence Risk-taking, Energy, Competition, Ambition.

**Career options:** Marketing, Politics, Industrial Relations, Management, Law.

## CONVENTIONAL (office)

**Summary:** Conventional people describe themselves as efficient, persistent and practical, and they’re attracted to businesslike work environments with well-ordered reporting lines.

**Interests and characteristics:** Interested in data, finance, administration, organisation, money and status, does not usually seek leadership. Accurate, orderly, precise, stable, well-controlled. Enjoys procedures, organising, setting up systems, working with numbers, developing computer applications, data and structures.

**Values:** Accuracy, Stability, Order, Efficiency, Process.

**Career options:** Accountant, Tax Consultant, Mathematician, Computer Analyst, Financial Officer.

Adapted 2010 from Making Vocational Choices, Third Edition, 1997, Psychological Assessment Resources, Inc.

# How to select your subjects

Make sure you set aside enough time to select your subjects. Use this Courses of Study Guide and follow its advice and suggestions.

## Think about what you enjoy

Interest and enthusiasm for your subjects are important motivators for study and success.

## Pick a mix of subjects

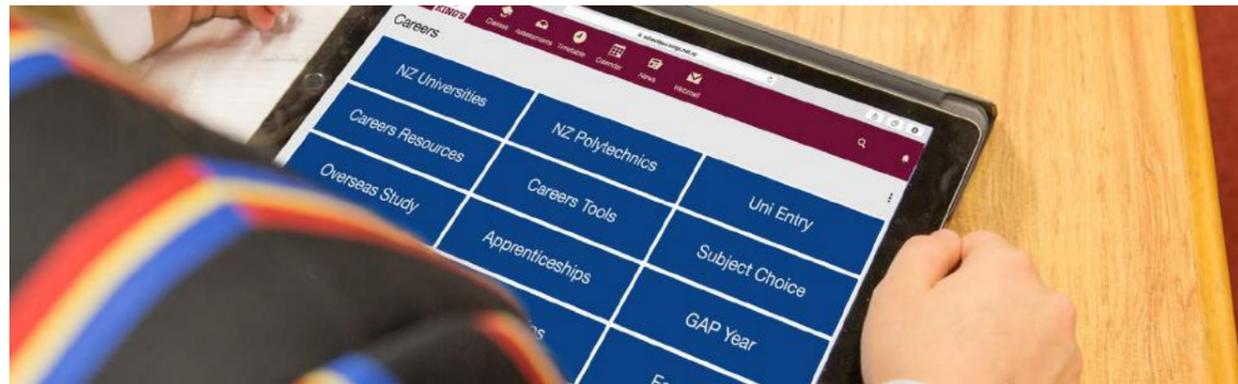
Even if mathematics is your passion, try to choose at least one or two subjects from another area of study such as the arts or humanities – many competitive university programmes are looking for a breadth of interests in their candidates.

## Challenge your assumptions

If you decided on your ideal career or qualification while you were still in Year 9 or 10, think about whether your areas of interest are still the same now. Ask yourself which subjects you really enjoy and where else they could lead.

## Look ahead – check the prerequisites

If you know the subjects you want to take over the next couple of years and/or the university course you want to apply for then research the prerequisites – entry to some subjects and courses will depend on your subjects and achievement levels in previous years.



### CAREER INSIGHT

#### What New Zealand employers look for in graduate candidates

The Employability Skills Survey published by Victoria University's Career and Employment Service identified the top 10 skills and attributes which employers look for in university graduates.

- Work ethic
- Verbal communication skills
- Energy and enthusiasm
- Analytical and critical thinking
- Problem-solving
- Teamwork
- Interpersonal skills
- Written communication skills
- Self-management
- Initiative and enterprise

#### SCHOOLBOX:

visit the "Careers" section on Schoolbox and click on the "Careers Resources" tile for more information on employability skills and planning your future.

Overall, employers are looking for well-rounded candidates who show enthusiasm and a willingness to work hard. Earning good grades will indicate a good work ethic but throughout your time at King's College – and university – it is important to think about how you can develop and demonstrate the other attributes which employers are seeking. Ask yourself what will differentiate you from the other candidates applying for the job you want. Think about participating in a range of co-curricular activities, volunteering, exchanges and taking on part-time or holiday work to help build your skills and capabilities.

## YEAR 9

- Students follow a common core programme.
- Students must select a language option, either French, Spanish or Te Reo Māori. They should select a language that interests them or that they may have some cultural affinity with or that will assist in preparing them for their future study aspirations.
- Selected students will be assigned Latin as an additional language subject.

## YEAR 10

- Students follow a common core programme.
- Students must continue with their selected language option from Year 9.
- Students select two semester options from Art, Code School, Drama, Financial Education, Latin, Music, Sports Education or Technology.
- Students should consider enrolling in a semester course that they believe they will wish to pursue in the Senior School, or a course they know little about to keep their options open for further study.

## YEAR 11

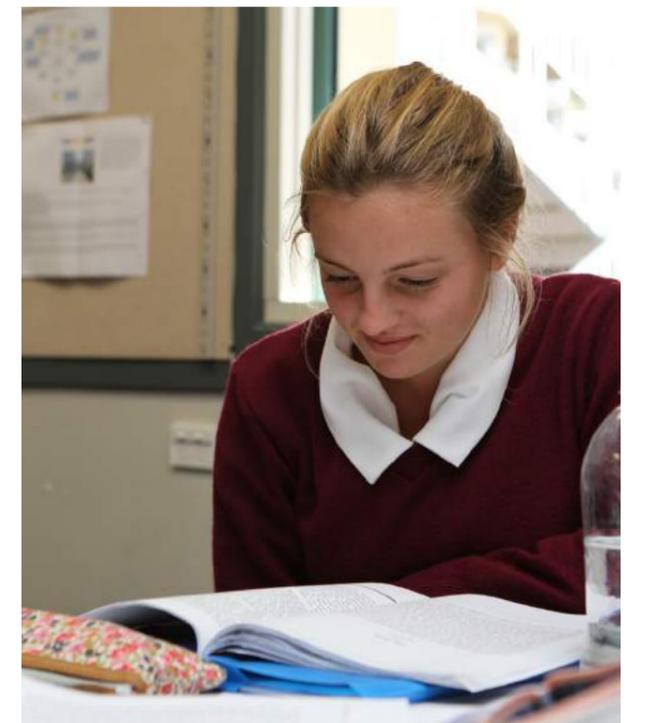
- All students must select an English course and a Mathematics course.
- Students are encouraged to achieve breadth in their subject selection by selecting as many different learning areas as possible – this will ensure that students do not unduly limit their future study pathways with their subject choices.
- If students are unclear about future study and career aspirations they should not discard subjects studied at the Junior level until they feel comfortable they no longer need them.
- Students contemplating overseas tertiary study need to understand that their Year 11 results will be considered in their application.
- Students should identify entry requirements for university degree programmes they are interested in. Students should select subjects that prepare them for the widest range of programmes in their field (or fields) of interest.
- The emphasis at Year 11 is on the choice of subjects, not the qualification pathway. Students do not need a full IGCSE Certificate or NCEA Level 1 Certificate to proceed to Year 12 courses of study. They do, however, need to attain success in their individual subjects.

## YEAR 12

- All students must select an English course.
- Students should select subjects, if possible, that are going to lead them to a definitive tertiary pathway.
- At this level students should look ahead to their subject options for Year 13 and make a plan for their final two years of study at the College – this will help to ensure students meet course prerequisites.
- Students are reminded that they may only qualify for tertiary entrance through one pathway not both – CIE or NCEA – but this does not need to preclude a mixed course.
- Year 12 results will be a key determinant in successful applications to New Zealand Halls of Residence and overseas placement.

## YEAR 13

- There are no compulsory courses at Year 13.
- Care should be taken in furthering study within a subject. Students should not enrol in a subject if they have not met the criteria for success in Year 12 – many courses have set prerequisites.
- Some subjects are 'stand alone' at this level. That is, students can enrol in these without prior study. Students should consult with the appropriate Head of Department to ascertain whether selecting such a subject is in the student's best interests.



## Advice from first year university students

“I chose my subjects based on the research I had carried out into the course that I wanted to enrol in for university, as it gave me the best idea of which subjects would help me or give me an advantage for entry to that course.”

ANDREW DENG, BACHELOR OF INDUSTRIAL DESIGN (HONS) - ROYAL MELBOURNE INSTITUTE OF TECHNOLOGY



“In hindsight, I wouldn't be so quick to specialise in one subject area, which I did in Year 11, by taking mostly essay-heavy 'humanities'. If you're indecisive about what you want to study at university, keeping your options open is probably your best course of action. For my part, I knew my interests lay in Classics, history and languages, and I picked my A Levels and university course accordingly.”

MAX HARDY, BACHELOR OF ARTS (CLASSICS) - UNIVERSITY OF CAMBRIDGE

“I got most of my advice from the King's Career Centre and found the university subject talks really helpful as they give you an idea of what each degree involves. I've always had a huge interest in the sciences, particularly biology and chemistry, but I chose to take physics as well because I knew it would be really helpful for HSFY - if you are considering HSFY I can't express enough how extremely important it is that you take all three sciences in Year 11, 12 and 13.”

CHARLOTTE HORTON, HEALTH SCIENCES FIRST YEAR (HSFY) - UNIVERSITY OF OTAGO



“I recommend students keep their options as open as possible by taking a balance of humanities and science subjects. Students shouldn't stress too much about choosing their senior subjects. Ultimately, I think the goal of high school is for students to build up a good work ethic irrespective of the subjects they take.”

WILLIAM WANG, LIBERAL ARTS - COLUMBIA COLLEGE, NEW YORK

## Junior School Year 9 and Year 10 Courses of Study



**KING'S**  
COLLEGE

# Junior School curriculum

We have developed a curriculum for our Year 9 and Year 10 students that aims to give them the strongest possible foundation for their future studies at the College.

Our two-year Junior School curriculum combines traditional academic subjects with a wide range of life skills and thinking skills, and offers opportunities for students to explore and develop their own values and to grow in confidence.

At Year 9 and Year 10 we aim to provide our students with exposure to all the learning areas provided in the Senior School, acknowledging that students will only be able to pursue some of these.

Breadth of subject experience is the principle on which the Junior School curriculum is based, with Year 9 and Year 10 students following a compulsory course, with some optional subjects available at Year 10. The compulsory course subjects ensure that all of our students have a wide range of options open to them when they come to select their Senior School courses.

All Year 10 students will also participate in the 'Adventure Challenge' – a month-long outdoor education programme which takes them away from home and school. The Adventure Challenge is part of our commitment to providing the best all-round education and provides our students with educational and character development experiences to help advance personal responsibility, health and well-being, community, leadership development, civic engagement and stewardship for King's College.

## YEAR 9 COMPULSORY SUBJECTS THERE ARE NO OPTIONAL SUBJECTS IN YEAR 9

- Art
- Digital Literacy
- English
- Financial Education
- Health
- Languages (French, Spanish or Te Reo Māori)
- Latin (for selected students)
- Mathematics
- Music
- Physical Education
- Positive Education
- Science (Biology, Chemistry and Physics)
- Social Studies
- Sports Development Programme (for selected students)
- Technology
- Te Reo Māori

## YEAR 10 COMPULSORY SUBJECTS ALL YEAR 10 STUDENTS PARTICIPATE IN OUR MONTH-LONG OUTDOOR EDUCATION PROGRAMME - THE ADVENTURE CHALLENGE

- Digital Literacy
- English
- Health
- Languages (French, Spanish or Te Reo Māori)
- Latin (for selected students)
- Mathematics
- Physical Education
- Positive Education
- Science (Biology, Chemistry and Physics)
- Social Studies
- Te Reo Māori

## YEAR 10 OPTIONAL SUBJECTS AT YEAR 10 STUDENTS CHOOSE TWO OF THE FOLLOWING OPTIONAL SUBJECTS

- Art
- Code School
- Drama
- Financial Education
- Latin, Advanced Latin (for selected students)
- Music
- Sports Development Programme (for selected students)
- Technology



# Year 9 course description

Students at Year 9 follow a compulsory course of study.

## ART

Practical Art is a foundation course on which each successive year builds.

Through engaging in Art, students are encouraged to learn how to discern, participate in and celebrate their own and other's visual worlds. Students start to develop conceptual thinking within a range of practices across drawing, painting, printmaking, sculpture and design.

The students are given the opportunity to gain skills, techniques, processes and an increased understanding of the theoretical, practical and conceptual principles of visual art.



## DIGITAL LITERACY

Our students live in a technological world where digital technologies are integral to everyday living. Today's students are required to not only be consumers of online and digital media, but to also become producers of this material.

**The modular design of this course follows a six unit course structure:**

- Computing Systems at the College
- Health, Safety and Security in the use of Digital Technologies
- Digital Citizenship
- Research Methodology
- Software Applications
- Digital Projects (ePortfolio).

**These six modules have been developed by the Computing department to:**

- Introduce students to the subject and the equipment used at King's College and to develop their awareness of their responsibilities as digital citizens.
- Develop a knowledge and understanding of the skills and concepts relating to Digital Technologies, Computer Science and simple programming.

“The Junior Digital Literacy Programme at King's College means that students are fit for living, learning and working in a digital society. Digital literacy is about being able to make use of technologies to participate in and contribute to modern social, cultural, political and economic life.”

## ENGLISH

**The Year 9 course is a foundation for later, more advanced study. The aim is to cover:**

- The history and development of the English language
- An appreciation of the development of literature in English
- An understanding of the basic structure of the English language
- The acquisition of basic terminology for an analysis of language and literature.

Such aims will be achieved by a wide and diverse exploration of many facets of language and literature. Students will study texts from a wide range: both New Zealand and overseas, modern and historical. The study of the whole or part of a Shakespeare play will feature at this level.

As always, the skills of close reading and accurate writing in a range of styles form the basis of the study of language. Students are encouraged to experiment and practise both formal and personal writing styles. The essay, on an issue of the day or a topic from the study of literature, forms the cornerstone of this approach.

Listening and visual skills are honed by several means over the year. The listening comprehension, note-taking and lectures focus on listening skills, while the specific study of an aspect of visual language is undertaken. This study may take the form of a film study, an advertisement production or other project.

In addition to reading and writing, students will participate in the creation of several forms of written or spoken expression. They may produce a newspaper, a radio interview or a short film, mount a scene from a play or they may devise an advertisement. They may be involved in debating at class level and have to deliver a short speech. They will also learn to work together on iPad projects, producing outcomes in a variety of forms.

The skills of independent research receive close attention. Students will undertake several short and focused pieces of individual research. Across all activities, the skills of personal reflection and listening to and reflecting on feedback are encouraged.

## FINANCIAL EDUCATION

To be an active and productive participant in our community, it is vital that students are prepared for a complex and fast-paced financial world. This means that our students need to become financially capable and have a basic knowledge and understanding of financial organisations, how to use credit effectively and make wise investment choices. A financially capable person is able to make informed and effective decisions about their personal use and management of money.

**In this course students will:**

- Develop their knowledge and understanding of financial information and processes impacting on their daily lives
- Gain confidence in making sound financial and economic decisions
- Develop motivation to manage their own personal finances
- Manage themselves, think and use language, symbols and tools to enable them to make sound financial judgments and effective decisions.

Students will have the opportunity to explore their own financial behaviour within a variety of situations where their beliefs and values are reflected in their thinking and actions.

**Topics include:**

- Development of money
- Banking
- Taxation
- Retirement saving schemes and Kiwisaver
- Student loans
- Flattening
- Insurance
- Buying habits
- Credit card
- Borrowing
- Sharemarket

“Students really enjoy this subject as it is relevant to them now and they get a buzz out of grappling with ‘real world’ examples that will soon be relevant to them, such as sorting out a study loan or student flat.”

## HEALTH

In Health Education students develop their understanding of the factors that influence the health of individuals, groups and society: lifestyle, economic, social, cultural, political and environmental factors.

The understanding and application of the four dimensions that make up wellbeing: the physical, the social, the mental/emotional and the spiritual are studied. Specific focus is given to personal physical health, drug and alcohol use and abuse, and relationships in healthy communities.

## LANGUAGES

Languages link people locally and globally. By learning an additional language and its related culture, students are introduced to a new way of thinking about, questioning and interpreting the world and their place in it.

### FRENCH

This course provides the framework for the learning of French for students regardless of whether they have learnt French previously. Students learn to conduct basic transactions in French and learn to talk about themselves and their families and a range of straight-forward topics.

or

### SPANISH

The aim of this course is to provide a framework that allows students to learn basic transactions in Spanish and to learn about the culture and to start understanding the relationship between culture and language. A range of straight-forward topics are covered which will encourage the student to learn basic Spanish.

or

### TE REO MĀORI

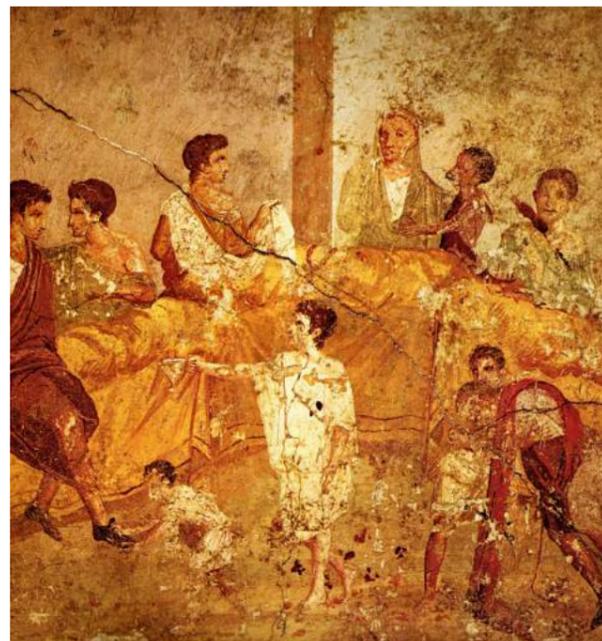
This course is designed for students wishing to extend their skills in Te Reo Māori, in preparation for enrolment in senior courses of study in future years.

## LATIN

Year 9 Latin introduces the student to the structure and linguistic features of Latin.

### Students will:

- Follow the daily lives of a Pompeian family in the days leading up to the AD 79 eruption of Mt Vesuvius
- Learn the basic structures of Latin grammar and how it underpins modern European languages
- Discover the customs and habits of the Romans in the 1st Century AD and learn how these have direct relevance to our lives in 21st Century New Zealand
- Undertake word studies that will look at the Latin words which have provided the basis of more than 60 per cent of our modern English vocabulary
- Learn in a collaborative environment, making use of the latest technology and flipped approach in the classroom and in their own studies
- Students will complete units of the Cambridge Latin course. Year 9 classes are given the opportunity to undertake projects relevant to the topics studied during the course of the year.



## MATHEMATICS

The Year 9 Mathematical Modelling and Problem-Solving (Introduction) course broadly follows the National Curriculum.

### The course has the following overarching aims:

- To help students to develop a belief in the value of mathematics and its usefulness to them, to nurture confidence in their own mathematical ability, to foster a sense of personal achievement and to encourage a continuing interest in mathematics
- To develop in students the skills, concepts, understandings and attitudes which will enable them to cope confidently with the mathematics of everyday life
- To help students to develop a variety of approaches to solving problems involving mathematics and to develop the ability to reason logically
- To help students to achieve the mathematical and statistical literacy needed in a society which is increasingly technologically-oriented and information-rich
- To provide students with the mathematical tools, skills, understandings and attitudes they will require in the world of work
- To provide a foundation for those students who may continue studies in Mathematics or other learning areas where mathematical concepts are central
- To help foster and develop mathematical talent
- To instil a love of mathematics in our students through engaging and challenging tasks and by stressing the links with other subjects.

## MUSIC

At the Year 9 level, all students enrol in a Music course which covers basic theory, ensemble performance, arranging and composing. Students work with GarageBand and Sibelius for composition and arranging tasks.

A film music project forms part of the course where students put their own music to actual film. The course mixes theoretical and practical work.



## POSITIVE EDUCATION

Student wellbeing is a vital foundation for success in education. Our Positive Education programme helps our students explore the different factors that contribute to wellbeing and develop good habits and practices for life.

Positive Education also addresses the need for education to extend beyond the academic realm. King's is committed to providing an all-round education and to fostering values which help students to become more generous, more respectful and more tolerant in an increasingly diverse society.

**In Year 9, every student undertakes six module subjects:**

- Health
- Life Skills
- Philosophy
- Religious Studies
- Round Square
- Servant Leadership

Each module comprises awareness-raising content and skills designed for personal and social growth. Religious Education comprises traditional religious studies, ethics and community service. The Health or 'Hauora' module focuses on the understanding and application of the four dimensions of wellbeing: the physical, the social, the mental and emotional, and the spiritual.

We integrate 'positive psychology' principles into the teaching of these modules – the foundation of positive psychology is the belief that people want to lead meaningful and fulfilling lives, to cultivate what is best within themselves, and to enhance their experiences of love, work, and play. Our students are encouraged to exploit their strengths rather than attack their weaknesses, and to practice gratitude and kindness towards others.

Our aim is to equip our students with the tools for better academic achievement, reduced anxiety and more engaged and meaningful lives.

Positive Education teaches resilience and optimism – two characteristics that have been identified as better predictors of a person's educational achievement than their IQ. Exercises it offers include the systematic practice of kindness, gratitude to others, counting your blessings, and exploiting your strengths rather than attacking your weaknesses.

## PHYSICAL EDUCATION

In the Year 9 Physical Education course students develop the knowledge, skills, attitudes and values in order to participate in and enjoy a healthy lifestyle. Through active participation in a range of activities, students will contribute to wellbeing of self and others and develop the skills to support and enhance relationships.

**Students will take the responsibility for their own health and develop a commitment to a healthy, active lifestyle. Themes for lessons will come primarily from the curriculum strands of:**

- Movement and Motor Skills
- Personal Health
- Relationships

**Activities undertaken will include:**

- Aquatics
- Athletics
- Badminton
- Basketball
- Football
- Hockey
- Lacrosse
- Orienteering
- Striking and Fielding
- Tennis
- Touch/Rugby
- Volleyball



## SCIENCE

Science is about creating testable explanations and predictions from scientific knowledge about the world and universe around us. The ability for a student to arrive at conclusions and make judgments on publications through testing, problem-solving and collaboration will be helpful throughout their adult life.

Junior Science is taught by subject specialists of Biology, Physics and Chemistry. The students in Year 9 rotate during the course of the year in order that they receive subject-specific instruction. We firmly believe this enables the very best preparation for students as they enter the Senior School and further their Science education.

### BIOLOGY

In Biology we investigate:

1. Why New Zealand's fauna and flora are so unique, what forces have shaped its past evolution and what the potential problems and solutions are as we look to the future. Students also investigate the ecology of New Zealand through a hands-on practical approach to studying and conserving our College's streams. Each class will leave its own little legacy towards developing this conservation goal.
2. 'The Future is Wild' topic explores the evolution of our world and its creatures in three future periods of time – 5, 100 and 200 million years from now. Students will be enchanted by the spectacular and diverse range of imaginary species in a range of highly colourful animation DVDs and computer programs. Students will also read a manga comic adaptation of Charles Darwin's *Origin of Species* as well as Bill Bryson's famous *A Short History of Nearly Everything*.

### CHEMISTRY

Students are introduced to Chemistry via 16 topics which cover the basic ideas, techniques and information that will lead to an understanding of the subject at this level.

The topics involved are: Chemistry as a Science; State of matter and changes of state; Laboratory rules and etiquette; Hazard symbols; Properties of pure substances – physical and chemical; Laboratory equipment; Experimental Chemistry; Scientific method and deductions; the Candle experiment; the Elements; Chemical names and formulae; Mixtures and separations; Chromatography; Chemical changes; Water; and the Atmosphere.

### PHYSICS

Students concentrate on four main topics at this level to gain an understanding of Physics.

1. Home Electricity: An introduction to electrostatics and circuits with inquiry projects that enable the student to understand home electricity and power generation.
2. Seeing the World: A unit looking at light and how we use it for exploration of the world around us and space above us.
3. Magnetic Effects: How magnets and electromagnets influence our lives.
4. Forceful Effects: An introduction to forces and motion. This unit investigates the origins of force and how they apply to objects in motion.



## SOCIAL STUDIES

Social Studies at Year 9 is based on four main units.

### King's Unit

This unit is designed to provide the students with a good understanding of what it is to become a member of their House and also part of the King's College community. This unit is linked closely with the personal and social awareness curriculum strand.

### 19th Century History of Aotearoa

This topic focuses on the interaction between Māori and Pakeha up to the 1870s, the end of the New Zealand Wars.

The main areas of focus include:

- Early contact
- The Treaty and its legacy
- Māori King movement
- New Zealand wars
- Contemporary issues

### Kiwiana

This topic examines formal and informal aspects of New Zealand 'Kiwi' identity. It includes: Kiwi icons; Tourism; Landscape; and Famous People, and it provides an insight into factors that have shaped our New Zealand culture.

### The rise of Hitler and the Nazi State

This unit examines fascism and its growth in Europe through the 1920s and 1930s, comparing it with our system of government in New Zealand. It looks at the forces that paved the way for Hitler's rise to power and then his subsequent demise through the course of World War Two.



## TECHNOLOGY

This course lays the basic foundation for the students to learn how to be innovative developers of products and systems and discerning consumers who will make a difference in the world.

The aim is for students to be given the base that can be expanded in subsequent years to develop a broad technological literacy that will equip them to participate in society as informed citizens and give them access to technology-related careers. In this introductory course, students learn practical skills as well as basic workshop practices and safety expectations.

This course runs for two periods a week for half a year, in which time the students build a six-watt stereo loudspeaker system that can be run from either mains electricity or directly from a laptop. The project involves marking out, accurate cutting and finishing, as well as electronics.

## TE REO MĀORI

Year 9 Te Reo Māori is a foundation course. The course invites the student to learn how to greet, farewell and acknowledge people and respond to greetings and acknowledgements. They also learn to introduce themselves and others and respond to introductions.

This is extended so that the student starts to learn to communicate about numbers, using days of the week, months and dates; communicate about personal information; communicate about location; understand and use simple politeness conventions; use and respond to simple classroom language; communicate about relationships between people; communicate about possessions; communicate about likes and dislikes, giving reasons where appropriate; communicate about time, weather and seasons; and communicate about physical characteristics, personality and feelings.

## SPORTS DEVELOPMENT PROGRAMME

*Students in Year 9 and 10 can apply to be part of the Junior Sports Development Programme.*

The emphasis of the Junior programme is on learning "how to train" followed by "training to train". The idea behind the programme is to provide students with the building blocks of fundamental movement and foundational sports skills including strength, conditioning, technique and understanding. This foundation will lessen the risk of injury, and prepare their body and mind to train at a higher level of intensity and complexity that will allow them perform at a higher level later on.

Over the duration of the programme participants will undertake regular physical assessments. The assessments will generate valuable data that will allow the students to gain insight and an understanding of the physical and physiological changes that they will experience. The results will also provide powerful analytics that the programme staff will use to track changes and measure development and improvements over time.



# Year 10 course description

*Students at Year 10 follow a compulsory course of study and choose two subject options from the optional subjects. All Year 10 students participate in the Adventure Challenge.*

## ADVENTURE CHALLENGE

All Year 10 students participate in the Adventure Challenge – a month-long outdoor education programme which takes them away from home and school. The Adventure Challenge provides educational and character development experiences for our students which advance personal responsibility, health and well-being, community, leadership development, civic engagement and stewardship for King's College.

**The Adventure Challenge includes time spent at:**

- **Ahuroa:** King's College Adventure Camp in Puhoi (approx. 9 days)
- **Steinlager II:** Sir Peter Blake's 85-foot maxi yacht (approx. 6 days)
- **Tongariro National Park** (approx. 11 days)

During the Adventure Challenge students will take part in a wide range of outdoor activities which can include tramping, swimming, kayaking, bush craft and bush survival, camping, orienteering, navigation, ropes course, compass courses, abseiling, firearms, initiative exercises, solo experience, problem-solving and trust exercises, sailing, snorkelling, rock-climbing, canoeing, confidence course activities, tubing, caving, snow skills and river walking.

Leadership opportunities are provided for students to develop judgement and decision making, giving and receiving feedback, bystander intervention skills, creating effective learning sequences and learning how to be challenged and how to positively challenge others.

Our Adventure Challenge programmes have been developed to give the students a better understanding of themselves and other people. Students come away with improved personal confidence and initiative, resilience and self-reliance, and the ability to work in a team.



# Year 10 compulsory subjects

## DIGITAL LITERACY

Following on from the Year 9 programme, this course prepares students to be extremely user-savvy in the use of computers in all their subject areas.

The course will introduce students to the concepts and skills of technological practice and at the same time engage them, nurture their creativity and encourage them to go on to use Digital Technologies or Computer Science at a senior level. This course provides an opportunity for students to continue developing technological literacy that will equip them to participate in society as informed and responsible digital citizens.

**The programme is divided into four modules:**

**Module 1:** Understanding IT Systems at Kings College

**Module 2:** Software Application

**Module 3:** Web Design and Discussion Forums

**Module 4:** Research Methodologies

## ENGLISH

The Year 10 course builds on the foundations of the Year 9 course. Study and analysis skills are honed further. Students encounter more depth and challenge in the study of Literature.

**The aim is to cover the following:**

- The history and development of the English language.
- An appreciation of the development of literature in English.
- An understanding of the basic structure of the English language.
- The acquisition of basic terminology for an analysis of language and literature.

Such aims will be achieved by a wide and diverse exploration of many facets of language and literature. Students will study texts from a wide range: both New Zealand and overseas, modern and historical. The study of the whole or part of a Shakespeare play will feature at this level.

As always, the skills of close reading and accurate writing in a range of styles form the basis of the study of language. Students are encouraged to experiment and practise both formal and personal writing styles. The essay, on an issue of the day or a topic from the study of literature, forms the cornerstone of this approach.

Listening and visual skills are honed by several means over the year. The listening comprehension, note-taking and lectures focus on listening skills, while the specific study of an aspect of visual language is undertaken. This study may take the form of a film study, an advertisement production or other project.

## HEALTH

In Health Education students develop their understanding of the factors that influence the health of individuals, groups and society: lifestyle, economic, social, cultural, political and environmental factors.

Students develop competencies for mental wellness, reproductive health and positive sexuality and safety management, and they develop understandings of nutritional needs.

Students build resilience through strengthening their personal identity and sense of self-worth through managing change and loss and through engaging in processes for responsible decision-making.

In addition to reading and writing, students will participate in the creation of several forms of written or spoken expression. They may produce a newspaper, a radio interview or a short film, mount a scene from a play or they may devise an advertisement. They will all be involved in debating at class level and all students have to deliver a short speech. In addition, a short unit focuses on the performance of a short text. The skills of independent research receive close attention. All students will undertake several short and focused pieces of individual research.



## LANGUAGES

Students will continue with their selected language option from Year 9.

Learning a language provides students with the cognitive tools and strategies to learn further languages and to increase their understanding of their own language and culture. As students learn a language, they develop their understanding of the power of language. They discover new ways of learning, new ways of knowing and more about their own capabilities.

### FRENCH

This course provides a continuation of the framework set out in Year 9 for the learning of French. Students learn to conduct basic and more developed transactions in French and learn to talk about themselves and their families, express opinions and talk about a range of straight-forward topics.

or

### SPANISH

At Year 10 the course provides an expansion of the framework started in Year 9 to allow students to learn basic and more developed transactions in Spanish, and to learn about the culture and to progress the understanding of the relationship between culture and language. A range of straight-forward topics are covered which will enable the student to expand on getting the basics right and start building a strong understanding of basic tenses and grammatical structures.

or

### TE REO MĀORI

This course is designed for students wishing to extend their skills in Te Reo Māori, in preparation for enrolment in senior courses of study in future years.

## MATHEMATICS

**The Year 10 Mathematical Modelling and Problem-Solving course broadly follows the National Curriculum and aims to:**

- Help students to develop a belief in the value of mathematics and its usefulness to them, to nurture confidence in their own mathematical ability, to foster a sense of personal achievement, and to encourage a continuing interest in mathematics
- Develop in students the skills, concepts, understandings and attitudes which will enable them to cope confidently with the mathematics of everyday life
- Help students to develop a variety of approaches to solving problems involving mathematics and to develop the ability to reason logically
- Help students to achieve the mathematical and statistical literacy needed in a society which is increasingly technologically-oriented and information-rich
- Provide students with the mathematical tools, skills, understandings and attitudes they will require in the world of work
- Provide a foundation for those students who may continue studies in Mathematics or other learning areas where mathematical concepts are central
- Help foster and develop mathematical talent
- Instil a love of mathematics in our students through engaging and challenging tasks and by stressing the links with other subjects.

## PHYSICAL EDUCATION

In the Year 10 Physical Education course students develop the knowledge, skills, attitudes and values in order to participate in and enjoy a healthy lifestyle.

Through active participation in a range of activities, students will contribute to wellbeing of self and others and develop the skills to support and enhance relationships.

**Students will take the responsibility for their own health and develop a commitment to a healthy, active lifestyle. Themes for lessons will come primarily from the curriculum strands of:**

- Movement and Motor Skills
- Personal Health
- Relationships.

**Activities undertaken will include:**

- Aquatics
- Athletics
- Badminton
- Basketball
- Football
- Hockey
- Lacrosse
- Orienteering
- Striking and Fielding
- Tennis
- Touch/Rugby
- Volleyball.

## POSITIVE EDUCATION

Student wellbeing underpins all education. At King's College, pastoral care is enhanced through implicit and explicit attention to methods that enhance wellbeing, which in turn leads to better academic achievement, reduced anxiety and more engaged and meaningful lives for students.

At King's we are integrating these positive psychology principles into our pastoral and academic programmes.

**In Year 10, every student undertakes six module subjects:**

- Community Service
- Digital Citizenship
- Leadership and Careers
- Nutrition, Relationships and Drug Awareness
- Religious Studies
- Sexual Education.

Along with the traditional areas, the course comprises awareness-raising content and skills designed for personal and social growth. These are inherent in the subjects and address the need for education to extend beyond the academic realm.

**The principles of Positive Education are based on:**

- Building resilience or mental toughness
- Developing thinking ability through awareness
- Growing an 'attitude of gratitude'
- Personal and inter-personal growth
- Supporting lifelong physical health



## SCIENCE

Science is about creating testable explanations and predictions from scientific knowledge about the world and universe around us. The ability for a student to arrive at conclusions and make judgments on publications through testing, problem-solving and collaboration will be helpful throughout their adult life.

Junior Science is taught by subject specialists of Biology, Physics and Chemistry. The students in Year 10 rotate during the course of the year in order that they receive subject-specific instruction. We firmly believe this enables the very best preparation for students as they enter the Senior School and further their Science education.

### BIOLOGY

This course is an excellent introduction to human anatomy and physiology that underpins Medical, Veterinary and Sport Science studies. There are six parts covered in this course:

- Cardiovascular System
- Co-ordination
- Digestion
- Human Reproduction
- Microscope and Cells
- Response.

### CHEMISTRY

Expanding on Chemistry learnt in Year 9, this course allows the students to be fully informed as to what Chemistry is about. The course will ensure that students are well prepared for Chemistry at the next level, whether it be a CIE or NCEA course.

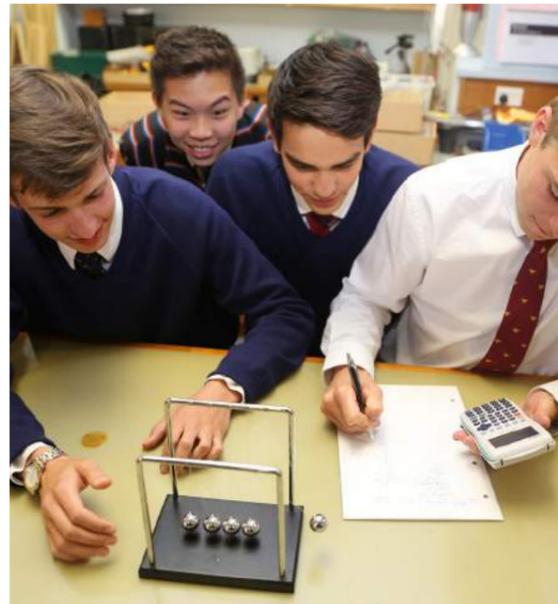
There are nine topics covered:

- Introduction and a reminder of Year 9 material
- Atoms and atomic structure
- The Periodic table
- Bonding
- Writing formulae, ionic and molecular
- Writing balanced formula equations
- Types of reactions
- Properties and reactions of simple acids with metals and bases
- Salts.

### PHYSICS

This course builds on the Year 9 course and expands the student's understanding of Physics by covering four main topics:

- Measurement and experiments: An introduction to the scientific method of gathering data and looking at relationships.
- Extended Forces and Motion: This is an extension from Year 9 Forceful Effects. The dynamics of flight, pressure and levers are investigated in depth.
- Extended Electronics: Further work in electricity that extends into basic electronics.
- Thermal Physics: An introduction to thermal physics with investigations into thermal properties of materials.



## SOCIAL STUDIES

Social Studies at Year 10 is based on four main units:

### Cold War

This topic attempts to examine the reasons for the divisions between East and West after 1945, focusing on specific events in the period up to 1951, but may also look at other significant events after 1951 during the Cold War such as: Wars in Korean or Vietnam; The Cuban Missile crisis; the United States Star Wars programme; and the fall of communism.

### Global Issues

This topic examines how past events have created a number of global issues that have grown in significance over the second half of the 20th Century. Each of these issues has significant impact on large areas of the globe and is likely to affect our daily lives. Examples include: Global Warming; Poverty; Terrorism; Globalisation; Racism; Over-Population; Health Issues; and the Drugs Trade.

### Plate Tectonics

This topic examines the background and causes of plate movement and hazards that result from these movements.

The main areas of focus are:

- Understanding the structure of the earth
- Plate margins and resulting landforms
- The formation of New Zealand
- Tectonic hazards.

### Local Area Study

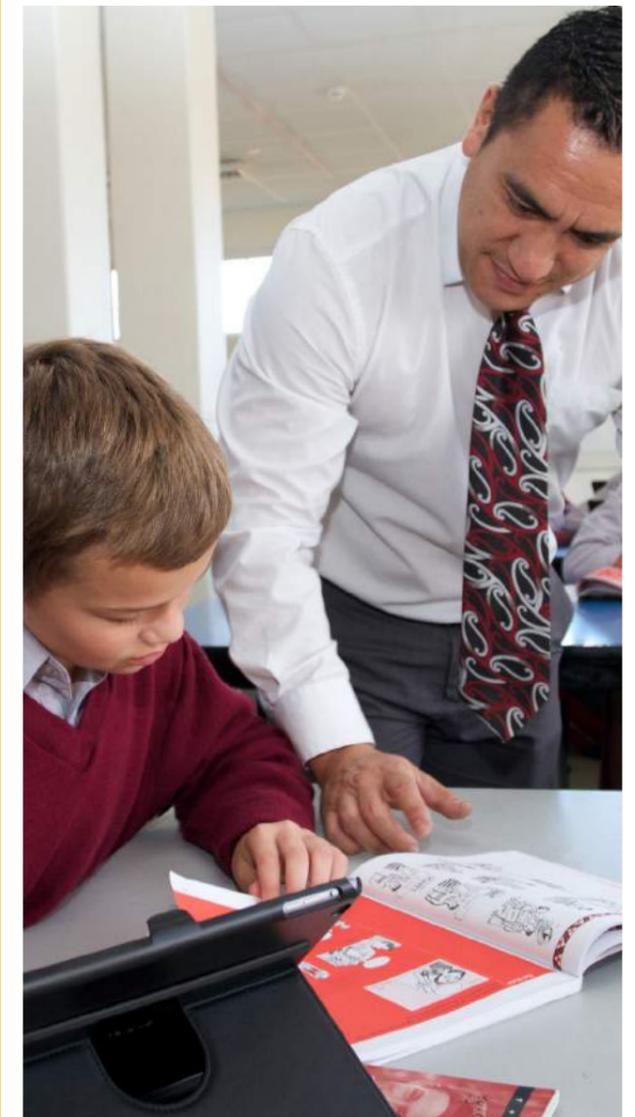
This topic examines the geography and history of the Auckland region along with a more specific study of South Auckland, which has played such a unique role in the growth of the city.

The main areas of focus are:

- The physical and cultural geography of Auckland
- Patterns of growth and change of Auckland including: a South Auckland bus tour, topographic map work and a statistical study.

## TE REO MĀORI

Year 10 Te Reo Māori further develops the foundation course at Year 9. The course includes communicating about habits and routines; communicating about events and where they take place; giving and following directions; communicating about how people travel; communicating about invitations and suggestions; communicating about plans for the immediate future; communicating about obligations and responsibilities; giving and seeking permission; and communicating about the quality, quantity and cost of things.



# Year 10 optional subjects

Year 10 students may choose two subjects from the following options.

## ART

Practical Art is a foundation course on which each successive year builds.

The students accumulate skills, techniques, processes and an increased understanding of the theoretical and conceptual principles in making art during the year. Work is completed in drawing, painting, printmaking, sculpture and design.

The course follows both the IGCSE programme and the NZQA curriculum strands and is assessed according to IGCSE/NCEA guidelines. Students will complete preparatory work for IGCSE and complete their first Level 1 standard in Year 10.

## CODE SCHOOL

Code School is a foundation course that gives a practical 'hands-on' introduction to computer programming. Students will use a range of programming languages to create apps, games and websites. The primary aim of this course is to make students understand programming and its impact in everyday life, and to provide a link for further study in Year 11, Year 12 and Year 13. A significant part of this course is the use of Raspberry Pi. As the students get familiar with the Raspberry Pi, they will embark on an individual project by using the Python programming language.

**The course has the following modules:**

**Module 1:** The computing environment and digital safety

**Module 2:** Programming using HTML, CSS and Javascript

**Module 3:** Python Programming Language

**Module 4:** Coding using the Raspberry Pi

**Module 5:** Project using Raspberry Pi

The Code School course can introduce career pathways to fields such as Engineering, Computer Science, Graphics and Design, Information Systems, Biotechnology, Space Research, Banking and Finance, Data Analytics and Data Visualisation, Research and Statistical Sciences.



## DRAMA

Junior Drama will focus on skill building to enable students to be successful at Drama in the Senior School and to build confidence and performance skills. They will do this through a variety of scripted and devised work.

Students will build understanding and learn to communicate and interpret ideas. They will investigate the functions, purposes, and technologies of drama in cultural and historical contexts.

Students will select and use techniques to develop drama practice. They will use conventions to structure drama and initiate and refine ideas with others to plan and develop drama. Students will also present and respond to drama, identifying ways in which elements, techniques, conventions, and technologies create meaning in their own and others' work.



## FINANCIAL EDUCATION

The New Zealand Curriculum places high value on students having the skills and knowledge needed so that they can negotiate the increasingly complex financial challenges.

Financial Education will enable students to become responsible, confident and independent managers of money which will enable them to live, learn, work and contribute as active members of our community.

This course builds on the Year 9 Financial Education course, developing students' knowledge, financial capability and skills as well as having valuable financial acumen for the future.

### There are three key aspects developed in this course:

- Financial capability in managing one's own personal finance through budgeting, setting financial goals and managing risks
- Enterprise learning to develop entrepreneurs including leadership, innovation, collaboration, resilience and risk-taking
- Financial capability in managing businesses and developing key competencies in a range of financial contexts and apply financial knowledge to practical situations.

### Topics include:

- Understanding our 'money personality'
- Business ethics – challenges for a changing world
- Entrepreneurship – enterprising people and business, taking risks
- Making financial decisions
- Understanding income
- Personal financial management
- Accounting for businesses – importance of record keeping and preparation of key financial statements
- Interpretation and analysis of financial information in business.

This course sets an excellent foundation for students to progress to senior courses at Year 11, Year 12 and Year 13 where more detailed financial knowledge will be further developed in the Commerce subjects of Accounting, Economics and Business Studies.

Students enjoy this subject because they are able to apply financial skills in a range of different everyday situations to make more informed decisions. They also enjoy the challenge of learning about the successes and failures of a wide range of entrepreneurs and businesses both in New Zealand and overseas.



## LATIN

**PREREQUISITES: ENTRY TO THIS COURSE IS RESTRICTED TO STUDENTS WHO HAVE ACHIEVED HIGHLY IN THE YEAR 9 LATIN COURSE.**

Year 10 Latin consolidates the linguistic knowledge and understanding in Year 9, and extends this to prepare students for the external assessment at CIE or NCEA level in the following years.

### Students will:

- Follow the exploits of a young Pompeian survivor of the AD 79 eruption of Mt Vesuvius, as he travels through the Mediterranean to Egypt and finally to Britain
- Learn the increasing complexity of Latin grammar and how it underpins modern European languages
- Discover the customs and habits of the various races which comprised the Roman Empire in the 1st AD and learn how these have direct relevance to our lives in 21st New Zealand
- Undertake word studies that will look at the Latin words which have provided the basis of more than 60 per cent of our modern English vocabulary
- Learn in a collaborative environment, making use of the latest technology and flipped approach in the classroom and in their own studies.

A variety of supplementary passages are used for extra reading and investigation of Latin in English today continues, as well as research projects on aspects of Roman Civilisation. Students will complete units of the Cambridge Latin course. Year 10 classes are given the opportunity to undertake NCEA Level 1 internal standards during the course of the year.

## ADVANCED LATIN

This course is designed for students intending to continue with Latin into Year 11, as well as those who wish to extend their skills in Latin. The placement of the IGCSE examination in the May/June sitting means that students will begin the course in the Extended Latin Option class and sit the examination in May/June of Year 11.

## MUSIC

The Year 10 course aims to equip students with the skills and knowledge necessary to take Music at higher levels. Whilst students can take IGCSE Music in 2018 without this one-year course, it is highly recommended that they prepare themselves with the skills necessary to achieve in Year 11. Students wishing to be admitted into Year 11 Music without having studied Year 10 Music will need to be proficient instrumental or vocal performers, have a good music theory grounding and have approval from the Head of Department Music.

### The key components of the course include:

- **Performance**  
Solo and group performance on the student's instrument(s) or in singing. Students must be having instrumental or singing lessons either outside the College or with one of the instrumental or singing teachers at the College.
- **Composition**  
An opportunity for creative music expression through the development of original music ideas by composing at an elementary level. Students will have access to technology to aid the creative process (e.g. Sibelius music-writing software).
- **Materials of Music**  
Regular work in Music Theory (including if necessary sitting an external Theory examination) and the development of listening skills (Aural Training). This component focuses on the 'nuts and bolts' of music education.
- **Music Knowledge**  
This comprises an overview of the main development in Music History, including some study of composers and some analysis of musical works through the ages (which may include 20th Century genres).

## SPORTS EDUCATION

*This module is for selected students who are participating in the Junior Sports Development Programme.*

The emphasis in this module is on “training” and to develop foundation skills in developing strength, conditioning, technique and understanding athletic endeavour.

## TECHNOLOGY

This course is designed to give all students a ‘taster’ of what the subject has to offer. The course runs for half a year, where the students spend time learning to sketch, which enables them to design projects and explore variations. They then go on to study the design process and how to use visual stimuli. They produce their own flat pack chair model and evaluate it. The practical element involves making a wooden stool/table which includes an inlaid top. They also receive an introductory course to the CAD program ‘SolidWorks’.

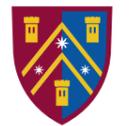
Extension material is provided to ensure all students will find the subject personally challenging, and there is plenty of scope for students’ individual flair and imagination to find expression. This course lays the basic foundation for the Department’s approach to learning and teaching in subsequent years.



# Senior School

## Year 11, Year 12 and Year 13

### Courses of Study



**KING'S**  
COLLEGE

# Courses of Study

We offer a wide range of subject options for our Senior School students to give them the opportunity to explore their interests, identify their strengths and to specialise in some subject areas in preparation for future studies.

## Course selection

Even at this level we encourage our students to keep their subject options open. Selected subjects for each of the year levels generally include:

### YEAR 11

English and Mathematics plus four subjects

At this level we offer both the CIE and NCEA pathways in most subjects. Students are encouraged to identify the pathway that suits them best and may change pathways provided they meet the necessary prerequisites in their chosen subjects.

At Year 11 students are encouraged to select their course by choice of subjects, rather than by qualification pathway. It is perfectly acceptable to have a mixed qualification pathway at this level. Students should aim to ensure they have a strong foundation in the subjects that they wish to pursue in Year 12 and 13. Students should carefully note any prerequisites required for study in future years.

### YEAR 12

English plus four subjects

Students at Year 12 should decide on which qualification pathway they wish to choose to attain University Entrance. It is still possible to have a limited mixed qualification pathway but there must be sound education reasons for this.

### YEAR 13

Five subjects

Students who have attained their University Entrance in Year 12 may enrol in four subjects.

In selecting their courses students are also asked to consider their workload. Students may not select more than two subjects in either CIE or NCEA that are comprised predominately or wholly of internally assessed work, unless they seek an exemption from the Deputy Head – Curriculum.

## Scholarship Subjects

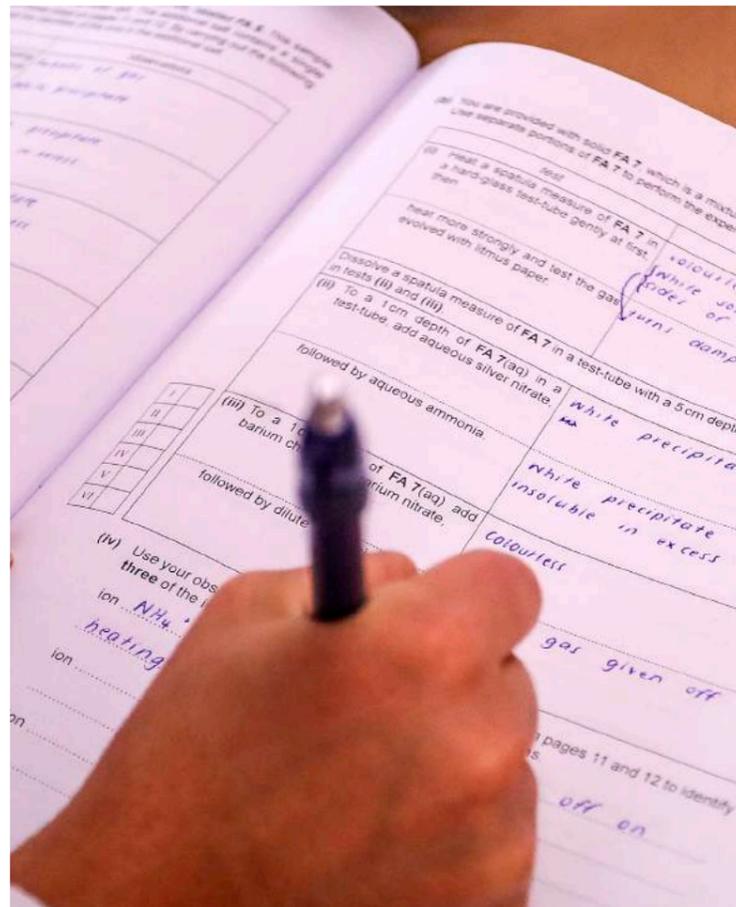
Scholarship subjects are open to CIE and NCEA students who are achieving at the highest levels. Acceptance to Scholarship subjects will require support from the subject teacher and students will have to commit to the extra work required to prepare for Scholarship examinations and assessments.

## Expectations and prerequisites

We want our students to achieve their highest potential. Academic courses of study at King's College require students to meet specific academic expectations. These expectations concern completion of courses of study, completion of set internal and external assessments and meeting teacher and subject department requirements. Where students fail to meet set deadlines for assessment, work must still be completed to ensure course completion.

As students progress through the Senior School their level of academic achievement will determine the courses that are available to them. There are set prerequisites that students must meet to gain entry to some courses. We have identified these prerequisites in the CIE and NCEA course descriptions. Any exceptions will be at the discretion of the Deputy Head – Curriculum and Head of Department. When students select their subjects through the online enrolment process only the courses they are eligible for will show as options.

Making informed decisions about subjects and courses is an important foundation for academic success.



# ACCOUNTING



**Head of Department:** Sharon Lofroth  
BBS (Massey), DipTchg  
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## What is Accounting?

Accounting is “*the language of business*” as it is the way to communicate the financial health of a business. It provides excellent career opportunities and a strong foundation for career mobility. More CEOs have undergraduate or graduate degrees in accounting than any other area of study.

## Where does Accounting lead?

Accounting is a highly recommended subject for anyone contemplating a successful career in today's fast-paced and highly competitive global labour market. Accounting is a core subject for almost every commerce degree in Australasia and is seen as advantageous for all university graduates – despite specialisation. If you wish to be successful – be it in science, medicine, law or commerce, eventually you will be responsible for the management of money by way of budgets and strategic decision-making. Accounting prepares you to handle these funds and make sound decisions in a responsible and accurate manner.

## Why study Accounting at King's College?

A school background in Accounting is extremely useful for any person wishing to enter the world of commerce in such areas as business management, risk management, venture capitalism, banking, tourism, marketing, insurance, information technology, resource management, finance, consultancy, advisory and self-employment. Having prior knowledge in Accounting assists students undertaking further study in first year university courses. Career opportunities associated with a degree in accounting are practically endless owing to the broad scope of the subject.

“It provides a solid base for all business activity. When purchasing a business, buying shares, or just running a business day to day, accounting is a crucial skill to have and I think that it takes you above and beyond the rest of the crowd in business.”  
HAYLEY, YEAR 12

## CIE Pathway

### IGCSE ACCOUNTING

IGCSE Accounting provides a beginner course that requires students to develop knowledge and understanding of the principles and purposes of accounting of an individual, business, non-trading organisation and society as a whole. It also provides an excellent foundation for advanced study by developing skills in numeracy, literacy, communication, enquiry, presentation and interpretation.

### AS LEVEL ACCOUNTING

**PREREQUISITES: NCEA L1 ACCOUNTING OR IGCSE ACCOUNTING**

AS Accounting forms the first half of a two-year, pre-university Accounting course. This course covers basic topics such as recording business transactions, financial statements of sole traders, and year-end adjustments before moving on to demanding management accounting topics such as marginal and absorption costing, break-even analysis and job costing. There is also a significant coverage of partnerships, (formation, dissolution, revaluation) and companies (issue of shares and debentures).

### A LEVEL ACCOUNTING

**PREREQUISITES: AS ACCOUNTING**

A2 Level Accounting forms the second half of a two-year, pre-university course. In addition to the topics covered at the AS level, students will move on to more demanding topics involving business purchase, cash flows, standard costing, activity-based costing, budgeting, investment appraisal, consignment and joint venture accounts.

## NCEA Pathway

### LEVEL 1 ACCOUNTING INTRODUCTION TO ACCOUNTING

Level 1 Accounting promotes knowledge and understanding of accounting as a financial language by developing key competencies across a range of financial contexts for individuals, community organisations and businesses. Using practical situations, students will study the application of concepts, processing financial information, preparation and interpretation of financial statements, cash management and making financial decisions. Students are expected to have sound literacy and numeracy skills.

Total Credits: 21      12 External, 9 Internal

### LEVEL 2 ACCOUNTING

PREREQUISITES: NCEA L1 ACCOUNTING OR IGCSE ACCOUNTING

This course gives students the tools to make real life financial decisions, enhance their financial literacy and help individuals and organisations to be accountable to stakeholders for their actions. The content covered focuses on the practical application of applying assumptions on which accounting is based. Students learn how to process simple and complex data into meaningful information using an accounting software package and develop a sound understanding of the inventory system and the controls required for accurate information. The course also covers the preparation and interpretation of financial reports which meet user needs and professional and legal requirements.

Total Credits: 20      13 External, 7 Internal

### LEVEL 3 ACCOUNTING

PREREQUISITES: NCEA L2 ACCOUNTING OR AS ACCOUNTING

This course focuses on the application, understanding, critical analysis and interpretation of financial and non-financial information of partnership and company ownership structures. Students will be able to identify problems encountered by these entities and make recommendations. The course – which builds on the knowledge and understanding students have gained from the Level 2 course – also covers costing, management decision-making and studies the financial reports of a New Zealand listed company to give advice to external users.

Total Credits: 22      9 External, 13 Internal

#### Scholarship – Advanced Accounting

Students need to have demonstrated an excellent level of competence at the Level 3 course in order to undertake the Scholarship exam. The CIE Accounting courses alone are inadequate preparation for this exam as the topics are vastly different from the course material presented for Scholarship.

Accounting students are able to explore a multitude of interesting and challenging topics that are relevant in today's rapidly advancing business environment. Students appreciate developing financial skills that will be an asset in business but that are also relevant and applicable in their daily lives.



# ART HISTORY



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## What is Art History?

Art History involves the study of works of art in their cultural and historical context. The study of the art of the past is seen as valuable in itself and contributes to an understanding of the art and culture of the present. We value art for a variety of reasons – its unique connection to the society and time in which it was made, as evidence of the creative abilities of its makers, and for what it can reveal about the differences between peoples and cultures.

## Where does Art History lead?

Graduates of Art History work in a wide range of careers, especially those that require the ability to create or interpret imagery or three-dimensional forms, for example Advertising and Marketing, Communications and Media, Fashion and Design, and Architecture and Planning. There are also the more curatorial, specialist and academic pathways. Students will develop specific academic skills which are highly transferable and of value to future employers. These will include analysing and interpreting information from different sources; using critical judgment to form opinions; formulating strong arguments; presenting information in an intelligent, coherent and balanced way; developing oral and written communication skills; and developing skills in interpreting imagery and visual symbols.

## Why study Art History at King's College?

Art History is a purely academic subject and one of the Humanities. As such, it will help students to develop their abilities of analysis and interpretation, and complement other subjects such as History, Classical Studies, Philosophy, Languages and the Visual Arts. Works of art are material objects and visual images. Their 'language' is visual and therefore we need to develop particular skills in order to interpret them. Although the exercise of such skills is the object of art history, its lessons can be applied to many other situations in which the coded meaning of visual information must be understood or communicated. Thus, the study of Art History develops and draws on a range of associated skills:

- The observation and interpretation of visual data.
- The ability to make connections and draw disparate elements together to make a coherent whole.
- Manipulating visual information for psychological, emotional and cognitive effect.

In studying Art History at King's College, students will benefit from an ambitious range of digital resources designed to maximise the potential of educational technologies. Fully featured courses are delivered via iTunes U and iBooks to the student's iPad, with reference to podcasts, videos and text resources that are provided to extend their understanding of the subject beyond the classroom.

I've really enjoyed taking Art History this year and as a pure academic discipline it has sharpened my analytical and interpretive abilities considerably.  
KATE, YEAR 12

There is no CIE Pathway available for Art History.

## NCEA Pathway

### LEVEL 1 ART HISTORY ART IN AOTEAROA NEW ZEALAND

The syllabus is an introduction to Art History through the study of art in Aotearoa New Zealand, with particular emphasis on contemporary practice. Students will learn essential skills such as the formal analysis of artworks; how to identify the relationships between art and the contexts in which it is produced; how different media and processes are selected and the effects they have on artworks; and how artists' work develops over time.

This course is of particular use to students of Practical Art as it helps them to understand and critique their own practice in a broader context. There are six assessments, five of which are internally assessed.

Total Credits: 24      4 External, 20 Internal

### LEVEL 2 ART HISTORY TOWARDS MODERNISM (1780-1900)

We study the development of French painting during the turbulent period of the Revolution and subsequent Napoleonic era, through the social and economic upheavals of the nineteenth century (1780-1900). Students will learn how to analyse artworks; to examine meaning in artworks; to examine how techniques and media are used in art; to study an art movement; to research an art history topic; to examine artworks in context; and to demonstrate understanding of artworks in relation to their physical environments.

Art History is concerned with the analysis and interpretation of works of art within their cultural and historical context. The subject requires both critical and historical skills in addition to visual sensitivity.

There are six assessments, three of which are internally assessed. The course is a good preparation for Level 3 Art History but it is not a requirement for that course.

Total Credits: 24      12 External, 12 Internal

### LEVEL 3 ART HISTORY THE EARLY RENAISSANCE

We study the development of Italian Renaissance art from Giotto in the late thirteenth and early fourteenth centuries, through to the mid-to-late fifteenth century and Ghirlandaio. Key architectural works are studied in conjunction with painting and sculptural works. Students will learn how to analyse style; to interpret meaning in art (iconography); to understand the media, techniques and processes used in creating artworks; to examine a theory and its role in art; to examine the different values placed on artworks; and to examine art in context.

The course is an excellent preparation for both first and second year Art History papers at university, which are often chosen by students for their general papers. There are six assessments, three of which are internally assessed.

Total Credits: 24      12 External, 12 Internal

#### Scholarship – Advanced Art History

Scholarship Art History is a very broad three-hour examination in which candidates write two essays. Each essay is selected from a range of six questions: the first group of six is about the production of artworks; the second group of six is about aesthetics and responses to art.

The examination allows for an expansive discussion of the chosen subject and the student is expected to draw widely from whichever syllabus he or she has studied as, unlike the Level 3 and AS examinations, the questions are not tied to specific learning areas or topics. It is thus a very good examination for capable AS students wishing to extend themselves or gain a further qualification with an added financial incentive.

# BIOLOGY

## What is Biology?

Biology is the study of living organisms and the interactions they have with their environment and with each other. It provides young people with reasoning skills, an understanding of themselves and other living creatures and the ability to use scientific methods of investigation.

Biology has provided much of the conceptual framework for other disciplines and is highly relevant today with the rapid progress in medicine, genetics and environmental issues. There are many stimulating options open for well-qualified individuals in the broad scope of Biology.

## Where does Biology lead?

A knowledge of Biological Science is very important in a wide range of careers, not simply for aspiring medics or vets. With the New Zealand economy placing a greater emphasis on the processing of biological materials, prospects in this field are exceedingly high for those who take this subject (in tandem with Chemistry and, for some degrees, Physics/Mathematics).

Many universities now offer Bachelor of Technology degrees in Biotechnology. Massey University also offers a degree in Bioprocess Engineering which carries IPENZ accreditation as a professional Engineering degree. Degrees in Food Science and Biotechnology both offer excellent financial rewards and exciting work. The study of Ecology, and especially Molecular Genetics, could be very useful in aspects of Law and Commerce, as well as for those wishing to seek employment in New Zealand's extensive Agriculture and Conservation sectors.

At tertiary level, Biology, beyond the first year, separates into several distinct subject areas. These include Zoology, Anatomy, Botany, Genetics, Microbiology, Molecular Biology, Biochemistry, Biotechnology and Physiology.

## Why study Biology at King's College?

King's College has a proud history advancing Biology education in New Zealand. We regularly host Biology Educators workshops to support and develop NCEA curriculum support resources. We also chair the CIE Biology and Marine Science Support groups and our teachers have attended AS and A2 Examiners' meetings in the United Kingdom, as well as having taught CIE Science professional development courses here in New Zealand. For over 30 years our staff have authored New Zealand Biology textbooks. We are passionate educators that revel in producing students that have come first in the world in CIE Biology at IGCSE, AS and A2 Levels.

King's College has seen unparalleled success with our students excelling both in international examinations and across the range of Biology programmes offered in New Zealand.



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“Past students have used their Biology studies at King's as a strong foundation for further specialisation in an area of science that interests them, including cell and molecular bioscience, immunology and biotechnology.”



“Art History helps students develop their abilities of analysis and interpretation, and complements other subjects such as History, Classical Studies, Philosophy, Languages and the Visual Arts.”

## CIE Pathway

### IGCSE BIOLOGY BIOLOGY FOR LIFE

The IGCSE course offers a brief yet broad basic foundation in Biology. The IGCSE is ideal for King's students who may decide not to continue to AS Biology in Year 12.

The assessment involves a series of examinations with a multi-choice, structured question and practical paper. IGCSE Biology does not count towards NZ University Entrance.

### YEAR 11 AS LEVEL BIOLOGY (TWO-YEAR COURSE)

This two-year AS course is specifically designed to increase student enjoyment and achievement in gaining NZ University Entrance criteria for Biology (minimum of a D grade at AS level). The switch from IGCSE to a two-year AS course is to permit a far more rigorous preparation for the AS level in Year 12. The benefits include greatly increased time to teach the AS theory content, far more hands on experiments and the ability to complete a full revision programme prior to examination. All students wishing to sit AS Biology in Year 12 are strongly encouraged to begin the AS course in Year 11.

## AS LEVEL BIOLOGY CELL AND HUMAN BIOLOGY

PREREQUISITES: NCEA LEVEL 1 SCIENCE OR IGCSE BIOLOGY

This course provides an unrivalled broad and in-depth foundation in pure biology. Topics include cell structure, biological molecules, enzymes, cell membranes and transport, cell and nuclear division, genetic control, animal transport, plant transport, gas exchange, infectious disease and immunity.

Assessment involves a series of examinations including multi-choice, structured questions and a practical examination.

## AS LEVEL MARINE SCIENCE FOUNDATIONS IN MARINE ECOLOGY & OCEANOGRAPHY

PREREQUISITES: NCEA LEVEL 1 SCIENCE OR IGCSE BIOLOGY

This is an exciting new CIE AS Level course that combines Biology and Geography. Marine Science provides an introduction to the science of the marine environment, scientific study of the sea and its ecosystems. Topics include scientific method, marine ecosystems and biodiversity, energy of marine ecosystems, nutrient cycles in marine ecosystems, coral reefs and lagoons, the ocean floor and the coast, and physical and chemical oceanography. Assessment involves a series of examinations including structured questions and data handling questions.

## A LEVEL BIOLOGY BIOMEDICAL SCIENCES

PREREQUISITES: BIOLOGY AS

This course is an extension of Cell and Human Biology (AS Level), requiring students to apply their knowledge to new and challenging situations. Topics include respiration, photosynthesis, homeostasis, coordination, inherited change, selection and evolution, biodiversity, classification and conservation, and genetic technology. Assessment is by way of structured theory questions and by planning, analysis and evaluation of practical exercises.

## A LEVEL MARINE SCIENCE HUMAN EFFECTS ON OUR OCEANS

RECOMMENDATIONS: AS LEVEL BIOLOGY, AS GEOGRAPHY OR AS MARINE SCIENCE

The AS and A2 curriculum will both be taught. This will allow students to gain the full A Level in one year. There are no prerequisites for this course but it is most suited to Year 13 students who have completed AS Biology, AS Geography or AS Marine Science in Year 12. The AS covers the foundations of Marine Biology and Oceanography. The A2 course builds on the AS knowledge to investigate man's effect on the marine environment. Students will sit four theory papers (two AS and two A2) in November.

## NCEA Pathway

### LEVEL 2 BIOLOGY CELL AND GENETIC BIOLOGY

PREREQUISITES: NCEA LEVEL 1 SCIENCE OR IGCSE BIOLOGY

The focus of this course is to further develop practical laboratory technique and understanding of cellular structure and function. It is ideal for students who are interested in specialising in areas such as Microbiology, Genetics and Cell Biology. Topics in the course include microscopy, cells, genetics and gene expression.

Total Credits: 24      16 External, 8 Internal

### LEVEL 3 BIOLOGY PLANT AND ANIMAL BEHAVIOUR AND HUMAN EVOLUTION

PREREQUISITES: NCEA LEVEL 2 OR AS BIOLOGY

Level 3 Biology is a highly demanding academic course and it is equally as difficult to gain University Entrance in NCEA as it is through the CIE pathway. The topics in this course are Evolution (including human evolution); Genetics Manipulation; Homeostasis; and Plant and Animal Behaviour.

Total Credits: 19      13 External, 6 Internal

### Scholarship – Critical Thinking in Applied Biology

Scholarship Biology is an extra class which must be taken in conjunction with either A2 Biology or NCEA Level 3 Biology. All candidates will be expected to have either gained an A in CIE or Merit/Excellence in NCEA Level 2 Biology. Potential scholars will be invited to attend the class and entrance will be at the Head of Department's discretion.

The course aims to teach and extend both the CIE and NCEA courses as well as prepare students for the Biology Olympiad programme. The Scholarship examination consists of three data based questions that ask students to critically discuss biological situations in terms of ecological and evolutionary principles. Students are required to demonstrate perception and insight in the analysis and integration of biological knowledge and skills in given contexts.

Topics covered are: Ecology (including animal and plant responses); Evolution (including New Zealand and human evolution); and Genetics (including gene expression and biotechnology).



SENIOR SCHOOL

“Studying Biology gives you an insight into the basic principles of life.”

# BUSINESS STUDIES



**Head of Department:** Sharon Lofroth  
*BBS (Massey), DipTchg*  
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## What is Business Studies?

Business Studies offers a more direct link to the real world than traditional subjects, preparing students for the future. It also complements the study of the specialist subjects Accounting and Economics.

Various industrial and commercial sectors have frequently reiterated the importance of industrial understanding as a prerequisite to work, focusing on four central learning criteria; knowledge, skills, concepts and attitudes (ability to distinguish facts from fiction). There is an increasing demand for a new generation of skills-based students.

Business education represents the broader picture of industrial and commercial activity, incorporating aspects such as marketing and human resources as well as encompassing economic theories and financial management.

## Where does Business Studies lead?

A background in Business Studies is useful for any person with career interests in areas such as Commerce, Law, Business Management, Marketing, Finance, Accounting, Banking, Retailing, Manufacturing, Tourism, Insurance, Information Technology, Resource Management, Consultancy and self-employment.

## Why study Business Studies at King's College?

Studying business enables students to appreciate the issues that challenge businesses and the individuals and groups that are a part of them. In a rapidly changing world, it is important that New Zealanders are able to make informed and rational decisions about business matters.

Business contributes to the development of a culture of enterprise and supports efforts to improve economic and community well-being. At King's College students will have opportunities to:

- Understand the integral role of business in society and the economy
- Explore enterprise culture
- Develop key curriculum attributes and foster qualities such as initiative, resilience and resourcefulness and the skills of problem-solving, co-operation, decision-making, negotiation and communicating
- Gain knowledge and understanding of what is meant by good business practice
- Acquire greater financial capability.

Evidence of the spirit of enterprise is steeped throughout New Zealand's history and is an important aspect of our multicultural national identity. Enterprise and an understanding of business are essential to New Zealand's economic future.

## CIE Pathway

### IGCSE BUSINESS STUDIES

At this introductory level of Business Studies, successful students will gain lifelong skills in understanding different forms of business organisations, the environments in which businesses operate and business functions such as marketing, operations and finance. Students will also appreciate the critical role of people and teamwork in business success, gain confidence to calculate and interpret business data, enhance their communication skills needed to support arguments with reasons and their ability to analyse business situations and reach decisions. This course is excellent preparation for AS Level and NCEA Level 2 Business Studies.

### AS LEVEL BUSINESS STUDIES

This course forms the first half of a two-year introductory Business Studies programme but can be taken as a stand alone course. Students will come to understand and appreciate the nature and scope of business, and the role of business in society, internationally and within New Zealand. Students will develop critical analysis skills and will evaluate business behaviour from the perspective of a range of stakeholders. They will develop an awareness of the political, economic, social, technological, legal, environmental and ethical issues associated with business activity.

Students will develop quantitative, problem-solving, decision-making and communication skills. Students selecting this course should have strong problem-solving skills, and sound literacy and numeracy skills.



### A LEVEL BUSINESS STUDIES

#### PREREQUISITES: AS BUSINESS STUDIES

In this course students will extend the concepts previously learned in AS Business and investigate new issues in each of these topics: Business and its environment, people in organisations, marketing, operations and project management, finance and accounting, and, new at this level, strategic management.

Much use is made of prepared case study analysis made famous by the Harvard Business School, and discussion around the Harkness Table. The emphasis on outcomes is developing a student's ability to analysis and evaluate business decisions in context. Students wishing to undertake the course should possess competence in English and Mathematics, and have very strong problem solving skills.

Case studies form a major part of CIE Business. Learning to problem solve when there are so many variables to consider is both challenging and rewarding, especially when quantitative and qualitative skills taught in class are used to effect good results.

## NCEA Pathway

### LEVEL 2 BUSINESS STUDIES

This course covers the following standards and focuses on students ability to: demonstrate understanding of the internal operations of a large business; demonstrate understanding of how a large business responds to external factors; apply business knowledge to a critical problem(s) in a given large business context; conduct market research for a new or existing product; carry out, review and refine a business activity within a community context.

Total Credits: 24      12 External, 12 Internal

Students enjoy NCEA Business Studies as it covers a wide range of concepts in the basics of business that are put into practice when building a fledgling start-up business of their own. For Level 3, the interaction with Young Enterprise also adds a unique flavour to the course.

### LEVEL 3 BUSINESS STUDIES

#### PREREQUISITES: NCEA LEVEL 2 OR AS ACCOUNTING, NCEA LEVEL 2 OR AS ECONOMICS

The external standard in this course focuses on issues effecting business such as, cultural intelligence, changes in the global marketplace, and societal expectations.

The major internal standards involve students participating in the Young Enterprise Scheme, which involves working in groups to create a product or service of their own, then planning and executing the business activity while documenting their progress throughout. Students are required to show initiative, be self-motivated, and express their creativity in the course of carrying out this activity. Assessment is done collectively in groups, but students are also required to accumulate evidence to demonstrate their contribution to the overall activity. In addition students will also write a comprehensive marketing plan for their product or service, which means that a total of 15 credits of the course are directly linked to the business activity.

Total Credits: 19      4 External, 15 Internal

# CHEMISTRY



**Head of Department:** John Southern  
*BSc Hons*  
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## What is Chemistry?

Chemistry is concerned with the accumulation of knowledge about the behaviour of pure substances and their conversion into new substances. Many of the challenges facing our world today will be remedied by solutions that call on Chemistry for answers. Chemistry is the cornerstone of Science and consists of four main disciplines: Physical Chemistry, Inorganic Chemistry, Organic Chemistry and Analytical Chemistry.

## Where does Chemistry lead?

So where does Chemistry lead? It is a keystone in the study of most Sciences or Applied Sciences. Some future pathways are: Medicine, Teaching, Food Technology/Science, Agriculture and Horticulture, Technical Marketing/Management, Dentistry, Pharmacy, Veterinary Science, Forensic Science, Biochemical and Medical Research, Biological Engineering, Manufacturing, Chemical Engineering, Environmental Engineering and Polymer Science.

## Why study Chemistry at King's College?

All four main disciplines, Physical, Inorganic, Organic and Analytical Chemistry, are included in the Chemistry courses from Year 9 through to Year 13. These courses are practically based so that experiments are a regular activity each week. Chemistry is a real academic challenge. Knowledge of Chemistry is vital if one is to make sense of the Material Science topics found in other branches of Science such as Physics, Biology, Engineering, Medicine and Technology.

## CIE Pathway

### IGCSE CHEMISTRY INTRODUCTION TO CHEMISTRY

The course initially recaps and then builds on material covered in Year 9 and Year 10. The topics covered during the year involve all four of the disciplines of Chemistry. These topics include: Separation techniques; Kinetic theory; Atomic theory; Periodicity; Quantitative Chemistry; Acid/Base Chemistry; Metals; Equilibrium ideas; Organic Chemistry; Electrochemistry; and Non-metallic Chemistry. This course is excellent preparation for both AS Chemistry and NCEA Level 2 Chemistry. This course is assessed by two written examinations and one practical examination.

### AS LEVEL CHEMISTRY THEORETICAL AND PRACTICAL CHEMISTRY PREREQUISITES: IGCSE CHEMISTRY

The AS Level course material is extensive and challenging. Some of it is recap or builds on previous work from Year 9, Year 10 and Year 11. Topics include: Atomic theory; Stoichiometry; Organic Chemistry; Bonding and Structure; Volumetric and Gravimetric analysis; Ions analysis; Kinetic theory; Gasses; Thermochemistry; Equilibria; Redox; Electrochemistry; and Inorganic Chemistry. The material covers the theory, practical aspects, everyday applications and environmental issues. This course is assessed by two written examinations and one practical examination.

### A LEVEL CHEMISTRY ADVANCED CHEMISTRY PREREQUISITES: AS CHEMISTRY

The course extends the knowledge gained in the AS course and also introduces new topics not covered in the previous year. Topics in this course include: Lattice enthalpies and Ionic compounds; Electrochemistry; Reaction Kinetics; Acid/Base and Solubility Equilibria; Transition Metal Chemistry; and Organic Chemistry. Applications of Chemistry are also investigated through Biochemistry; Analytical Chemistry; Modern materials; and Green Chemistry. These topics are assessed by two written examinations. An overall A Level grade is awarded, taking into account the results of the five papers taken during the two years of the AS and A Level course.

“Chemistry is a keystone in the study of most sciences or applied sciences - it allows us to understand the nature of any substance or material and can help to predict their behaviour and properties. Chemistry is always a challenge, but it is a rewarding challenge.”

## NCEA Pathway

### LEVEL 2 CHEMISTRY GENERAL CHEMISTRY

**PREREQUISITES: NCEA LEVEL 1 SCIENCE OR IGCSE CHEMISTRY**

A course of general Chemistry is assessed using three external Achievement Standards: Bonding, structure and energy changes; Organic Chemistry; and Chemical reactions, and by three internal Achievement Standards: Quantitative analysis; Ions analysis; and Reduction and Oxidation Chemistry.

**Total Credits: 23**      **13 External, 10 Internal**

### LEVEL 3 CHEMISTRY GENERAL CHEMISTRY

**PREREQUISITES: NCEA LEVEL 2 CHEMISTRY OR AS CHEMISTRY**

An advanced course of Chemistry, which follows on from the NCEA Level 2 course, is assessed by three external Achievement Standards: Particles and Thermochemistry; Organic Chemistry; and Aqueous Chemistry, and by two internal Achievement Standards: Quantitative analysis; and Reduction and Oxidation Chemistry.

**Total Credits: 22**      **15 External, 7 Internal**



“Chemistry is about engaging with some complex ideas, and also developing the skills to apply them to challenging and motivating problems. No other subject offers this combination to the same rigorous extent. If you understand the content upon leaving lessons and review the key ideas regularly, Chemistry is an interesting and rewarding discipline.”  
SAM, YEAR 13

### Scholarship - Advanced Chemistry

This is a stand alone, one-off examination. It is open to students at the highest academic level, whether they have been involved in A Level Chemistry or NCEA Level 3 Chemistry. Only students who are likely to gain an A\* grade in CIE or are likely to gain Excellence across the board at Level 3 should consider sitting this examination. In most cases, students will have been identified during their Year 12 studies and will be alerted to the higher level of ideas in each topic that are required in the Level 4 examination. Scholarship questions are challenging and very unstructured. Candidates are expected to be able to make links between the various topics that they have studied during their A Level or Level 3 Chemistry courses.

# CLASSICAL STUDIES



## What is Classical Studies?

This subject spans a variety of topics from the history, philosophy, literature, society and the art and architecture of ancient Greece and Rome. The basis of Western culture can be found in the civilisations of Ancient Greece and Rome. Greek democracy and education, along with Roman law and civilisation, are the basis on which today's Western world has grown. Our language itself, in both its everyday and its scientific use, is heavily reliant on Greek and Latin origins. By comparing our ways of governing and living today with these roots, light can be thrown on our present civilisation.

## Where does Classical Studies lead?

The knowledge and skills acquired during its study may be applied in the study of Art, Anthropology, Archaeology, Languages, Philosophy, Science and Medicine, and in the practice of Law, Teaching, Business and Management. A knowledge of Classical Studies increases the capability of anyone employed in a position which demands accuracy, logical thought and articulate speech.

## Why study Classical Studies at King's College?

Students are taught to think critically about sources, apply their understandings in different contexts and to examine and compare values. Students move from understanding ideas to understanding relationships between ideas, as well as the complexity and diversity in aspects of ancient and modern societies.

Importance is given to the research and reporting skills of the students in their analysis of source material, and they are encouraged to explore the links and lasting influences between the ideas and values of ancient Greeks and Romans and other cultures, including New Zealand, analysing why they have enduring influence.

Classical Studies is a fascinating subject that teaches us as much about the present as it does about the past. Students learn how many of our present customs and institutions developed. However, more importantly, they realise that, despite the time difference between ancient Greece and Rome and our present world, human nature remains pretty much the same.

## CIE Pathway

### AS LEVEL CLASSICAL STUDIES THE CIVILISATIONS OF GREECE AND ROME

In this syllabus, Classical Studies is defined as the study of the civilisations of Greece and Rome in the Classical period. The AS Classical Studies course aims to provide candidates with an understanding and appreciation of Classical civilisations. There are four topics studied: Aristophanes' plays (drama); Alexander the Great (history); Virgil's Aeneid (mythology); and Juvenal's Satires (literature).

This course may be studied at either Year 12 or Year 13 level. There is no prerequisite for enrolment, although some skill in essay techniques would be helpful. All sources are studied in English and no knowledge of Greek or Latin is required. Students wishing to progress to the A2 course in Year 13 must first have performed creditably in the AS course.

### A LEVEL CLASSICAL STUDIES ATHENS, GODS AND HEROES

**PREREQUISITES: AS LEVEL CLASSICAL STUDIES**

Cambridge A2 Level Classical Studies forms the second half of a two-year A Level Classical Studies course. This course offers opportunities to discover and uncover the classical world through the critical interpretation and evaluation of its literary texts, studied in their own contemporary or near contemporary contexts. There are two topics studied: The Changing World of Athens: its friends and enemies (history); and Gods and Heroes: the importance of epic (literature).

This course has a wide reading component, consisting of several set texts per topic. In the examination for each topic, two extracts (often conflicting/contrasting) from the prescribed texts will be given, together with an unseen quotation from a primary or secondary author. Candidates will be expected to have read widely and in their answer to respond using understanding drawn from that wider reading (both primary and secondary), not just the prescriptions.

## NCEA Pathway

### LEVEL 1 CLASSICAL STUDIES ANCIENT GREECE

This course looks at the everyday life of an Athenian citizen and the different groups within this society. It covers the ideas and values of society as portrayed through art and literature. As we study the Greek world, we also explore its influence on later society, including our own, so that we can better understand the significant relationship between the ancient Greeks and other cultures.

Total Credits: 20      8 External, 12 Internal

### LEVEL 2 CLASSICAL STUDIES REPUBLICAN ROME

This course looks at everyday life in a Roman family, studying art and architecture from Pompeii and Herculaneum. It covers the political manoeuvres and bloody civil wars which ended the Roman Republic.

Students will develop critical thinking skills by interpreting and responding to ancient source material.

As we study the Roman world, we also explore its influence on modern society so that we can better understand the significant relationship between the ancient Romans and other cultures.

Total Credits: 24      10 External, 14 Internal

### LEVEL 3 CLASSICAL STUDIES AUGUSTAN ROME

This course is designed to follow on from the fall of the Roman Republic, covered in the Level 2 course. It focuses on the rise to power of Augustus, Rome's first emperor, the ways in which he changed Rome for good and his use of political propaganda.

We also study the Aeneid, an epic poem written during his reign which tells the story of Rome's mythical origins as well as serving as a metaphor for Augustus' rule. Students will further develop their critical thinking skills by interpreting and responding to ancient source material. They will also gain an appreciation for the lasting influence the Romans have had on other later cultures, including our own.

Total Credits: 22      10 External, 12 Internal



### Scholarship – Advanced Classical Studies

This course requires the student to: evaluate critically aspects of the culture of the classical world, which may include history, literature, philosophy and art history; demonstrate analytical perception and both depth and breadth of knowledge; and to communicate ideas effectively.

Students who are studying CIE A2 or AS or NCEA Level 3 may wish to sit the NCEA Scholarship examination in addition to their course-based examinations. Questions will be set on the topics studied for these two courses. Candidates choose three of the topics. There is no timetabled class for NCEA Scholarship. Examination preparation is completed in tutorials in Term 3 and Term 4.

# COMPUTER SCIENCE AND DIGITAL TECHNOLOGY



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## What is Computer Science and Digital Technology?

Computer Science develops an appreciation of the range and power of computer applications and an understanding of how computing can be used to solve problems. The field of Computer Science includes systems analysis, algorithm design and programming concepts. Computer Science students consider a broad range of computer applications, to develop an understanding of the power and versatility of the computer and the benefits of its use, but also its limitations and potential disadvantages.

## Where does Computer Science and Digital Technology lead?

A student who has studied computing can work in any discipline or industry because computer skills transfer easily to many areas. Mathematicians, scientists and engineers all use computer science, but those who work in medicine, the humanities, law and education regularly employ the basics of this subject as well. Computer Science is also used to describe scientific concepts like genetics, to predict earthquake patterns and to understand theories such as the Big Bang.

The study of Computer Science and Digital Technology may appeal to students with good critical and logical thinking, problem-solving, troubleshooting and deductive reasoning skills.

## Why study Computer Science and Digital Technology at King's College?

At King's College there are two distinct subjects available in Computer Studies: Information and Communication Technology (ICT) and Computer Science.

ICT is the study and practice of everyday computing including digital technology used in an office, design, marketing, the internet and retail. The study of ICT develops IT literacy and confidence, and prepares students to maximise their effectiveness in future studies and the workplace.

Computer Science is the study of how the computer and its software think and operate. This involves programming software to behave as desired and topics relating to how data is passed from one machine component to another and how the speed of this event might be improved. The study of Computer Science aims to set the student on a pathway to working in the computer industry, be it in software or hardware development.

*Please note all students enrolling in Computer Science courses must have a laptop for work in class.*

## CIE Pathway

### IGCSE COMPUTER SCIENCE AN INTRODUCTION

Students develop an interest in computing and gain confidence in the use of computers. They develop an appreciation of the broad range of computer applications in order to improve their understanding of the power and versatility of the computer and the benefits of its use, but also its limitations and potential disadvantages. The course is an ideal foundation for further study at A Level and the skills learnt can also be used in other areas of study and in everyday life.

### AS LEVEL COMPUTER SCIENCE PROGRAMMING AND DEVELOPING SOLUTIONS

This is a more technical look at issues relating to the IT industry itself. The course is centred on problem-solving by designing, building and programming solutions to problems. The students learn the key concept and skills relating to all programming languages and are tested to write programmed instructions to solve problems. The working of both software and hardware are studied and although the assessment is by written examination, the learning is 50 per cent practical design and programming.

### A LEVEL COMPUTER SCIENCE ADVANCED PROBLEM-SOLVING AND PROGRAMMING SKILLS

**PREREQUISITES:** AS LEVEL COMPUTER SCIENCE

This is very much an advanced course in systems software mechanisms, machine architecture, database theory and programming. The student will develop an understanding of the concept that every computer system is made up of subsystems, which in turn consist of further subsystems. They will learn about the component parts of computer systems and how they interrelate, including software, data, hardware, communications and people, and acquire the skills necessary to apply this understanding to develop computer-based solutions to problems.



## NCEA Pathway

### LEVEL 1 DIGITAL TECHNOLOGY INTRODUCTION TO ICT AND COMPUTER SCIENCE

This course acts as a foundation for choosing Year 12 and Year 13 courses. It covers the basic concepts regarding hardware and software design but also introduces the students to programming and application development.

**Total Credits:** 17      3 External, 14 Internal

### LEVEL 2 DIGITAL TECHNOLOGY

In Year 12 we focus on honing programming and website development skills. Students develop an interest in computing and gain confidence in the use of computers. They develop an understanding of the advanced concepts of computer science, in order to improve their understanding of the power and versatility of the computer and the benefits of its use.

**Total Credits:** 18      4 External, 14 Internal

### LEVEL 3 DIGITAL TECHNOLOGY ADVANCED COMPUTER SCIENCE

In Year 13 we focus the choice of Level 3 NCEA standards on looking at the more complex concepts of computer science. Students will develop advanced skills, such as developing a program for a specified task and demonstrating their understanding of digital media.

**Total Credits:** 20      4 External, 16 Internal

“Learning to write programs stretches your mind and helps you think better. It creates a way of thinking about things that I think is helpful in all subjects.”  
JORDAN, YEAR 13

### Scholarship – Advanced Computer Science (Technology Generic)

The Technology Scholarship Performance Standard requires students to present a reflective report based on their experiences in developing a technological outcome(s). Graphic, audio, video, and/or digital media may be included and may be used to enhance or illustrate aspects of the candidate's experiences shown in the report.

Technological experiences include:

- Undertaking technological practice to develop a technological outcome(s) that is justified as fit for purpose in the broadest sense and shows elements of elegance and/or originality
- Demonstrating understandings of concepts underpinning technological knowledge
- Demonstrating understandings of the nature of technology.

# DRAMA



**Teacher-in-Charge:** Angela Clayton  
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## What is Drama?

Drama is a performance art that explores and expresses human feeling. Studying Drama will provide you with an understanding of the practical applications of the art form and the ability to critically analyse dramatic text forms. You will also have many opportunities to experiment with the performance aspects of Drama.

Drama is a practical course, which relies heavily on group work therefore a high level of attendance is a necessity. You will also be required to articulate your ideas through both written and performance based assessments. All performances (where practical) are for an invited audience.

Attendance at live theatre performances throughout the year is required for assessment purposes. Reassessment opportunities and extensions are not often practical given the constraints of the course.

## Where does Drama lead?

Many New Zealand and overseas universities offer highly regarded practical and/or theoretical studies in Drama. Career options include the professional arts, the entertainment industries, applied arts, community work, education and the media industries. The transferable skills for students are those much sought after in other environments such as business and commerce. These skills include communication (written, oral, and performance), research and analysis, and the ability to work independently and collaboratively. Drama studies also give you the skills to work to deadline and under pressure, with flexibility, imagination, self-motivation and organisation.

## Why study Drama at King's College?

Drama gives you the opportunity to develop skills in creative thinking, critical evaluation, literacy, negotiating, organising, planning, performing, research and teamwork.

You will increase awareness of self (mind, body and voice) and others (collaboration and empathy). Opportunities to improve clarity and creativity in communication of verbal and non-verbal ideas will be plentiful. You will be provided with opportunities to deepen your understanding of human behaviour, motivation, diversity, culture and history.

“Drama is an amazing subject because it challenges you to be creative physically as well as mentally.”  
FABIANA, YEAR 13

**There is no CIE Pathway available for Drama.**

## NCEA Pathway

### LEVEL 1 DRAMA

Level 1 Drama will promote the use of elements, techniques, conventions and technologies. Students will attend live performances and study theatre form. They will devise their own work and perform scripted drama, applying the techniques and features that they have learnt. Students will also demonstrate in written form their understanding of drama features in a live drama or theatre production.

Total Credits: 22      8 External, 13 Internal

### LEVEL 2 DRAMA

PREREQUISITES: NCEA LEVEL 1 DRAMA

Level 2 Drama students will explore and apply expressive techniques in scripted drama. They will devise and perform drama to realise an intention and use complex performance skills associated with a drama or theatre form or period. Students will respond to and make critical judgments about their rehearsal processes and performances.

Opportunities will be provided for students to examine the work of a playwright and develop their abilities to discuss – in written form – drama elements, techniques, conventions and technologies within live performance and also a drama or theatre form or period with reference to text.

Total Credits: 22      8 External, 14 Internal

### LEVEL 3 DRAMA

PREREQUISITES: NCEA LEVEL 2 DRAMA

Level 3 Drama students will research, analyse and critically evaluate how drama interprets, records or challenges social and cultural discourse. Students will integrate elements, techniques, conventions and technologies in dramatic forms for specific purposes. They will also research, critically evaluate and refine ideas to create original drama work and to perform works in a range of dramatic forms. Students will also reflect on and critically evaluate a range of works and performances.

Total Credits: 22      8 External, 14 Internal

“In Drama we work together to make choices about characters which express ideas and feelings. We are required to view a range of perspectives, often very different from our own, and this enables us to evaluate, synthesise and make meaning from our world.”



# ECONOMICS



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## What is Economics?

Economics is a social science involving the study of people and their activities relating to production, consumption and exchange.

It covers the behaviour of individuals, their work decisions of what to produce, where to locate and how to market, and the activities of government. A thorough study is also made of major economic issues such as employment, inflation, budget deficits, trade, economic growth and government policies.

## Where does Economics lead?

An understanding of economic issues and effects is a basis for the study of both commerce and society. From the planning of marketing decisions through to developing the Third World, Economics impacts upon us all. Because of its Arts and Commerce orientation it can be studied as a main or as a supporting subject within either an Arts or a Commerce qualification. Economics also forms a core component of many other qualifications including Agriculture/Horticulture, Parks Management, Recreation and Tourism Management.

Economics plays an important part in all decision-making: all choices are economic decisions. Therefore, the real importance of economics is at the very basis of planning and implementing major social or business decisions. Without an appreciation of the prevailing economic climate, both internally and externally, any project can go seriously awry. An understanding of economics can play a large part in the decision-making process, whether it is to appoint additional staff in an expanding plumbing business or to purchase a salmon farm in Chile.

## Why study Economics at King's College?

Economics provides you with an excellent combination of analytical and critical thinking skills, both verbal and written, that will help you study any programme at university. You will learn the ideas behind important concepts such as supply and demand, inflation and economic growth. This is important since you need to be aware of how the theory relates to the real world before going on to do the subject in greater depths. As you take Economics through the year levels, you will be able to pick and specialise in more varied areas such as financial markets, game theory, labour and environmental economics. This is arguably the most exciting aspect about taking Economics at King's College. Furthermore, economics relates to most aspects of our lives.

## CIE Pathway

### IGCSE ECONOMICS INTRODUCTION TO SENIOR ECONOMICS

The IGCSE Economics course provides an understanding of economic terminology and principles and of basic economic theory. Students learn about the economics of developed and developing nations and how these relate. They will also learn to handle data and undertake simple economic analysis, evaluate information and discriminate between facts, and value judgments in economic issues.

As a foundation for further study at Cambridge A/AS Level or NCEA beyond Year 11, the syllabus encourages a better understanding of the world in which students live and helps them play an active part in the decision-making process whether as consumers, producers or citizens of the local, national and international community.

### AS LEVEL ECONOMICS ECONOMIC ANALYSIS

The AS Level course is an entry-level qualification with no prerequisite – IGCSE Economics is not required. Students learn how to explain and analyse economic issues and arguments, evaluate economic information and organise, present and communicate ideas and judgments clearly.

The syllabus covers a range of basic economic ideas, including an introduction to the price system and government intervention, international trade and exchange rates, the measurement of employment and inflation, and the causes and consequences of inflation. Students also study the theory of the firm, market failure, macroeconomic theory and policy, and economic growth and development.

### A LEVEL ECONOMICS ADVANCED ECONOMIC ANALYSIS

**PREREQUISITES:** AS LEVEL ECONOMICS

Cambridge A2 Level Economics forms the second half of a two-year pre-university course. It covers the same topics as that of the AS Level course but in much greater detail. The emphasis of the A2 course is the student's ability to evaluate the reliability of material and to appreciate the role of the main concepts and models in the analysis of economic problems. Students will be expected to relate and evaluate the theoretical aspects of the subject to what is taking place within economies today. Therefore, the content is more focused on discussion of current issues such as: the financial crisis; developing economies; government economic policies; unemployment; and the possible exhaustion of material growth.

## NCEA Pathway

### LEVEL 2 ECONOMICS ECONOMIC POLICY, TRADE, INFLATION AND GROWTH

NCEA Level 2 is an entry-level course and no previous knowledge is required. The course covers topics that include: the cause and effects of Inflation; International Trade; and Economic Growth using economic models and concepts. The course is predominately applied-based and looks at issues that are linked to the New Zealand economy. There are two internal standards that focus on government policies and employment.

**Total Credits:** 22      12 External, 10 Internal

“Studying Economics at King's taught me more than just the theory. It taught me a different way to think and approach a problem.”

MICHAEL, YEAR 13

### LEVEL 3 ECONOMICS MACRO AND MICRO ECONOMICS

There are three main areas of study that make up this course. Students look at resource allocation and the market, with particular focus on supply and demand, as well as market structures including monopolies. They will also study the role of the public sector in the provision of goods and services and government intervention. The last section focuses on analysis of the economy as a whole – its output, its monetary system and its relationship with the rest of the world. The internal standard is structured around a chosen firm in the marketplace and relating it to the theory studied.

**Total Credits:** 24      14 External, 10 Internal

### Scholarship – Advanced Economics

This course examines both the macro and micro economic issues in an economy. The micro economic models include: production possibility curve; the supply and demand model for the goods and/or service markets; elasticity concepts; the cost and revenue model for a perfectly competitive firm/market and a monopoly; Lorenz curve; marginal social cost; and marginal social benefit model.

The macro economic models assessed will be selected from: circular flow model; the aggregate demand and aggregate supply model; multiplier effect; foreign exchange model; and the business cycle. Macro economic policies assessed may include monetary policy, fiscal policy, supply side policies and international trade policies.

The examination requires candidates to produce three essays that effectively communicate a sophisticated economic analysis in a contemporary New Zealand context.



# ENGLISH



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## What is English?

English lies at the heart of our experience of the world. An understanding of the language and its literature is essential in almost all aspects of life. All careers demand an ability to analyse written material and to articulate one's conclusions.

We learn English to help us write and speak the English language clearly, accurately and fluently. Studying English exposes students to the power of literature and encourages them to become aware of the world in which they live and to explore that world through language.

## Where does English lead?

Many tertiary courses require Level 3 English or a very good pass in AS English. A particular flair or talent for English suggests a future career in any area which places a premium on communication skills, in which case it is advisable to study for full A Level English.

For example the Bachelor of Communication Studies at AUT stipulates 18 Level 3 credits or a Grade C in AS English or an equivalent language-rich subject.

## Why study English at King's College?

Literature in English is placed at the centre of the English programme. We believe that the lives of our students will be enriched by reading novels, plays and poems written by human beings who are sensitive, perceptive and enquiring. We believe that a course of literature that includes the old and the new, the near and the far, from a wide variety of authors, will provide this. We hope that this experience will assist young people to understand the world in which they live, to weigh up some of the great questions of life, to respond to the subtleties of language and to become aware of our literary heritage. We would like to think that the literature class helps our students to become more discriminating and discerning, enabling them to distinguish between what is profound and what is superficial.

*I love the way that English teaches you to think for yourself, then articulate your thoughts in a well-expressed, formal way. We cover a lot but get really deep into it. Yes, there is a lot of reading but the more I do, the more I enjoy it!*  
ALEX, YEAR 13

*Students should note that enrolment in English courses at Year 11 and Year 12 is compulsory.*

## CIE Pathway

*Year 11 students sit both Literature and Language.*

### IGCSE ENGLISH INTRODUCTION TO ENGLISH LITERATURE

Through the study of literature, students are encouraged to read, interpret and evaluate literary texts. They will develop an understanding of texts in terms of literal meaning, relevant contexts and deeper themes or attitudes. They will learn to recognise and appreciate the ways in which writers use language to achieve their effects and to communicate an informed personal response. The study of literature allows students to explore areas of universal human concern, thus leading to a greater understanding of themselves and others.

### IGCSE ENGLISH FIRST LANGUAGE ENGLISH

The First Language English syllabus will develop students' ability to communicate accurately, appropriately and effectively in speech and writing. Students will be encouraged to use relevant vocabulary, to employ correct grammar, spelling and punctuation, and to display a sense of style and audience. The syllabus will help students to understand and respond appropriately to what they see, hear and experience, and to enjoy the full variety of the English language. In addition it will complement their other studies by developing general skills such as the ability to analyse, synthesise, make inferences, order facts and present opinions.

### AS LEVEL ENGLISH ENGLISH LITERATURE

**PREREQUISITES:** IGCSE ENGLISH LITERATURE

The candidates are assessed on their ability to respond to texts in the three main forms (Prose, Poetry and Drama) from different cultures. They must demonstrate understanding of the ways in which the writers' choices of form, structure and language shape meanings. Candidates are required to demonstrate the ability to produce informed, independent opinions and judgments on literary texts. They must also be able to communicate clearly their knowledge, understanding and insight at an appropriate level.

### AS LEVEL ENGLISH ENGLISH LANGUAGE

**PREREQUISITES:** IGCSE ENGLISH LITERATURE

The aims of this course are to encourage a critical and informed response to writing in a range of forms, styles and contexts; the interdependent skills of reading, analysis and communication; and effective and appropriate communication.

Students will be encouraged to demonstrate the ability to read with understanding written material in a variety of forms, and to comment on its effectiveness; a knowledge and understanding of features of English language; and the ability to write clearly, accurately and effectively for a particular purpose or audience.

The examination consists of two papers. Paper 1 – Passages for Comment: Students will be asked to comment on previously unseen extracts, from a range of styles, on their use of language, relating form to function. Paper 2 – Composition: There are two sections. In Imaginative Writing, students will be required to write in an interesting and creative way. In Argumentative Writing, students will be required to construct an argument, presenting views clearly, coherently and persuasively. The year's course will consist of regular and close contact with texts in a range of styles and practice in writing across a number of genres.

## NCEA Pathway

### LEVEL 1 ENGLISH

The Literacy requirement for NCEA Level 1 is at least 10 credits from their English Achievement Standards. The Level 1 course prepares students for the three externally assessed standards which include: using supporting evidence to show an understanding of specified aspects of studied written text; show understanding of specified aspects of studied visual or oral texts; and show understanding of significant aspects of unfamiliar written texts through close reading.

The five internally assessed standards cover: producing both creative and formal writing; constructing and delivering an oral text; forming personal response to independently read texts; and to show understanding of visual and/or oral texts through close viewing and/or listening.

**Total Credits:** 24

**12 External, 12 Internal**

### A LEVEL ENGLISH ENGLISH LITERATURE

**PREREQUISITES:** AS LEVEL ENGLISH LITERATURE

This course aims to help students gain an appreciation of, and an informed personal response to, literature in English in a range of texts and from different periods and cultures; gain the interdependent skills of reading analysis and communication; develop effective and appropriate communication; engage in wider reading and an understanding of how it may contribute to personal development.

Students will be encouraged to demonstrate the ability to respond to texts in three main forms (Prose, Poetry and Drama) of different types and from different cultures; an understanding of the way in which writers' choices of form, structure and language shape meanings; the ability to communicate clearly and accurately the knowledge, understanding and insight appropriate to literary study; and the ability to appreciate and discuss varying opinions of literary works.

The A Level qualification consists of four papers, two of which (Papers 2 and 3) will have been sat at AS Level. Thus, the Year 13 course comprises study for two papers.

### A LEVEL ENGLISH ENGLISH LANGUAGE

**PREREQUISITES:** AS LEVEL ENGLISH LANGUAGE

This course consists of two papers: Text Analysis and Language Topics. Text Analysis focuses on the linguistic analysis of a wide range of texts; knowledge of, and ability to use, language terminology, and all the skill of relating this to the function of texts, are vital. Language Topics consist of the detailed study of separate language topics like spoken language, global language and language acquisition. All responses are in essay form. Writing, reading and study across a wide range of language forms and types form the basis of this course.

### LEVEL 2 ENGLISH

Having earned Level 1 Literacy, a student may enter the NCEA Level 2 English which course prepares students for the three externally assessed standards: analyse specified aspects of a studied written text, supported by evidence; analyse specified aspects of a studied visual text; and analyse significant aspects of unfamiliar written texts through close reading. The three internally assessed standards cover: producing a selection of crafted and controlled writing; using information literacy skills to form developed conclusions; and develop personal responses to independently read texts.

**Total Credits:** 25

**12 External, 13 Internal**

## LEVEL 3 ENGLISH

PREREQUISITES: NCEA LEVEL 2 ENGLISH OR AS LEVEL ENGLISH LANGUAGE OR AS LEVEL ENGLISH LITERATURE

The NCEA Level 3 English course prepares students for the three externally assessed standards: respond critically to specified aspect(s) of studied written text(s), supported by evidence; respond critically to specified aspect(s) of studied visual or oral text(s), supported by evidence; and respond critically to specified aspects of unfamiliar written texts, supported by evidence.

The three internally assessed standards: produce a selection of fluent and coherent writing which develops, sustains and structures ideas; create and deliver a fluent and coherent oral text which develops, sustains and structures ideas; and develop an informed understanding of literature and/or language using critical texts.

Total Credits: 25

12 External, 13 Internal

### Scholarship - Advanced English

Level 4 Scholarship is available to students of either qualification pathway. Texts used are the texts studied for either A Level, AS or NCEA. This qualification does not have classes timetabled, but a series of discussion classes is held in Term 4. Attendance at these classes is essential. It is sat by students wishing to extend themselves and demonstrate their own abilities to analyse and argue a case, based on the study of literature. It is one three-hour examination.

# FRENCH

## What is French?

Languages are inseparably linked to the social and cultural contexts in which they are used. Languages and cultures play a key role in developing our personal, group, national and human identities. Every language has its own way of expressing meanings; each has intrinsic value and special significance for its users. In learning languages, students learn to communicate in an additional language. As they do so, they begin to expand their own world and to open up a whole range of new possibilities. Learning one new language makes it easier to learn others. Learning a new language provides a means of communicating with people from other cultures. As students acquire the skills of communicative competence, they simultaneously explore and reflect on their own personal world and their own culture. By reaching out, they also reach within.

## Where does French lead?

Citizens of New Zealand are also citizens of the world. We need to be aware of the importance of international languages, such as French, in relation to culture and cultural exchanges, literature, music, science and technology, and trade and tourism. The French language is used widely throughout the world, both as a first and as a second language. It is spoken by over 200 million people in more than 40 different countries. Along with English, French is one of the official working languages of the United Nations; the International Monetary Fund; the International Labour Bureau; the International Olympic Committee and the Olympic Games; the European Community and the Council of Europe; and the International Red Cross. It is the dominant working language of the European Court of Justice; the European Tribunal of First Instance; the European Court of Auditors in Luxembourg; and the Press Room at the European Commission in Brussels, Belgium.

France is one of the world's largest economies. It is also a substantial importer of New Zealand products, especially Foodstuffs. French investment in New Zealand is significant. A number of French companies have set up offices here or have investment links with New Zealand companies. Young people who combine study of the French language with study of Business, Law, Trade, Science, Engineering, Technology, Tourism or Politics may find excellent career opportunities, especially as France offers a range of generous scholarships to our graduate students.

## Why study French at King's College?

A very important key competency identified in the New Zealand Curriculum, which we would like to promote through teaching French, is managing self. We believe that self-motivation, a 'can-do' attitude and students seeing themselves as capable learners are essential qualities needed in order for students of all abilities to fulfil their potential. We also believe that relating to others and interacting effectively in a variety of contexts are skills which will enhance the learning and understanding of Modern Languages at all levels.

We appreciate that successful learners make use of the key competencies noted in the curriculum in combination with all the other resources available to them; that these include personal goals, other people, community knowledge and so on. Finally, we appreciate that these competencies continue to develop over time and are shaped by a range of factors that are increasingly wide-ranging and complex.

## CIE Pathway

### IGCSE FRENCH SURVIVAL FRENCH

IGCSE is the culmination of three years of study and is based on sequential and cumulative levels of language development organised into topics. The standard achieved at this level provides excellent 'survival' skills. Students learn to conduct basic and more developed transactions in French and can talk about themselves and their families and a range of straightforward topics. They also learn to express opinions and in the third year of study, move towards a more cognitive approach. Emphasis is given to getting the basics right and a mastery of the basic tenses and grammatical structures. This course serves to prepare students for both AS Level French and NCEA Level 2 French.



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“Learning a new language provides a means of communicating with people from other cultures and helps students to expand their world. Mastering one language also makes it easier to learn others.”

## AS LEVEL FRENCH FRENCH CIVILISATION AND LANGUAGE

PREREQUISITES: NCEA LEVEL 1 FRENCH OR IGCSE FRENCH

This course moves beyond mere 'survival' language to a wider and deeper appreciation of it and grammatical understanding is an integral part of the course at this stage. Individual reading is encouraged with the introduction of magazines and works of literature.

Students may choose to prepare for AS over a two-year period. In French, students will normally do AS at the conclusion of Year 12 and may also do NCEA Level 2 or Level 3.

Set language topics will include: Family, Urban and Rural Life, Philosophy and Belief, Travel and Tourism, and Cultural Life/Heritage. To prepare students for the AS Level examination, as part of the learning programme, students can be required to prepare presentations, powerpoint displays, make a short film, give speeches and/or create displays. Outings to places of interest concerning French language and culture will also be organised.

Within the context of set topics the skills of expressing opinions, arguing for and against, summarising, adapting, presenting and discussing given materials are developed. Individual reading is more systematically emphasised at this level. The study of cultural aspects and differences is an important part of the course.

Work is internally assessed throughout the year. At this level topics are much more general, thus allowing greater flexibility in Year 12 work. Oral competence is assessed in a formal speaking examination as one of these examinations.

## NCEA Pathway

### LEVEL 2 FRENCH

PREREQUISITES: NCEA LEVEL 1 OR IGCSE FRENCH

The students will cover material that will assist them to demonstrate an understanding of a variety of spoken French texts. Students use spoken French to share information and justify ideas and opinions in different situations.

Students will give a spoken presentation in French that communicates information, ideas and opinions. Students will demonstrate understanding of a variety of written and/or visual French text(s) on familiar matters and to write a variety of text types in French to convey information, ideas and opinions in genuine contexts.

Total Credits: 24      10 External, 14 Internal

### LEVEL 3 FRENCH

PREREQUISITES: NCEA LEVEL 2 OR AS LEVEL FRENCH

The standards covered will assist the student to demonstrate understanding of a variety of extended spoken French texts. Students will give a clear spoken presentation in French that communicates a critical response to stimulus material. Students interact clearly using spoken French to explore and justify varied ideas and perspectives in different situations. Students will demonstrate understanding of a variety of extended written and/or visual French texts and write a variety of text types in clear French to explore and justify varied ideas and perspectives.

Total Credits: 24      10 External, 14 Internal

## A LEVEL FRENCH FRENCH CIVILISATION, LANGUAGE AND LITERATURE

PREREQUISITES: AS LEVEL FRENCH

This course is academically demanding but very rewarding. Approximately 50 per cent of the course is spent studying three major works of French literature. Students will maintain their progress in French language and have the added benefit of deepening their cultural knowledge of the French world through the study of literature. In 2018 the set works are *Le Malade imaginaire* by Molière; *L'Alouette* by Jean Anouilh; and *Le Désert de l'amour* by François Mauriac or *Tempête en juin* (from *Suite Française*) by Irène Némirovsky.

Set language topics will include: Family, Urban and Rural Life, Philosophy and Belief, Travel and Tourism and Cultural Life/Heritage. To prepare students for the A Level examination, as part of the learning programme, students can be required to prepare presentations, powerpoint displays, make a short film, give speeches and/or create displays. Outings to places of interest concerning French language and culture will also be organised.

Students who complete this course are usually allowed a course concession to proceed directly (without credit) to Stage 2 French language courses at university. In some cases, students have been placed in Stage 3 French Language courses.

### Scholarship - Advanced French

Students who study A Level French Civilisation, Language and Literature, as well as those students who have attained Excellence at NCEA Level 3, will be well prepared for this examination in terms of content and skill. They will need, however, to prepare well for the examinations as the technical requirements differ from those required at A Level and NCEA Level 3. Students may enter for this examination upon the advice of the Head of Department Modern Languages.

The Scholarship examination involves multi-skill assessment instruments where in Section One, candidates will listen to passages in French and then write text in French about those passages, guided by a series of headings, and then read text in French and write responses in either English or Te Reo Māori. In Section Two, candidates will then be required to give a spoken response in French of three to four minutes to a question related to either the listening passage(s), and/ or the written text(s) in Section One. Candidates will be given a straight-forward question linked to Question One and/or Question Two in Section One, written on a laminated card.

Students will be expected to go above and beyond the material provided, giving opinions and bringing wider opinion to their answers drawn from material studied in senior French classes.



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# GEOGRAPHY

## What is Geography?

Geography is the study of the environment as the home of people. It seeks to interpret the world and how it changes over time – past, present and future. It explores the relationships and connections between people and both natural and cultural environments.

Geography investigates the ways in which features are arranged on the earth's surface. It describes and explains the patterns and processes that create them. Students learn to think spatially and use maps, visual images and new technologies to obtain, present and analyse information.

## Where does Geography lead?

Geography is a university approved subject, and is one of the few subjects on List A for courses with restricted entry that need a literacy-rich subject. Hence a course of Geography will set you in good stead if you do decide to go into one of these courses. Geography is also useful as it combines easily with other courses at university. Students studying Medicine find the information gained on population issues useful. In a similar way, students going into Architecture, Engineering and Law also often continue with a paper in Geography or use their Geography studies in some way.

Geography equips students with the knowledge and skills to interpret the world in which they live. Through purposeful study, students develop geographical understandings that lead to a diverse range of career options. Students are able to recognise the responsibilities they have in relation to other people, the environment and the long term sustainability of the planet.

## Why study Geography at King's College?

Geography stimulates a sense of wonder about the world. Students are better able to make sense of a complex and changing world and their place in it. Students have the opportunity to build on and expand their personal experiences of natural and cultural environments, and explore real and relevant contemporary contexts. Think spatially; look at the processes that shape our world; undertake fieldwork investigations in different locations outside the classroom; develop an awareness of the connections between people and place; and participate in informed responsible action in relation to geographical issues that affect them.



## CIE Pathway

### IGCSE GEOGRAPHY INTRODUCTION TO GEOGRAPHY

This course is a comprehensive introduction to Geography at a global scale. Topics include: plate tectonics; tourism; weather instruments; climate; farming systems; rivers; coasts; and both settlement and population studies. Map reading and geographic skills are integral to the course. This course is assessed by external examination only (three 1.5 hour exams).

### AS LEVEL GEOGRAPHY

This course investigates, at a global scale, the physical geography of hydrology and fluvial geomorphology; atmosphere and weather; and rocks and weathering as well as the human geography of population change, migration studies and settlement dynamics.

This course is assessed by external examination (one three-hour paper) and can be taken as a one-year course or as part of the two-year A Level course.

### AS LEVEL GEOGRAPHY GLOBAL PERSPECTIVES AND RESEARCH

Learners engage with a variety of sources of information and interact in class, focusing on particular global issues. Students develop skills in research, critical thinking, reasoning, problem-solving and communication by following an approach to analysing and evaluating arguments and perspectives called the 'Critical Path'.

This course is based on the premise that investigating global issues through a variety of different perspectives will help increase awareness of the world around them. The syllabus provides a wide array of global topics from which learners choose to study those most pertinent to their own interests and areas of expertise.

### A LEVEL GEOGRAPHY PREREQUISITES: AS LEVEL GEOGRAPHY

This course investigates specialised physical and cultural environments introduced in the AS Geography course. It investigates the sustainable management of tropical and coastal environments, global interdependence, including the management of a tourism destination and economic development. At the end of the course there are two 1.5 hour exams.

## NCEA Pathway

### LEVEL 1 GEOGRAPHY INTRODUCTION TO GEOGRAPHY

The main aim of this course is to assist students to grasp the concept of sustainability with a study of natural environments such as forests, rivers and land forms and the environments that people create (e.g. towns, farmlands and factories). The course also aims to help students see how people's activities affect natural environments and how natural events (e.g. tropical cyclones) affect people.

External standards examine extreme natural events; population studies; applying skills and ideas in a geographic context. Internal standards examine a contemporary issue; examine a global study; and demonstrate geographic understanding of the sustainable use of the environment.

Total Credits: 21      12 External, 9 Internal

### LEVEL 2 GEOGRAPHY

This course examines the nature of the relationship between people and their environments.

External standards examine natural landscapes in New Zealand or overseas; the nature of, and reasons why, inequalities in economic and social development exist within and between countries; and applying skills and ideas in a geographic context. Internal standards analyse a contemporary New Zealand issue; and conduct directed geographic research and urban fieldwork around Auckland.

Total Credits: 23      12 External, 11 Internal

### LEVEL 3 GEOGRAPHY

This course investigates how natural processes operate in an environment; how cultural processes operate and affect the way we live; and selecting and applying high-level geographic skills about the way the natural and cultural environments interact.

External standards examine natural and cultural processes within selected environments; and the application of skills within a geographic context. Internal standards examine a geographic topic at a global scale; analyse a contemporary issue and evaluate different courses of action; and carry out and present geographic research at Muriwai Beach.

Total Credits: 23      12 External, 11 Internal

“Geography seeks to interpret the world and how it changes over time – past, present and future. Studying Geography stimulates a sense of wonder about the world and helps us make sense of our place in it.”



### Scholarship – Advanced Geography

The Level 4 NCEA Geography Scholarship examination is unique in that it involves no coursework. The prescription for the three-hour examination in early December states that a comprehensive resource book will provide all the information needed to write the three essays required in the examination. This indicates to prospective candidates for Scholarship success that an ability to read with acute comprehension and a capacity to write articulately and accurately are the essential prerequisites for success. The Geography Department offers a series of tutorials from the end of Term 3 to familiarise students, new to Geography, with what is required.

# HISTORY



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## What is History?

History offers an understanding of human activities in the past in the context of change through time. It enables students to understand their heritage and that of their community, society and nation. Students will be challenged to think about continuity and change, similarities and differences. They will learn how individuals influence history. Their studies will also show the relationship between cause and effect in human affairs – that events did not simply succeed each other in time but developed out of others. Moreover, History examines the heritage of other societies. Students come to appreciate the values and attitudes of other people while clarifying their own.

## Where does History lead?

History provides a sound foundation for all careers, and has been identified as especially beneficial in these fields: Advertising, Journalism, Law, Commerce (Marketing/Sales), Publishing, Library, Archives Management, Public Policy, Armed Services, Human Resource Management, Research and Education.

## Why study History at King's College?

Students are encouraged to read a range of source materials carefully, with discrimination and insight. They learn to write effectively for a range of purposes, expressing their views in a clear, well-organised and convincing manner. The study of History enhances skills of observation, research, reasoned debate and communication. It also opens up a great variety of leisure interests – the study of History can be a source of lifelong pleasure and intellectual satisfaction. Students acquire skills that will benefit them in any endeavour they pursue.

Students taking History will learn a number of important and highly transferable skills including how to: develop clear, critical thinking; collect information; recognise differing points of view; and detect bias and propaganda.



## CIE Pathway

### IGCSE HISTORY EUROPE BETWEEN THE WARS 1918-1941

The IGCSE History course initially examines the crucial period between the two World Wars, 1918 to 1939. Three core topics are studied which focus on the Peace Treaties signed after the First World War; the successes and failures of the League of Nations; and the reasons why international peace collapsed in the 1930s, eventually leading to the outbreak of the Second World War.

We will examine debates historians have put forward regarding the nature of Hitler's foreign policy; the extent to which the Treaty of Versailles was fair or unjust; and why the League of Nations failed in the 1930s. Students will listen to podcasts, read articles and visit websites via the iTunes U course that will enable them to develop their own views and interpretations on all of these events.

The course also examines a fascinating period of history in Russia from 1905 to 1941 in the form of a depth study. Themes studied include why the Tsarist regime collapsed in March 1917; how the Bolsheviks gained and held on to power; why Stalin was able to emerge as the undisputed leader of the USSR by 1929 and the methods he used to maintain his power; and the impact of Stalin's economic policies in the 1930s.

Assessment is in the form of three examinations at the end of the year. Throughout the year all Order assessments as well as the Term 3 internal examinations will be based on past IGCSE examination questions. Regular revision classes are also held by the History Department to enable students to be thoroughly prepared for the final examinations.

### AS LEVEL HISTORY MODERN EUROPE, 1789-1917

We begin by studying France, 1789 to 1814; a time of tumultuous change in which the established order and system of government was overthrown with ramifications throughout Europe. Initial demands for a constitutional monarchy quickly led to calls for a republic. With the twin threats of foreign invasion and counter-revolution, a time of terror came to the fore and the revolution seemed to get out of control. The Directory brought in a period of moderation only to be followed by the rise of Napoleon Bonaparte.

Our second theme examines the Origins of the First World War, 1900 to 1914. This is the most studied and debated of any historical topic and continues to promote controversy. We will examine the role played by key individuals, including Kaiser Wilhelm II, Emperor Franz Josef II and Tsar Nicholas II. Our final theme focuses on the search for International Peace and Security in the period 1919 to 1945. In particular, we will study the origins and aims of the League of Nations established by the Treaty of Versailles.

Assessment is by way of two examinations at the end of the year.

### A LEVEL HISTORY EUROPE OF THE DICTATORS, 1918-1941

We begin the course by examining a depth study on Hitler and Nazi Germany in the period 1929 to 1941. This is examined at the end of the year in the form of a one-part analytical essay question. We start by studying the reasons that led to the fateful decision to appoint Adolf Hitler as Chancellor in 1933. These include the impact of the Great Depression, the appeal of Nazism and the 'taming strategy' employed by certain members of the elite. We then examine the policies the Nazis implemented between 1933 and 1941 in Germany and evaluate the degree of success they enjoyed.

The next theme we study is Mussolini and Italy in the period 1918 to 1941. This is again examined through a one part analytical essay question. We start by looking at the reasons why Mussolini became Prime Minister in 1922. This involves focusing on the role of key individuals such as King Victor Emmanuel III and Mussolini's use of the Black Shirts and the threat of violence.

Having gained power we examine the policies the world's first fascist government followed and evaluate the success they enjoyed, particularly in creating a personal dictatorship for Mussolini by the end of the 1920s and in to the 1930s.

Our final theme examines the Holocaust. Unlike the depth studies on Hitler and Mussolini, this topic is examined by means of a given extract from a historian and students are required to evaluate the approach and interpretation that he/she has taken on a particular aspect of this topic.

Assessment for the A Level course is by way of an exam at the end of the year.

“The study of History enhances skills of observation, research, reasoned debate and communication. By examining the History of our own and other societies, students come to appreciate the values and attitudes of other people while clarifying their own.”

## NCEA Pathway

### LEVEL 2 HISTORY EUROPEAN AND NEW ZEALAND COLONIAL HISTORY 1840-1939

In this course we study three external standards and one internal standard. The external standards assess students' ability to examine comprehensively sources of an historical event that is of significance to New Zealanders, as well as write analytical essays in an examination situation. One standard examines the causes and consequences of a significant historical event. The two historical events which are studied, that can be applied to this standard, are the Bolshevik Revolution of October 1917 and the Nazis coming to power in Germany in 1933.

When studying the Bolshevik Revolution of November 1917 we focus on a range of causes. These include the weaknesses of Tsar Nicholas II and his reluctance to accept any real political reform. Having examined the causes of the Bolshevik Revolution we then focus on the consequences of this tumultuous event. Following Lenin's assumption of power, a civil war quickly broke out and Russia was thrown into a further period of turmoil between 1918 and 1921. We will focus on the reasons why the Bolsheviks were able to defeat the whites and eventually consolidate their power.

Another standard examines how a significant historical event has affected New Zealand society, with a study of the development of the Kingitanga and the impact this pan-tribal movement had on New Zealand – politically, economically and socially in the period 1855 to 1900. In examining the impact of the King Movement with regard to Māori-Pakeha relations, we look at how the governors of the day reacted to this development. For the Pakeha settlers, the Kingitanga was a clear challenge to British sovereignty in New Zealand.

The internal standards assess the ability of students to carry out an inquiry of an historical event or place that is of significance to New Zealanders. This involves students organising sources and evidence; and preparing an inquiry and evaluating it. The historical event examined for this standard is the Bolshevik Revolution of November 1917.

Total Credits: 18      14 External, 4 Internal

### LEVEL 3 HISTORY NEW ZEALAND HISTORY 1800-1900

The Level 3 course builds on the skills developed in Year 12. Two internals and three external standards are completed throughout the year. For the internal standard, students are given the task of presenting a topic on an aspect of New Zealand's role in World War Two. They are required to gather and organise a range of primary and secondary information on a topic they have chosen that illustrates the significance of New Zealand's role in the war.

One external standard requires students to analyse evidence relating to an historical event of significance to New Zealanders. Having decided on their area of interest as well as their focus questions, students will then visit the archives at Auckland Museum in order to undertake further research involving both primary and secondary sources.

One external standard requires students to analyse the causes and consequences of a significant historical event. During the year students will study a range of historical events that could be applied to this external. These include the signing of the Treaty of Waitangi; the election of the Liberals in the 1890s; Governor Grey's invasion of the Waikato in 1863, and so on. Students also take part in a History trip to the Bay of Islands where they will visit battle sites and museums.

Students are required to analyse a significant historical trend and the force(s) that influenced it. Students can choose a number of case studies that show a broad trend over time from the content studied throughout the year. In particular, we will focus on the struggle for sovereignty in New Zealand.

Comprehensive resources in the form of notes and keynote booklets are provided for both NCEA Level 2 and Level 3 courses.

Total Credits: 26      16 External, 10 Internal

“Not only were the courses really well-resourced and exceptionally interesting, but the skills I developed in History have greatly helped me, both in my other areas of study at King's College and as I prepare for tertiary study.”

TIM, YEAR 13



### Scholarship - Advanced History

Students who are studying a CIE AS Level or a NCEA Level 3 course may wish to sit the NCEA Scholarship examination, in addition to their course-based examinations.

In the examination candidates will be provided with a resource booklet, which will include 10 to 15 primary and secondary sources that relate to one specific historical context. There will also be a question and answer booklet, which will contain two questions. Candidates will choose one question to answer.

Candidates will be expected to use most of the sources in the resource booklet as well as their own knowledge. Candidates will be required to evaluate the evidence in the sources and produce a single piece of writing.

Candidates must demonstrate their ability to:

- Analyse and think critically about key ideas relevant to the historical context and setting.
- Evaluate historical relationships such as cause and effect, continuity and change, past and present, specific and general, patterns and trends.
- Judge the reliability and usefulness of historical evidence and evaluate the strengths and limitations of historians' narratives.
- Use highly developed knowledge, historical ideas and skills to develop an argument which demonstrates an understanding of a complex historical context(s) and setting(s).
- Communicate a substantiated and balanced argument within an effective written format including an introduction, conclusion and structured paragraphs that are organised around a focused argument, a detailed knowledge of chronology and accurate supporting evidence to the context(s) and setting(s).

# LATIN



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## What is Latin?

For those interested in the Classical world, the major benefit from learning Latin – and Greek – is the ability to read authors such as Cicero, Caesar and Virgil (or Plato) in their original tongue. A considerable amount of satisfaction and understanding is gained from reading the actual words of the great classical minds. However, the study of Latin has many other advantages. Latin was not only the language of Ancient Rome, it was also the language of the early Christian Church and of mediaeval Europe, and it remained the international language of philosophy and science right up to the 19th Century. It is still a language of communication in the Vatican. The range of important works which we can read in the original Latin is very wide.

Latin is the source of more than 50 per cent of modern English vocabulary. A knowledge of Latin provides an instant key to both the spelling and the meaning of the English ‘Latinate’ words, as well as assisting in the study of modern European languages. The ancient civilisations have given the modern European world the basis of its tradition in the fields of literature, art, architecture, medicine, philosophy and history – their study is an important part of a general education and a knowledge of Latin enables that study to be first-hand.

## Where does Latin lead?

Latin may be continued at most New Zealand universities as part of an Arts, Education or Law degree. Students who have completed a Year 13 course are able to commence University Latin at Stage Two level.

The knowledge and academic skills acquired during its study may be applied in the study of the Sciences and Medicine, and in the practice of Law, Teaching, Business and Management. A study of Latin enables a student to improve their craftsmanship in English and provides a historical perspective which adds an extra dimension to the study of Literature, Art and Music. A knowledge of Latin increases the capabilities of anyone employed in a position which demands accuracy, logical thought and articulate speech.

## Why study Latin at King’s College?

A study of Latin improves linguistic, literary, critical, study and communication skills. It equips students with a wide English vocabulary and with skills needed for literary appreciation, logical thought, debating and public speaking. A study of Latin develops an awareness of European heritage and an understanding of different social, economic and political attitudes and values against which to measure our own.

“Through my four years of taking Latin, I most enjoyed learning about the stories and culture of the people who used it. This unique viewpoint on history fascinates me, especially its parallels with our lives today.”  
JONATHAN, YEAR 12

## CIE Pathway

### IGCSE LATIN

**PREREQUISITES: YEAR 9 AND YEAR 10 LATIN (ADVANCED LATIN OPTION)**

Cambridge IGCSE Latin is a 12-month course normally started in the Year 10 Extended Latin course and completed in Year 11. The placement of the IGCSE examination in the May/June sitting means that students will complete the IGCSE course in May, then begin working towards the AS Latin examination, which is taken in Year 12. IGCSE requires students to demonstrate knowledge with understanding of: the translation and comprehension of unseen passages in Latin; the preparation of literary Latin passages on a set theme or themes; the examination of the social, literary, historical and linguistic aspects of literary Latin passages; and the study of prescribed grammatical structures. Latin literature studied includes extracts from Virgil, Ovid, Cicero and Tacitus.

### AS LEVEL LATIN LATIN PROSE AND VERSE LITERATURE

**PREREQUISITES: IGCSE**

OCR AS Level Latin is a 12-month course normally begun by students in Year 11 and completed in the May/June sitting of Year 12. The syllabus consists of the study of Latin prose and verse literature in its social and historical context as well as continuing the study of the Latin language as per IGCSE or NCEA Level 1. The Latin literature currently studied includes extracts from Virgil’s Aeneid and Cicero’s pro Milone.

### A LEVEL LATIN LATIN PROSE AND VERSE LITERATURE

**PREREQUISITES: AS LEVEL LATIN**

OCR A2 Level Latin is a 12-month course normally begun by students in Year 12 and completed in the May/June sitting of Year 13. The syllabus consists of the study of Latin prose and verse literature in its social and historical context as well as continuing the study of the Latin language as per OCR AS or NCEA Level 2.

The Latin literature currently studied includes extended extracts from Virgil’s Aeneid and Cicero’s pro Milone.

## NCEA Pathway

### LEVEL 1 LATIN INTRODUCTION TO LATIN

**PREREQUISITES: YEAR 9 AND YEAR 10 LATIN**

NCEA Level 1 Latin provides a first externally assessed course in Latin. It requires students to translate adapted Latin text into English; demonstrate understanding of studied Latin literary text(s); present a Roman viewpoint; and demonstrate understanding of Latin in current use; and write short Latin sentences that demonstrate understanding of Latin. Students choosing to study Latin at this level should have previously studied Latin in Year 9 and Year 10.

**Total Credits: 27**      **11 External, 16 Internal**

### LEVEL 2 LATIN LATIN TEXT AND NARRATIVE

**PREREQUISITES: IGCSE OR NCEA LEVEL 1 LATIN**

NCEA Level 2 Latin provides students with the opportunity to develop their knowledge, understanding and skills in Latin.

It requires students to translate unfamiliar narrative Latin prose into English; read and comprehend unfamiliar narrative Latin prose; translate and understand a familiar literary Latin passage from Virgil; demonstrate knowledge of familiar literary Latin passages on a given theme by at least two authors; and examine familiar literary Latin passages within the wider context.

**Total Credits: 27**      **11 External, 16 Internal**

### Scholarship – Advanced Latin

This course requires the accurate and fluent translation into English of unfamiliar Latin literary prose and/or poetry by Virgil, and the use of analytical skills in order to demonstrate critical appreciation of language, style and content.

Students who are studying Level 3 may wish to sit the NCEA Scholarship examination in addition to their course-based requirements. Tutorials will be held in Term 3 and Term 4.

Students who are studying OCR A2 will have been examined in the May/June sitting and will have the opportunity to have focused preparation for Scholarship Latin during class from June onwards.

“The study of Latin improves linguistic, literary, critical, study and communication skills. It equips students with a wide English vocabulary and with skills needed for literary appreciation, logical thought, debating and public speaking.”

### LEVEL 3 LATIN

**PREREQUISITES: IGCSE LATIN OR NCEA LEVEL 2 LATIN**

NCEA Level 3 Latin provides students with further opportunity to develop their knowledge, understanding and skills in Latin.

It requires students to translate unfamiliar Latin prose and poetry into English; translate and analyse familiar literary Latin passage(s) from Virgil; analyse familiar literary Latin passages on a given theme by at least two authors; and relate familiar literary Latin passages to a wider context.

**Total Credits: 27**      **11 External, 16 Internal**



# MATHEMATICS



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## What is Mathematics?

The general aims of Mathematics education is to help students to develop a belief in the value of mathematics and its usefulness to them; to nurture confidence in their own mathematical ability; to foster a sense of personal achievement; and to encourage a continuing interest in mathematics. To develop in students the skills, concepts, understandings and attitudes which will enable them to cope confidently with the mathematics of everyday life, and to help students to develop a variety of approaches to solving problems involving mathematics and to develop the ability to reason logically.

## Where does Mathematics lead?

Mathematics is either a core or heavily recommended subject within many university and polytechnic courses of study which have an analytical component. Just a few examples in the Science, Commerce and Humanities fields are: Engineering, Physical Geography, Geology, Computer Science, Technology, Forestry, Physics, Optometry, Psychology, Economics, Marketing, HRM, Operations Management, Finance, Accountancy, Management, Science, MIS, Actuarial Science, Psychology, Economics and Sociology.

## Why study Mathematics at King's College?

At King's we provide the setting to help students achieve the mathematical and statistical literacy needed in a society which is increasingly technologically-oriented and information-rich. We provide the students with the mathematical tools, skills, understandings and attitudes they will require in the world of work and to provide a foundation for those students who may continue studies in Mathematics or other learning areas where mathematical concepts are central.

*Students should note that enrolment in Year 11 Mathematics is compulsory.*

## CIE Pathway

### IGCSE MATHEMATICS INTRODUCTION TO SENIOR MATHEMATICS

The purpose of this course is to provide a balanced Mathematics programme that will develop in students a variety of approaches to solving problems. The course is designed to prepare students for NCEA Level 2 as well as provide a foundation for those students who may continue studies in Mathematics or other learning areas where Mathematical concepts are central. The topics covered are: Number; Graphs; Algebra; Statistics; Trigonometry; and Probability. Assessment is by external examination (eligible IGCSE grades are C to G).

### IGCSE MATHEMATICS INTRODUCTION TO ADVANCED MATHEMATICS

The purpose of this course is to provide a comprehensive Mathematics programme that will develop in students a variety of approaches to solving problems involving Mathematics and provide a solid foundation for those students who will continue studies in Mathematics. The course is designed to lead students to AS Mathematics or to NCEA Level 2. The topics covered are: Number; Angle Geometry; Graphs; Algebra; Statistics; Probability; and Trigonometry. Assessment is by external examination (eligible IGCSE grades are A\* to E).

### AS LEVEL MATHEMATICS PURE MATHEMATICS AND STATISTICS

**PREREQUISITES:** IGCSE MATHEMATICS

Cambridge AS Level Mathematics forms the first half of a two-year pre-university mathematics course. AS Mathematics students study both Pure Mathematics and Statistics.

This course is academically demanding and requires both natural ability and a willingness to learn and practise new concepts and techniques.

*We want our students to develop a belief in the value of mathematics and its usefulness to them – we aim to nurture confidence in their own mathematical ability and to encourage a continuing interest in mathematics.*

### A LEVEL MATHEMATICS ADVANCED PURE MATHEMATICS AND STATISTICS

**PREREQUISITES:** AS LEVEL MATHEMATICS

The Pure Mathematics course builds on many of the topics covered in the AS course, in addition to introducing new topics such as complex numbers and differential equations. The Statistics course also builds on the AS course, introducing topics such as the Poisson distribution and hypothesis testing. This course is academically demanding.

### A LEVEL MATHEMATICS ADVANCED PURE MATHEMATICS AND MECHANICS

**PREREQUISITES:** AS LEVEL MATHEMATICS

The Pure Mathematics course builds on many of the topics covered in the AS course, in addition to introducing new topics such as complex numbers and differential equations. The Mechanics course includes topics such as forces and equilibrium, Newton's laws of motion and energy, work and power.

This course is academically demanding. This course is intended for the College's best mathematicians who have achieved, or are likely to achieve, a high grade in the A2 Level Mathematics examinations.

## NCEA Pathway

### LEVEL 1 MATHEMATICS

This course is designed to develop in students a variety of approaches to solving problems involving mathematics and to provide a foundation for those students who may continue studies in Mathematics or other learning areas where mathematical concepts are central. The following topics are studied: Number; Graphs; Algebra; Statistics; Probability; and Trigonometry.

This course is provided for students with a strong understanding of Mathematics – it leads to NCEA Level 2 Mathematics and Statistics and NCEA Level 2 Statistics and Probability.

**Total Credits: 20**      **8 External, 12 Internal**

### LEVEL 1 MATHEMATICS NUMERACY

The purpose of this course is to provide a balanced Mathematics programme to students for whom a formal academic Mathematics course is not suited. The course develops useful skills that can be applied across a range of contexts. A key aim of the course is to allow students to attain Numeracy to meet University Entrance requirements. Topics studied include: Number; Statistics; Probability; Measurement; Geometry; Constructions; and Drawings. NCEA Level 1 students for whom this course is thought to be more appropriate will be invited to join this course.

**Total Credits: 18**      **4 External, 14 Internal**

### FURTHER MATHEMATICS

**PREREQUISITES:** A LEVEL MATHEMATICS

This course is intended for the College's best mathematicians who have achieved, or are likely to achieve, a high grade in the A2 Level Mathematics examinations. Students will also sit the NCEA Scholarship Examinations. This course is advanced and after successful completion, students will be well prepared for any university course requiring mathematics.

The A Level Further Mathematics syllabus enables students to extend the mathematical skills, knowledge and understanding developed in the A Level Mathematics course. The content of the course covers the areas of Pure Mathematics, Mechanics and Statistics. Knowledge of the whole content of the A Level Mathematics syllabus is assumed.

*Please note this is a specialist academic course.*

*No other subject has developed my analytical skills to the same extent.*  
JAMIE, YEAR 12

### LEVEL 2 MATHEMATICS INTRODUCTION TO CALCULUS AND STATISTICS

NCEA Level 2 Mathematics is an academic course designed to prepare students for Level 3 Calculus and/or Level 3 Statistics and Modelling. The course provides students with the opportunity to develop their knowledge, understanding and skills in mathematics, consolidating and extending the basic theory already gained in Year 11, and introducing Calculus.

Students intending to take this course should be aware of the high algebra content involved in the topics and should have strong skills in the Year 11 Algebra and Graphs topics. It is recommended that students choosing Level 2 Mathematics have gained 12 or more credits in Level 1 Mathematics and gained Merit or higher in Level 1 Algebra and Graphs.

**Total Credits: 26**      **13 External, 13 Internal**

### LEVEL 2 MATHEMATICS STATISTICS AND PROBABILITY

This course will offer students the opportunity to develop an understanding in a wider range of statistical topics. This course is a prerequisite for NCEA Level 3 Statistics and Modelling. Topics studied include: Probability; Simulations; Statistical Reports; Inferences; and Simultaneous Equations.

It is recommended that students have achieved at least 10 credits in NCEA Level 1 Mathematics or a C, D or E in IGCSE Mathematics. Students taking this course need a reasonable standard of literacy – much of the course work involves writing or interpreting statistical reports.

**Total Credits: 20**      **4 External, 16 Internal**

## LEVEL 3 MATHEMATICS CALCULUS

PREREQUISITES: NCEA LEVEL 2 MATHEMATICS OR  
AS LEVEL MATHEMATICS

This course provides students with further opportunity to develop their knowledge, understanding and skills in mathematics and builds on many of the topics covered in the Level 2 Mathematics course.

It is designed to meet the needs of students intending to study the physical sciences and engineering, although the analytical and problem-solving skills developed in the course will prove useful in many fields.

Total Credits: 25      12 External, 13 Internal

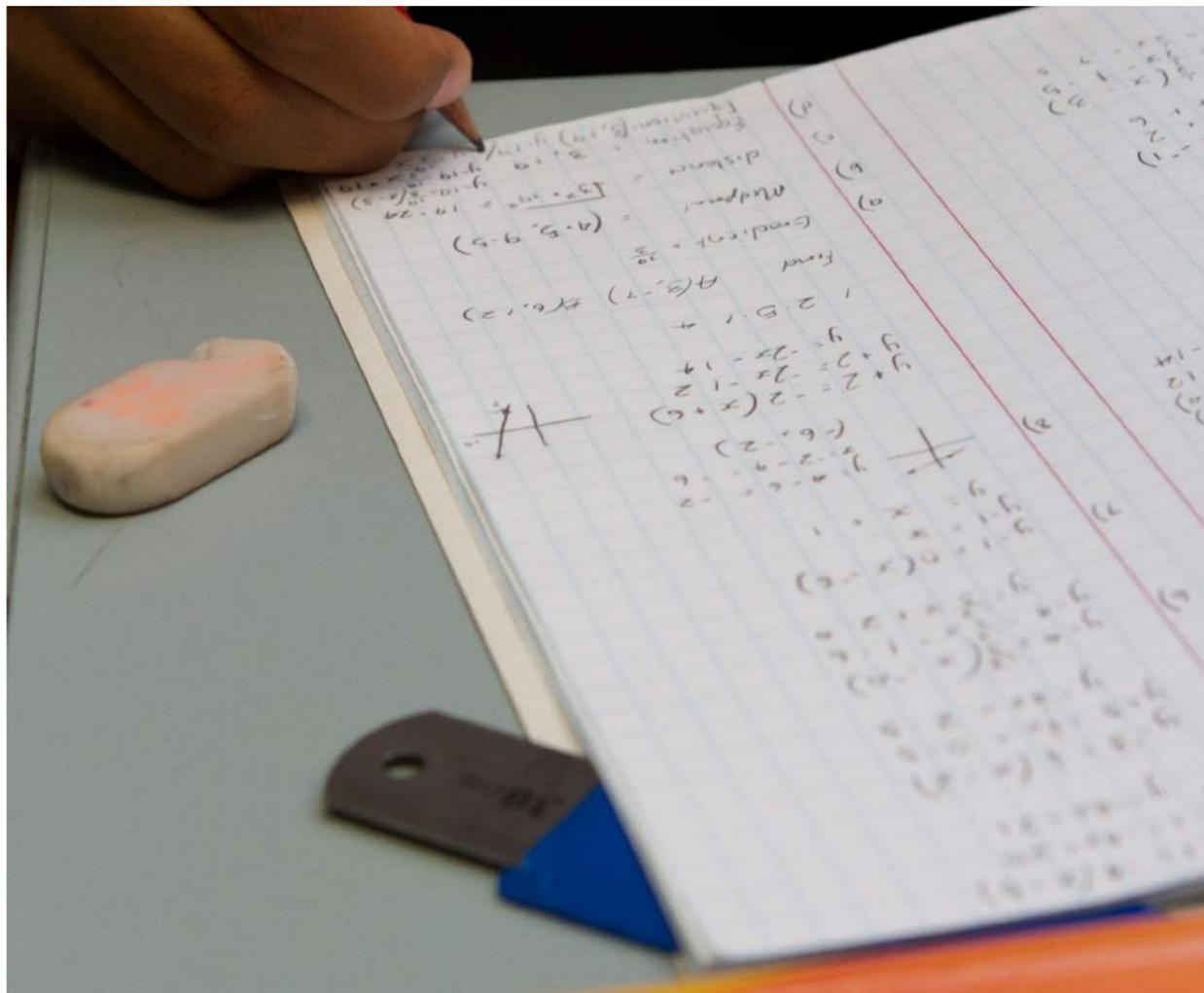
## LEVEL 3 MATHEMATICS STATISTICS AND MODELLING

PREREQUISITES: NCEA LEVEL 2 MATHEMATICS OR  
AS LEVEL MATHEMATICS

This course provides students with further opportunity to develop their knowledge, understanding and skills in mathematics and builds on many of the statistical topics covered in the Level 2 Mathematics course.

This course is appropriate for students interested in quantitative aspects of the biological and social sciences, medicine, commerce and administration, and in general in any field where the collection, analysis and interpretation of quantitative data is important.

Total Credits: 25      12 External, 13 Internal



### Scholarship – Calculus and Statistics

This course is intended for the College's best mathematicians who are likely to achieve a high grade in the NZQA Scholarship Calculus examination and Statistics examination.

This Scholarship course enables students to extend the mathematical skills, knowledge and understanding developed in the A Level Mathematics course.

The content of this course covers the areas of NCEA Level 4 Calculus and Statistics, although not to the same depth as the Further Mathematics course. Knowledge of the content of the A Level Mathematics syllabus is assumed.

It is recommended that students choosing this Scholarship course have gained a C grade or better in A Level Mathematics. Students who have not met this standard will need to meet the Head of Department with their parents to discuss entry to this course.



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# MEDIA STUDIES

## What is Media Studies?

We live in the midst of the 'Information Age' where media saturates our everyday lives. Whether we use iPads, television or simply go to the cinema – we are constantly consuming media and sharing our thoughts with others. Media Studies gives students the opportunity to become confident discerners of all types of media, as well as starting their journey to becoming influential decipherers and producers of media texts.

As the media landscape changes and advances, the way we view content – particularly advertisements, games, films, television and social media – is continually evolving. Students in this course will gain the necessary skills to meet and understand these changes.

## Where does Media Studies lead?

New Zealand has an impressive and fast growing film, television and advertising industry. New Zealand films have achieved great box office success, from The Lord of the Rings to Hunt for the Wilderpeople. The local industry has an established reputation for providing an excellent technical workforce and is gaining confidence in its own creative ability.

The Universities of Auckland, Waikato and Massey all offer Media Studies now as a Major which is mainly theoretical in nature. AUT offers an extremely comprehensive Bachelor of Communication Studies degree, which offers a path to Advertising, Public Relations, Television and Journalism. More practical courses can be found at the New Zealand Broadcasting School in Christchurch, the South Seas Film & Television School one-year course in Auckland and Unitec offers a three-year hands-on option.

## Why study Media Studies at King's College?

Media Studies provides students with production skills in directing, scriptwriting, cinematography, editing, sound and producing. In addition, students will learn skills in organisation, time-management, teamwork and semiotics analysis.

We've developed an exceptional programme that involves the use of high-end technology and gives our students the chance to connect with industry experts who we bring into our classrooms.

We believe in active learning and engagement and facilitate this by taking our students on field trips, encouraging them to have a hands-on approach and supporting them to create amazing content. We also hold an end-of-year film festival at Hoyts Cinemas, where students are able to showcase their work.

*Please note all students enrolling in Media Studies courses require a MacBook Pro for editing purposes.*

## CIE Pathway

### AS LEVEL MEDIA STUDIES

PREREQUISITES: NCEA LEVEL 1 MEDIA STUDIES OR  
IGCSE ENGLISH

The AS Media Studies course is split between 50% coursework and 50% examination. Students will use the blogging tool WordPress to demonstrate their learning journey throughout the course. This will showcase their preliminary tasks, research, production and critical thinking. Students will make a thriller opening and will take up various technical roles of producer, cinematographer, director, editor and wardrobe. They will be encouraged to use a variety of digital tools like podcast, KeyNote, Prezzi, Vimeo, YouTube, iMovie, Adobe Premiere Pro, Social Media and Google Docs in their blogging journey.

Field trips include visits to the Park Road Post-Production Studio, the New Zealand Film Commission and Weta Workshops in Wellington, travelling to film locations for production, film screenings and industry-standard workshops for camera, editing software Adobe Premiere-Pro and Adobe After Effects.

## A LEVEL MEDIA STUDIES

### PREREQUISITES: AS LEVEL MEDIA STUDIES

In A2 Media Studies students will use the knowledge they gained producing thriller film openings during AS Level and will undertake a short media production, creating a music video and promotion package. Through this, students will gain a stronger understanding of production skills and an awareness of how film manipulates time and space and use complex narratives.

Students will also study, using theories from sociology and psychology, how we live in a postmodern age by analysing films, television, gaming and music videos. Students will analyse how subcultures are created and look at cliques and tribes through time.

The other part of the paper will be evaluating the short film production through assessing the film against key media conventions and theories such as narrative, representation and genre.

## NCEA Pathway

### LEVEL 1 MEDIA STUDIES

We all consume media in different ways and media is often integral in shaping our world view. Students will research and analyse their media consumption and compare/contrast their patterns with others. They will also develop their analytical skills by close reading advertisements and looking at how they are constructed. Students will then study the craft of creating commercials and will work in small teams, and further their skills with camera work and editing.

For the external assessment, students will look closely at how the Superhero film genre is shaped and constructed and will complete an online digital examination at the end of the year.

Total Credits: 19-20      4 External, 15-16 Internal

### Scholarship – Advanced Media Studies

The Media Studies Scholarship is an exciting and broad overview of global media issues. Candidates will be required to write answers for three questions in an external examination.

Students who are offered Scholarship will be required to take the external examination in addition to their Level 3 studies. Answers will be in an essay format.

Question One will focus on reading media and society (genre, readings, representation). Question Two will focus on the relationship between media and wider society (industry, developments). Question Three will focus on a candidate's media production experience.

For all questions, candidates will be expected to demonstrate a critical understanding of at least one medium/media industry and its context, illustrated by reference to specific media texts and other relevant evidence.

“I have absolutely loved taking Level 3 Media Studies, which covers a range of assessments from essay writing, the planning and structure of a documentary as well as physically bringing your creations to life. It has helped me understand the bigger picture of media trends and enabled me to develop a strong skill set in terms of editing, production and analysis. I have loved every minute of it.”

EMMA, YEAR 13

### LEVEL 2 MEDIA STUDIES

PREREQUISITES: NCEA LEVEL 1 MEDIA STUDIES OR NCEA LEVEL 1 ENGLISH OR GEOGRAPHY, OR IGCSE HISTORY OR GEOGRAPHY

Media Studies is both practical and academically challenging. It is expected that students taking the course have strong skills in English, owing to the written content expected on the course. At Level 2 we look at narrative and storytelling and study how the filmmaking formula works in feature length films as well as in the short film genre. Students also study the codes and conventions of the horror genre and look at the aspect of 'The Final Girl' theory for their final examination.

Production skills are further developed in terms of camera, sound, lighting and editing and students design, plan and produce a short film in the genre of their choice. This is then screened at the King's College Film Festival at the end of the year and celebrated by the students' peers, parents and the community.

Total Credits: 18      4 External, 14 Internal

“Media Studies is both creative and functional and gives you applicable knowledge of the real world. What we learnt in Postmodernism made me connect with the media around me in a more meaningful way.”

SHARON, YEAR 13

### LEVEL 3 MEDIA STUDIES

PREREQUISITES: NCEA LEVEL 2 OR AS LEVEL MEDIA STUDIES OR NCEA LEVEL 2 ART AND DESIGN (PHOTOGRAPHY) OR AS LEVEL VISUAL ARTS (PHOTOGRAPHY) OR NCEA LEVEL 2 OR AS LEVEL ENGLISH, HISTORY, CLASSICAL STUDIES OR GEOGRAPHY

At Level 3, students further build on their analysis, critical thinking and production skills from Level 2 Media Studies. Students who choose this course for the first time, need to be aware that they need to be up-to-speed with production technologies and be highly motivated and engaged with the content.

We look at the genre of documentary closely and dissect and deconstruct the texts to look at different readings and perspectives. Students are also immersed in making their own documentary projects where the topics are varied, interesting and highly appreciated at the King's College end-of-year film festival. Field trips also include several trips to film screenings and the Documentary Edge Film Festival.

For the examination we study the advertising industry and offer first-hand experiences by visiting a range of advertising agencies to enable students to gather material for their research and final examination.

Total Credits: 20      4 External, 16 Internal  
Plus 4 Optional External Credits



# MUSIC



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## What is Music?

Music has an important place in all the cultures of the world, and studying Music is a way to connect with and understand other people and the way they think. It is also something we all come into contact with every day.

Students considering music at the higher levels should be open-minded and keen to learn about New Zealand music, the great Classical Masters of Europe, and music from a wide range of cultures from around the world.

Performance is an important component of all CIE and NCEA Music courses and, in addition to the music classes, students will need to enrol in regular instrumental or singing lessons and be active members of at least one College ensemble or choir.

## Where does Music lead?

Having a knowledge and understanding of music is a hallmark of an excellent, all-round education. Music is, in itself, a scholarly endeavour and is a well-regarded subject which also complements other academic disciplines. Students studying Music at King's College not only go on to complete graduate and postgraduate qualifications in New Zealand and internationally, but they also carry the skills and passion for music throughout their lives.

Recent Old Collegians have gone on to study Classical Music and Jazz Performance at Auckland, Composition at Sydney, Classical Voice at Otago, and two recent leavers have taken up scholarships in music overseas. Potential careers might include: a Professional Soloist or member of a professional choir or orchestra; a Singer-Songwriter on the New Zealand or international music scene; a Music Educator; Recording Artist; Producer; Composer; Musicologist and many other possibilities.

## Why study Music at King's College?

Many students will find that they already fulfil many requirements for CIE and NCEA Music, by previously learning an instrument and having taken part in College music groups. These students may be keen to take academic music in order to add theoretical musical analysis skills to their music making. Many students enjoy learning more about their craft, and the teamwork and creative processes involved in studying music are attractive to universities and potential employers.

## CIE Pathway

### IGCSE MUSIC INTRODUCTION TO SENIOR MUSIC

This one-year course prepares students for both the CIE and NCEA pathways. Students will build on and develop skills in performance and composition, and learn about a variety of music from around the world as well as studying set works from the Classical music canon. Students should have learnt an instrument or singing for several years and a basic knowledge of music theory is essential.

### AS LEVEL MUSIC LISTENING AND PRACTICAL MUSICIANSHIP PREREQUISITES: IGCSE MUSIC

This can either be taken as a standalone one-year course, or as the first half of a two-year course. Students study a number of set works and work towards solo and ensemble performances and writing compositions. Students must be learning an instrument or singing in order to fulfil the solo performance requirement.

### A LEVEL MUSIC LISTENING AND PRACTICAL MUSICIANSHIP PREREQUISITES: AS LEVEL MUSIC

This is the second year of a two-year course, following on from the CIE AS Level course. Students must be learning an instrument or singing in order to fulfil the solo performance requirement. Students choose two options from presenting a recital, a composition portfolio and an investigative report.

#### Scholarship - Advanced Music

Scholarship assessment is available for the strongest academic musicians. Students present either a performance recital or composition portfolio and sit a written essay-based examination. Students wishing to sit Scholarship must also be taking either A Level Music or NCEA Level 3 Music.

## NCEA Pathway

### LEVEL 2 MUSIC

#### PREREQUISITES: IGCSE MUSIC

NCEA courses allow flexibility to create programmes of study that cater to students' interests and strengths. Programmes will include a mix of internal and external credits and may include performance, composition, research, aural skills and score reading.

This course consists of a minimum of 24 credits, with at least 4 External credits.

### LEVEL 3 MUSIC

#### PREREQUISITES: NCEA LEVEL 2 OR AS LEVEL MUSIC

This programme will build on and extend the work covered in Level 2 and include a mix of internal and external credits and may include performance, composition, musical analysis, research, aural skills and score reading.

This course consists of a minimum of 24 credits, with at least 4 External credits.



Knowledge and understanding of music is part of an excellent, all-round education. Music has an important place in all the cultures of the world, and studying Music is a way to connect with and understand other people and the way they think.

# PHILOSOPHY



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## What is Philosophy?

This subject offers students the opportunity to reflect on the big questions: 'What is reality?', 'Is there a God?', 'What does it mean to be human?', 'Do we have souls?', 'How can we know anything?' Classes in Philosophy allow students to interact with some of the great thinkers and great issues in human thought.

## Where does Philosophy lead?

Students take Philosophy to broaden and deepen their learning and general culture. A course in Philosophy is excellent preparation for tertiary study. Employers show great interest in candidates who display independence of mind and an ability to ask the right questions and search intelligently for answers. Students with skills in Philosophy become resourceful thinkers who are highly employable.

## Why study Philosophy at King's College?

People who are attracted to Philosophy are those who see education as more than simply a passport to a job. They want to broaden their appreciation of culture and civilisation and open themselves up to the teaching of the great thinkers in history. Students will be taught to think beyond the confines of subject knowledge. Philosophy gives students the tools to explore the fascinating world of ideas, giving them both breadth and depth to their education.

*Please note this is a specialist academic course.*

“Philosophy students are taught to think beyond the confines of subject knowledge and given the tools to explore the fascinating world of ideas.”

## CIE Pathway

### PRE-U PHILOSOPHY

Students must have suitable academic credentials to enter this course, such as potential or actual membership of the Scholars' Common Room, high achievement in their other subjects (A grades in IGCSE/AS, Excellence grades in Level 1 and Level 2) and a genuine interest in Philosophy.

This is an exciting course which introduces the student to the major philosophical and religious questions. The course consists of three papers: a general introduction to philosophy and theology, and two papers examining a particular branch of philosophy or theology in greater depth.

The general paper introduces students to the basic ideas of Plato and Aristotle: the problem of epistemology (how can we know anything?); absolutism and relativism in ethics; the basis for religious belief; and questions about determinism and freedom.

At King's College the two specialist papers offered are 'Epistemology' and 'Philosophy of Mind'. In Epistemology students consider the questions: What is knowledge? and What, if anything, can be known for certain and how can it be known?

The Philosophy of Mind paper is designed to introduce students to the mind-body problem, the problem of other minds, the problem of personal identity and the problem of consciousness, and to give students the tools to explore and attempt to answer these problems.

This course may be of interest to high achievers who are considering applying for international programmes – every US Ivy League university (such as Harvard, Princeton and Yale) now welcomes applications from Cambridge Pre-U students.

**There is no NCEA Pathway available for Philosophy.**

# PHYSICAL EDUCATION



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## What is Physical Education?

Physical Education aims to develop in the student a lifelong love of all forms of physical activity. In Physical Education the focus is on movement and its contribution to the development of individuals and communities. The emphasis is on the wellbeing of the students themselves, of other people, and of society. Students learn in, through, and about movement.

## Where does Physical Education lead?

There is an ever-increasing list of careers related to Physical Education. These include: Sports Medicine; Journalism; Teaching (Tertiary, Secondary and Primary); Coaching; Physiotherapy; Nursing; Fitness Assessment and Coaching Clinics; Dance and Aerobic Centres; Outdoor Education Centres; Local Body Sports and Recreation; Business and Corporate Gymsnasiums and many other areas.

Universities and polytechnics offer both degree and diploma courses in both Outdoor Education and Sport and Recreation, for example Otago University's School of Physical Education, Lincoln University, Waikato University, Massey University and the University of Auckland.

## Why study Physical Education at King's College?

We provide students with opportunities to develop leadership and responsibility within the school context. Our courses are relevant to many areas of academic endeavour with a focus on the science aspect of Anatomy and Physiology, the science of the mind in Sports Psychology and the History and Sociology of Sport in Contemporary Studies.

*All students at King's College in Year 9 to Year 11 have a compulsory course in Physical Education.*

“Physical Education has proven to be a challenging academic course but one that I have really enjoyed. The best time so far was on camp, kayaking to Kawau Island and catching fish!”

RICHARD, YEAR 12

## CIE Pathway

### IGCSE PHYSICAL EDUCATION

Students will develop their knowledge and understanding through a variety of theory and practical learning activities in the classroom, the gym, fields and at home.

The course is divided into four main areas:

1. Anatomy and Physiology is a scientific review of the respiratory, circulatory and muscular systems, which leads to a review of how they can affect performance.
2. Fitness Studies is an extensive review their own fitness requirements, then completing an extensive personal fitness profile using relevant tests, and then applying the appropriate training methods to improve. They also look into safety and sports injuries, as well as introducing the dangers of drugs used in sport.
3. Skill Acquisition introduces students to how their own mental preparation and practice affects the skill learning of their specialist sporting interests, and how sport is developed in the wider community to produce excellence at the elite level.

4. Recreation, Leisure and Global Sport look at access and facilities in their own communities, plus the relationship between sport, business and the media at an international level.

Assessment is 50% practical – the student's four best performances, a 10% written report and evaluation of student's favourite sport, and 40% 1.5 hour final exam.

“Students who take Physical Education have a passion and keen interest in physical activity, sports, fitness and outdoor pursuits. The breadth in this learning area draws on concepts from sport, science and sociology, allowing us to offer a diverse range of units. Both pathways – CIE and NCEA – allow students to learn in practical environments and are university approved.”

## AS PHYSICAL EDUCATION

This advanced course covers the first three of the six modules at senior level.

1. Anatomy and Physiology is a more in-depth study of the human body systems that are integral to physical performance, and which are enhanced through training. This unit provides guidance for student's preparing the 10% internal written assessment of their own fitness development.
2. Skill Acquisition further develops their understanding of how to practice to improve the variety of skills required for successful performance in individuals and team sports. This will require students
3. Contemporary Issues in Physical Education and Sport looks at the umbrella of Leisure and how the values, activities and issues within the fields of Recreation, Outdoor Education, Sport and Physical Education impact our society.

Assessment is 20% practical – the student's two best performances, a 10% written report and evaluation of student's own Personal Performance Programme, and 70% 2.5 hour final exam.

## A LEVEL PHYSICAL EDUCATION

### PREREQUISITES: AS LEVEL PHYSICAL EDUCATION

This second stage/final level course completes the two-year senior course.

1. Exercise and Sports Physiology give the students a very detailed understanding of the physiological changes that can be achieved through specific training methods. We begin with the energy systems used, before completing an extensive profile and understanding of the advanced training methods to be used to enhance their personal fitness needs.
2. Psychology of Sport examines the influence of the mind on athletic and sporting performance. We begin with Personality profiling, then look closely at developing Mental Skills, Motivation and Attitudes, and evaluate the effect of Aggression and Attributions on sporting performance.
3. The Modern Olympic Games tracks the rich history of the Games from their ancient beginnings at Olympia to the modern Games, with special attention to the global impact of Politics, Economics, Dysfunctional aspects and Discrimination throughout the Olympic history.

Assessment is 20% practical – student's two best sports performances, a 10% interview about student's own sport, and 70% 2.5 hour final exam.

## LEVEL 1 OUTDOOR EDUCATION

Outdoor Education provides students with opportunities to develop personal and social skills, to become active, safe and skilled in the outdoors and to protect and care for the environment. Adventure activities foster students' personal and social development through experiences involving co-operation, trust, problem-solving, decision-making, goal-setting, communication and leadership. Through outdoor pursuits, students develop skills and attitudes in a range of outdoor settings. Outdoor pursuits may include kayaking, tramping, surfing, camping and mountain biking. This course involves a number of days out in the practical environment. Students are able to gain a maximum of 20 Level 1 credits; these credits are from the Physical Education domain.

Total Credits: 20                      20 Internal

## LEVEL 2 PHYSICAL EDUCATION

The course is varied with an emphasis on combining practical and theoretical aspects of Physical Education. Level 2 Physical Education requires students to evaluate and interrelate bio-physical and socio-cultural concepts.

The course includes a week-long camp which will involve Leadership and Risk Management Achievement Standards. Other topics we address include Anatomy and Biomechanics, Principles of Training, Sports Psychology, and Societal Influences.

Total Credits: 23                      23 Internal

## LEVEL 2 OUTDOOR EDUCATION

Outdoor Education at Level 2 provides students with the opportunities to continue to develop their personal and social skills in a range of outdoor environments. Through a range of outdoor pursuits, students will develop their critical thinking skills, and demonstrate their understanding of self-management, risk management and leadership. Outdoor activities may include: caving, snowboarding, camping, hiking and rafting. This course involves a number of days out in the practical environment. Students are able to gain a maximum of 20 Level 2 credits; these credits are from the Physical Education domain.

Total Credits: 20                      20 Internal

*NCEA Level 3 Outdoor Education will be introduced in 2019.*

## LEVEL 3 PHYSICAL EDUCATION

Students will spend time investigating physical activity in the school and how they are able to influence the participation of others. They will also undertake certification in scuba diving and write Achievement Standards in risk management and leadership. Badminton is used as a sport in order to show students how to do an appraisal of performance. Video analysis is used so students can decide what needs improving, they then put in place an eight-week Performance Improvement Programme. The Badminton appraisals are the first opportunity to assess the student's performance against nationally developed performance standards. Practical assessment can be done on a wide range of approved physical activities.

Total Credits: 24                      24 Internal

## NCEA Pathway

### LEVEL 1 PHYSICAL EDUCATION

Students will develop knowledge, skills and an understanding of a range of relevant aspects from Physical Education. Candidates' knowledge, skills and understanding come from studying both practical and theoretical aspects of Physical Education during both classroom and practical lessons.

Students will study anatomical principles as they relate to the performance of physical skills: students learn the main features of the skeletal and muscular systems as they function during physical performance; performance of a physical activity in an applied setting: students practice to improve their playing ability in a range of sporting activities, then select their best to submit for assessment; students will participate in a range of sporting activities so they can develop an understanding of how groups (teams) can be developed and improved through methods of personal interaction; and students will learn understanding of methods and principles of training by writing a Personal Improvement Programme and using it to improve their own performance in physical activity.

Total Credits: 18                      18 Internal

### LEVEL 1 HEALTH EDUCATION

Students develop the knowledge and skills to help clarify their own attitudes and values. Level 1 Health Education helps students make informed decisions and take action to enhance their own wellbeing and the wellbeing of those around them. Students will work through topics such as Mental Health, Food and Nutrition, Drugs and Alcohol and Sexuality Education. The skills developed through the course will help students to enhance their relationships with other people and gain resilience. It will also build young people who are spirited, critical thinkers who have vision and purpose. The course will be co-constructed with the teacher and the students at the beginning of the year.

Total Credits: 20                      4 External, 16 Internal

*NCEA Level 2 Health Education will be introduced in 2019 and NCEA Level 3 Health Education will be introduced in 2020.*

### Scholarship – Advanced Physical Education

The emphasis in Scholarship Physical Education is the ability to think critically about issues relevant to Physical Education. You must have the ability to critically evaluate the issue or topic by looking at both sides of the situation, to make judgments supported by subject knowledge, quotes/references and personal experiences, to challenge assumptions, to make creative suggestions, and to reach a justified position. You will also be expected to provide evidence of depth and breadth of subject knowledge and to allocate time effectively to provide three comprehensive answers using your own experiences and practical knowledge to support these answers. There will be a requirement to display evidence of wide reading and to use this to support your argument with references, to structure an essay, provide a coherent argument and justify a position.



# PHYSICS



**Head of Department:** Bryan Sapsworth  
*BSc, DipTchg, GradDip IT in Education*  
**Email:** b.sapsworth@kingscollege.school.nz

## What is Physics?

Physics helps us to explain the world around us and so is interesting in its own right. It provides the scientific basis for our understanding of many aspects of science and modern technology. These include areas such as structural, mechanical, electrical, optical and acoustic engineering, heating, electronics, robotics, telecommunications, fibre optics, medical technology and information technology.

## Where does Physics lead?

Physics promotes investigative thinking and analysis. Studying Physics leads to careers in all the sciences. Physics is a requirement for Engineering, of which there is an increasing demand worldwide. Physics can also be used to bolster thinking in areas of Finance, Architecture, Medicine and many other careers where logical, analytical and mathematical thinking is required.

## Why study Physics at King's College?

Physics covers topics that are relevant to everyday experiences. It fosters critical thinking and questioning, assisting students to learn how to think clearly and figure things out for themselves when confronted with unfamiliar situations. The use of language, mathematics and practical work within Physics provides a strong foundation for the development of all-round academic ability. Physics enables students time to engage in practical experiences that provide rich opportunities to develop key skills such as problem-solving, reasoning, numeracy, practical skills, communication and ICT – such skills that are in demand from employers.

Physics provides the scientific basis for our understanding of many aspects of science and modern technology. Studying physics is a requirement for engineering and it helps students develop investigative thinking and analytical skills which are valuable in many other fields.

## CIE Pathway

### IGCSE PHYSICS INTRODUCTION TO PHYSICS

IGCSE Physics provides a foundation course in Physics. It requires students to demonstrate knowledge with an understanding of Physics topics, to be able to handle information and solve problems and to demonstrate experimental skills. Topics studied include: motion; forces and energy; thermal physics; properties of waves including light and sound; electricity and magnetism; and atomic physics. The course covers almost all the core areas of Physics and it applies the concepts to everyday experiences as much as possible.

This course may be studied at either the Core or Extended level. At King's College all students are taught the Extended Curriculum but students may choose to sit either the Core or Extended level IGCSE examinations. In both cases, there is a strong practical component and students will sit a practical examination.

### AS LEVEL PHYSICS

**PREREQUISITES:** IGCSE PHYSICS

AS Level Physics forms the first half of a two-year pre-university Physics course. Topics studied include: motion; forces and energy; phases of matter and deformation of solids; waves; electricity; and nuclear physics.

There is a strong practical component to this course and students will sit a practical examination. This course is academically demanding. Students should also be studying Year 12 Mathematics.

### A LEVEL APPLIED PHYSICS

**PREREQUISITES:** AS LEVEL PHYSICS

A Level Physics forms the second half of a two-year pre-university Physics course. Topics studied include: circular motion and gravitational fields; simple harmonic motion; electric fields and capacitance; electromagnetism; alternating current; charged particles; quantum physics; and thermal physics. The topics studied in A Level have a greater relevance to current Physics research and innovation.

There is a strong practical component to this course and students will sit a practical examination, which will include assessment of the ability to design a practical investigation. This course is academically demanding.

## NCEA Pathway

### LEVEL 2 PHYSICS CORE PRACTICAL PHYSICS

**PREREQUISITES:** IGCSE PHYSICS OR NCEA LEVEL 1 SCIENCE

NCEA Level 2 Physics provides students with the opportunity to develop their knowledge, understanding and skills in Physics. Core Practical Physics has a smaller number of topics than the CIE Pathway; however the topics that are covered go into a good depth and also have a greater practical application. Topics studied include: motion; forces and energy; waves; electricity and electromagnetism; and atoms and radioactivity.

This course is academically demanding. Students should also be studying Year 12 Mathematics.

**Total Credits:** 23                      16 External, 7 Internal

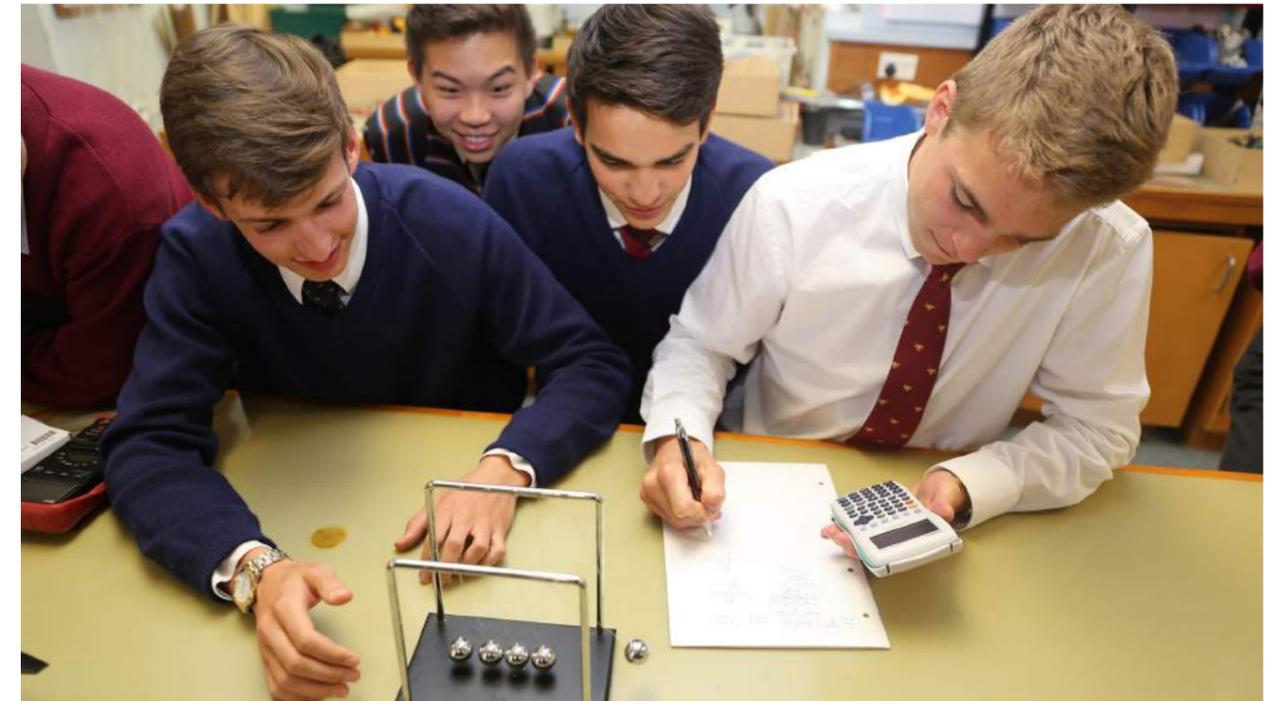
### LEVEL 3 PRACTICAL PHYSICS

**PREREQUISITES:** NCEA LEVEL 2 OR AS LEVEL PHYSICS

NCEA Level 3 Physics provides students with further opportunity to develop their knowledge, understanding and skills in Physics. Topics studied include: circular motion and gravitation; simple harmonic motion; waves; and electrical systems.

The mathematical and practical Physics is extended beyond the core level in Year 12. This makes this course particularly challenging but also much more relevant to the student. There is a strong practical component to this course.

**Total Credits:** 23                      16 External, 7 Internal



### Scholarship – Advanced Practical Physics

This two-year course for able, motivated students is designed so that they study the AS and A Level Physics courses but also have time to extend themselves and apply their knowledge through solving practical problems. It is a hands-on course where students will research a number of in-depth problems, carrying out practical work of their own design. Students will be expected to work at an advanced level in all aspects of the course. The aim is to develop the breadth and depth of understanding of Physics so that students are well placed to sit the NCEA Scholarship examinations in Year 13, alongside the CIE A Level examinations.

Entry to this course is limited and students have to apply to the Head of Department Physics in Year 11.

Students who choose the Scholarship pathway in this course will be able to solve complex problems in familiar contexts and less complex problems in less familiar contexts, appreciate how theories and models in Physics relate to real-life situations, be able to make links across the various content areas, demonstrate sound mathematical skills, including facility with algebraic expressions, and demonstrate an understanding of the interpretation of empirical evidence and its relationship to theory. Students will also have experienced a range of practical work and data analysis techniques and be able to draw on these experiences.

# PSYCHOLOGY



**Teacher-in-Charge:** Mark Johnston  
*MEd (Hons), BBus.Ed (Hons)*  
**Email:** m.johnston@kingscollege.school.nz

## What is Psychology?

Psychology is the fascinating scientific study of behaviour. Psychology is now used to underpin many aspects of our lives – it is used in organising businesses, in treating medical conditions and to improve how we learn.

## Where does Psychology lead?

Psychology covers a wide range of inquiry and can open up a range of careers and tertiary education courses in psychology, social sciences, economics, business and media studies. Psychologists specialise in many different areas of expertise, for example, as educational, sports, clinical, evolutionary, occupational, biological, criminal and child psychologists.

Learning in Psychology provides a strong foundation for other career areas, such as mental health, education, training, marketing, leadership, management, business, law and politics. Psychology draws on skills from a number of different disciplines. These include skills in critical thinking, scientific inquiry, research and writing.

## Why study Psychology at King's College?

Psychology poses questions about human issues and behaviours and through the study of psychology students become more self-aware. As they read and learn to use research papers, case studies, surveys, experiments and observations, students develop their capacity to understand people and to analyse and respond to real-life situations and behaviours in others.

Psychology will help students to understand the factors that influence their own and others' behaviour in different situations. It also provides opportunities to explore value systems and ethical perspectives.

Students studying psychology will find that they are able to apply their understanding of human behaviour to numerous situations and to use this knowledge in their everyday life. Aspects of their psychology studies will also be relevant to their other subjects.

## CIE Pathway

### AS LEVEL PSYCHOLOGY THE SCIENCE OF MIND AND BEHAVIOUR

This AS Level course explores four approaches to psychology – biological, cognitive, learning and social – with each area including three core studies.

**Biological:** The three studies include a brain scanning study looking at the links between the amygdala and memory emotional experiences, the relationship between dream content and eye movements, and an exploration of the role of two factors – cognition and physiology – in our experience of emotions.

**Cognitive:** The three studies include how doodling can improve concentration and memory of a conversation, how a lack of a 'theory of mind' in adults with Asperger's Syndrome or autism can result in problems recognising emotions, and how false memories can impact on memories and beliefs in relation to eating asparagus.

**Learning:** The three studies concern social learning theory and the effect on children's behaviour, a case study of a young boy with a phobia for buttons, and the comprehension of object categories by a parrot which was trained through social learning and operant conditioning.

**Social:** The three studies focus on the conflict between individual conscience, how bystanders behave in real-life situations and factors that affect their desire to help, and instrumental helping and pro-social behaviour in chimpanzees.

In addition you will learn about features of the research process, data and data analysis, and you will consider ethical and methodological issues. Assessment for AS Psychology includes two exam papers: 1) short-answer and structured essay questions and 2) structured essay questions only.

## NCEA Pathway

### LEVEL 2 PSYCHOLOGY

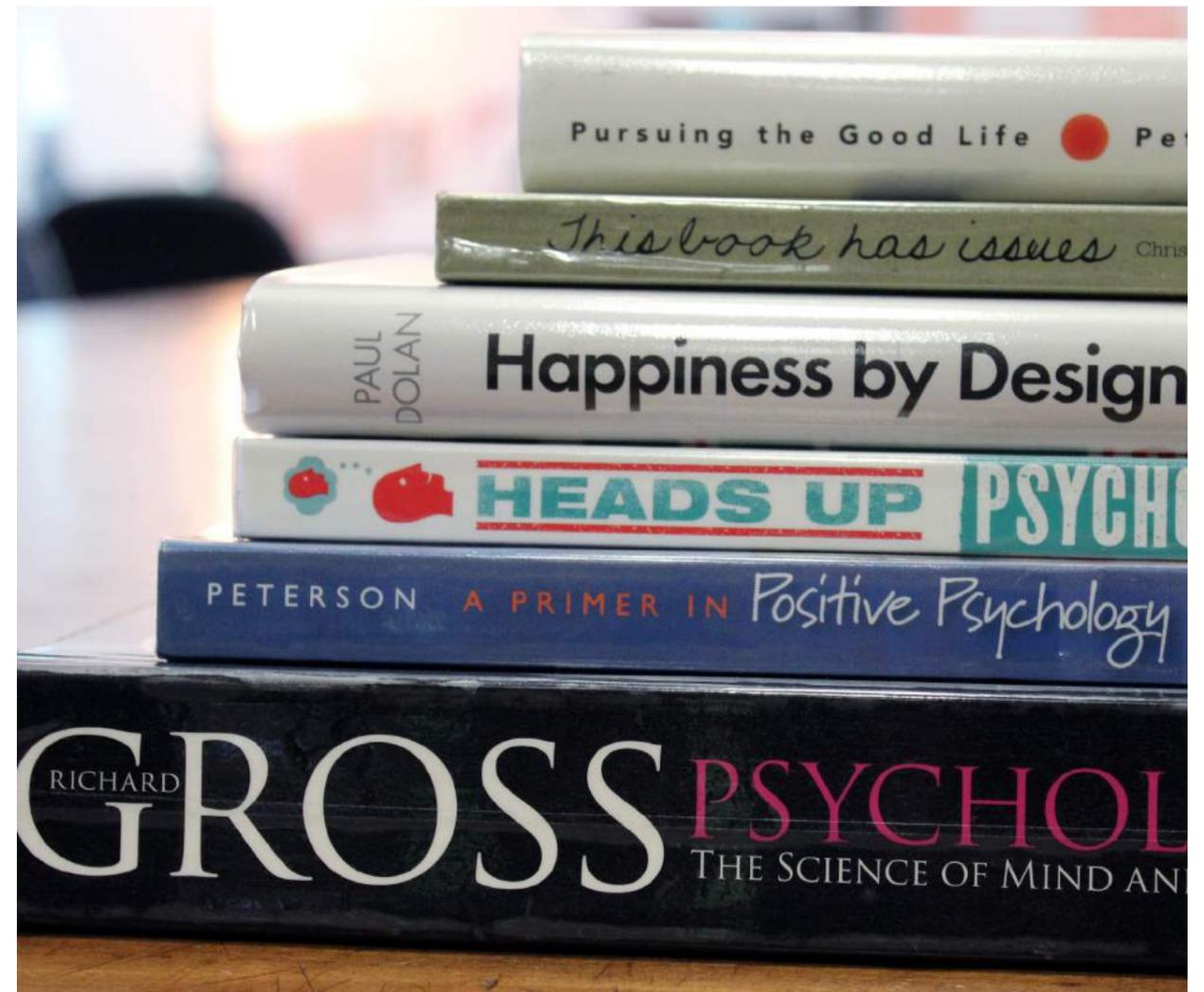
This course is totally internally assessed and examines different psychological approaches used to explain a behaviour. Psychological approaches refer to paradigms about people and the way that they function.

The course also studies how different psychological debates have changed over time, whether it is free will and determinism, individual and situational explanations, or nature and nurture.

Students will conduct psychological research, developing a statement of the aim and purpose linked to a psychological concept or idea. They will also examine how theory is used in fields of psychological practice and study ethical issues in psychological practice.

Total Credits: 21      21 Internal

“Studying psychology gives you an insight into human behaviour that you can apply in every area of your life.”



# SCIENCE



**Teacher-in-Charge:** Daniel Simunic  
*BSc, DipTchg, Grad Dip TESSOL*  
**Email:** d.simunic@kingscollege.school.nz

## What is Science?

Science is the study of how the universe works and what it is made of. Science relies on testing ideas with evidence gained from the natural and physical world. Scientific knowledge is dynamic and evolves over time, building on previous ideas and innovations, and is continually being updated and expanded as new evidence comes to hand. This means that our understanding of the universe has changed over time and will continue to change.

## Where does Science lead?

Further study in Chemistry, Physics and/or Biology at Level 2 is encouraged. Candidates can choose to follow any of these three disciplines independently or once again as a part of a general course of Science at Level 2. Long term, the study of Science can lead to many careers and keeps open pathways to as yet unknown or unwritten areas of study and industry.

## Why study Science at King's College?

At King's College we believe that Science is a collaborative activity – scientists interact with each other and with the wider world as they try to validate new explanations. Scientific explanations are inextricably linked to culture, politics and economics because scientists are part of communities and cultures that view the world in different ways.

Scientific investigation makes use of multiple approaches, creative as well as logical. Creative scientists 'think outside the box', shift perspective as they view problems and examine different views of the same problem. Through inspiration, careful observation and critical thinking, scientists discover, invent, adapt, combine and apply ideas. Knowledge gained from scientific research finds its way into countless practical applications and technologies that benefit humankind.

*"I have always been interested in the natural world, animals, plants and so on. I really enjoy learning through doing experiments too. Science is the one subject that really depends upon evidence that has to be verified and involves you having to justify any facts or weighing up how true an idea actually is in reality."*  
ZOE, YEAR 12

## NCEA Pathway

### LEVEL 1 SCIENCE GENERAL SCIENCE

This NCEA course is designed for students who enjoy Science but do not want to specialise in Year 11. They can continue with General Science at Level 2 or choose individual sciences in Year 12, provided good marks are achieved.

The course includes two standards in Physics, Chemistry and Biology as well as investigations into real world science. One of the internal assessments requires a day field trip.

**Total Credits: 24**      12 External, 12 Internal

### LEVEL 2 SCIENCE EARTH AND SPACE SCIENCE

Earth and Space Science Level 2 is a general science NCEA course designed for students who enjoy Science but do not want to specialise. They can continue from this course into Earth and Space Science Level 3 in Year 13. The topics and assessments revolve around physical and biological principles of the Earth, stars and planetary systems. There will be large practical and investigation-based components in this course.

This course has a degree of academic demand, equivalent to the Level 2 and Level 3 single Science subjects.

**Total Credits: 24**      12 External, 12 Internal

### LEVEL 3 SCIENCE ADVANCED EARTH AND SPACE SCIENCE

#### PREREQUISITES: NCEA LEVEL 2 SCIENCE

Earth and Space Science Level 3 is a general science NCEA course designed for students who enjoy Science but do not want to specialise. The topics and assessments revolve around physical and biological principles of the Earth, stars and planetary systems. There will be large practical and investigation-based components in this course.

This course has a degree of academic demand, equivalent to the Level 2 and Level 3 single Science subjects.

**Total Credits: 20**      12 External, 8 Internal



### Scholarship – Advanced Science

There will be three resource-based questions, some of which may be open-ended or structured in a step-wise fashion. Some questions may have long passages to read and consider. Candidates will be required to answer all questions.

Questions will be asked within a variety of contexts, some of which may be unfamiliar. Each question will be based on a context from the curriculum strands, Planet Earth and Beyond and/or Nature of Science. All necessary formulae, constants and data will be provided. Calculations should show appropriate use of significant figures.

# SPANISH



**Teacher-in-Charge:** Maria Lamberto  
*Licenciatura en Filosofía (Navarra),  
CAP (Navarra), DipTchg*  
**Email:** m.lamberto@kingscollege.school.nz

## What is Spanish?

Languages are inseparably linked to the social and cultural contexts in which they are used. Languages and cultures play a key role in developing our personal, group, national and human identities. Every language has its own way of expressing meanings; each has intrinsic value and special significance for its users. In learning languages, students learn to communicate in an additional language. As they do so, they begin to expand their own world and to open up a whole range of new possibilities. Learning one new language makes it easier to learn others. Learning Spanish provides a means of communicating with people from other cultures. As students acquire the skills of communicative competence, they simultaneously explore and reflect on their own personal world and their own culture. By reaching out, they also reach within.

## Where does Spanish lead?

Citizens of New Zealand are also citizens of the world. We need to be aware of the importance of international languages, such as Spanish, in relation to culture and cultural exchanges, literature, music, science and technology, and trade and tourism. The Spanish language is used widely throughout the world, both as a first and as a second language.

Spain is also a substantial importer of New Zealand products, especially Foodstuffs. Spanish investment in New Zealand is significant. A number of Spanish companies have set up offices here or have investment links with New Zealand companies. Students who combine the study of Spanish language with the study of business, law, trade, science, engineering, technology, tourism or politics are opening the door to excellent career opportunities.

## Why study Spanish at King's College?

A very important key competency identified in the New Zealand Curriculum, which we promote through teaching Spanish, is managing self. We believe that self-motivation, a 'can-do' attitude and students seeing themselves as capable learners are essential qualities needed in order for students of all abilities to fulfil their potential. We also believe that relating to others and interacting effectively in a variety of contexts are skills which will enhance the learning and understanding of Modern Languages at all levels.

We appreciate that successful learners make use of the key competencies noted in the curriculum in combination with all the other resources available to them; that these include personal goals, other people, community knowledge and so on. Finally, we appreciate that these competencies continue to develop over time and are shaped by a range of factors that are increasingly wide-ranging and complex.

## CIE Pathway

### IGCSE SPANISH SURVIVAL SPANISH

IGCSE is the culmination of three years of study and is based on sequential and cumulative levels of language development organised into topics. The standard achieved at this level provides excellent 'survival' skills. Students learn to conduct basic and more developed transactions in Spanish and can talk about themselves and their families and a range of straight-forward topics. They also learn to express opinions, and in the third year of study, move towards a more cognitive approach. Emphasis is given to getting the basics right and a mastery of the basic tenses and grammatical structures.

At King's College all students are taught the Extended CIE Curriculum. There is a strong practical component and students will sit an oral examination at the end of the year. The oral examination is moderated externally.

### AS LEVEL SPANISH SPANISH CIVILISATION AND LANGUAGE

#### PREREQUISITES: IGCSE SPANISH

There is a move away from mere 'survival' language to a wider and deeper appreciation of it and grammatical understanding is an integral part of the course at this stage. Course statements develop topics introduced previously and introduce new ones. Set language topics will include: Family, Urban and Rural Life, Philosophy and Belief, Travel and Tourism, and Cultural Life/Heritage. Within the context of set topics the skills of expressing opinions, arguing for and against, summarising, adapting, presenting and discussing given materials are developed. Individual reading is strongly encouraged at this level.

Students may choose to prepare for AS over a two-year period. In Spanish, students will normally do AS at the conclusion of Year 12 and may also do NCEA Level 2 or Level 3. Work is internally assessed throughout the year. Oral competence is assessed in a formal speaking examination.

### A LEVEL SPANISH SPANISH CIVILISATION, LANGUAGE AND LITERATURE

#### PREREQUISITES: AS LEVEL SPANISH

This course is academically demanding but very rewarding. Approximately 80 per cent of the course is spent studying three major works of Spanish literature. Students will maintain their progress in Spanish language and have the added benefit of deepening their cultural knowledge of the Spanish world through the study of literature.

In 2018 the set works are Como agua para chocolate by Laura Esquivel; Eva Luna by Isabel Allende; and La casa de Bernarda Alba by Federico García Lorca. Set language topics will include: Family, Urban and Rural Life, Philosophy and Belief, Travel and Tourism, and Cultural Life/Heritage.

To prepare students for the A Level examination, as part of the learning programme, students can be required to prepare presentations, powerpoint displays, make a short film, give speeches and/or create displays. Outings to places of interest concerning Spanish language and culture will also be organised.

## NCEA Pathway

### LEVEL 1 SPANISH

Students will have the opportunity to demonstrate understanding of a variety of spoken Spanish texts on areas of most immediate relevance, interact using spoken Spanish to communicate personal information, ideas and opinions in different situations, and give a spoken presentation in Spanish that communicates a personal response. Students must demonstrate understanding of a variety of Spanish texts on areas of most immediate relevance and write a variety of texts in Spanish on areas of most immediate relevance. *This course will be offered depending on student numbers.*

Total Credits: 24      10 External, 14 Internal

### LEVEL 2 SPANISH SPANISH CIVILISATION AND LANGUAGE

#### PREREQUISITES: NCEA LEVEL 1 OR IGCSE SPANISH

In this course students will have the opportunity to demonstrate understanding of a variety of spoken Spanish texts on familiar matters, interact using spoken Spanish to share information and justify ideas and opinions. Students will also give a spoken presentation in Spanish that communicates information, ideas and opinions.

### Scholarship - Advanced Spanish

Students who study A Level Spanish Civilisation, Language and Literature, or attain Excellence at NCEA Level 3, will be well prepared for this examination in terms of content and skill. They will need, however, to prepare well for the examinations as the technical requirements differ from those required at A Level and NCEA Level 3.

Students may enter for this examination upon the advice of the Head of Department Modern Languages and Teacher-in-Charge of Spanish.

The Scholarship examination involves multi-skill assessment instruments where candidates will listen to passages in Spanish and then write text in Spanish about those passages, guided by a series of headings. They will then read text in Spanish and then talk for up to six minutes about the reading passages, guided by a series of headings.

In the second part of each exercise, students will be expected to go above and beyond the material provided, giving opinions and bringing wider opinion to their answers drawn from material studied in senior Spanish classes.

Students who complete this course are usually allowed a course concession to proceed directly (without credit) to Stage 2 Spanish language courses at university. In some cases, students have been placed in Stage 3 Spanish Language courses.

*I am incredibly glad I started to learn Spanish because I love understanding how a language functions. I also think studying Spanish is important because it opens you up to such a large area of the world. When you learn Spanish you learn about the culture and history too, not just of Spain, but all Spanish-speaking countries.*

JAMES, FIRST YEAR UNIVERSITY

Course statements develop topics introduced previously and introduce new ones.

Students must demonstrate understanding of a variety of written and/or visual Spanish text(s) on familiar matters and write a variety of text types in Spanish to convey information, ideas and opinions in genuine contexts.

Total Credits: 24      10 External, 14 Internal

### LEVEL 3 SPANISH SPANISH CIVILISATION AND LANGUAGE

#### PREREQUISITES: NCEA LEVEL 2 OR AS LEVEL SPANISH

Following on from Level 2, students need to demonstrate understanding of a variety of extended spoken Spanish texts, give a clear spoken presentation in Spanish that communicates a critical response to stimulus material, and interact clearly using spoken Spanish to explore and justify varied ideas and perspectives in different situations. Students must demonstrate understanding of a variety of extended written and/or visual Spanish text(s) and write a variety of text types in clear Spanish to explore and justify varied ideas and perspectives.

Total Credits: 24      10 External, 14 Internal

# TE REO MĀORI



**Teacher-in-Charge:** Lincoln Savage  
*BEd*  
**Email:** l.savage@kingscollege.school.nz

## What is Te Reo Māori?

Toi te kupu, Toi te mana, Toi te whenua, Ko te reo rangatira e koiri atu nei. Language is permanent, Prestige is permanent, Land is permanent, The resonating sound of the prestigious Māori language.

Māori have a rich and complex language and culture. Māori oral literature takes many forms, including whaikōrero, karanga, waiata, haka, poi, whakataukī and pepeha. The visual language includes body language and gesture, dance and drama. The visual culture is expressed in a multitude of ways, including carved and woven art works made for both personal and community use, clothing, personal ornaments, tools, weapons and architectural structures. Te Reo emphasises the inseparable links between language, culture and identity. As students learn Te Reo Māori, they also deepen their knowledge and understanding of tikanga Māori and develop their own personal, group and national identities.

## Where does Te Reo Māori lead?

Having an understanding of Te Reo Māori can be beneficial in many professions. Lawyers, doctors or businessmen will add an important dimension to their skills by knowing some form of Te Reo Māori and the culture.

The inclusion of Te Reo Māori in many areas of study and courses at universities, polytechnics and other workforce areas has opened the door for more people to study the language at secondary level. Te Reo Māori studies are now common within the sporting, medical and law fields. The language is increasing the economic value of the country, through tourism, arts and business. Learning Te Reo Māori while at school will only help develop and strengthen the communication and cultural skills of students, supporting them to achieve their future aspirations.

## Why study Te Reo Māori at King's College?

At King's College we believe that the development of intercultural communicative competence lies at the heart of learning languages, so fluency is valued ahead of accuracy wherever students are interacting and making meaning.

Students acquire fluency by actually using whatever skills they have. This means that our teachers use activity-based approaches that engage students in interactive experiences and support the development of intrapersonal and interpersonal skills. As they develop their ability to understand, appreciate and relate positively to others using the target language, students learn to demonstrate constructive attitudes and values through participation in challenging real-life situations.

resources available to them; that these include personal goals, other people, community knowledge and so on. Finally, we appreciate that these competencies continue to develop over time and are shaped by a range of factors that are increasingly wide-ranging and complex.

## There is no CIE Pathway available for Te Reo Māori.

### NCEA Pathway

#### LEVEL 1 TE REO MĀORI

This course builds on Te Reo and Māoritanga at Year 9 and Year 10. The emphasis of the course is on communication about past activities and events; present and past feelings and opinions; and past habits and routines. Students will also learn how to describe, compare and contrast people, places and things.

**Total Credits:** 30      12 External, 18 Internal

#### LEVEL 2 TE REO MĀORI

**PREREQUISITES:** NCEA LEVEL 1 TE REO MAORI

The emphasis of the course is on communication future plans; giving and responding to advice, warnings and suggestions; expressing and responding to approval and disapproval, agreement and disagreement; and giving and responding to information and opinions. Students will also read about and recount actual or imagined events in the past.

**Total Credits:** 28      12 External, 16 Internal

#### LEVEL 3 TE REO MĀORI

**PREREQUISITES:** NCEA LEVEL 2 TE REO MAORI

greater command of the language. Course content includes the communication of future plans; responding to advice, warnings and suggestions; expressing and responding to approval and disapproval, agreement and disagreement; and giving and responding to information and opinions. Students will also read about and recount actual or imagined events in the past.

**Total Credits:** 28      12 External, 16 Internal

#### Scholarship – Advanced Te Reo Māori

This course requires a high level of depth and understanding of Te Reo and Māoritanga language and culture. This demanding course is not timetabled and only offered to students who display the required work ethic and ability. An individual case to undertake this course must be made with the Head of Department's approval and support.



Te Reo emphasises the inseparable links between language, culture and identity. As students learn Te Reo Māori, they also deepen their knowledge and understanding of tikanga Māori.

# TECHNOLOGY AND DESIGN



**Head of Department:** Gary Burton  
*BSc (Hons), PGCE Des Tech*  
**Email:** g.burton@kingscollege.school.nz

## What is Technology and Design?

Technology is intervention by design to expand human possibilities. Almost every aspect of daily life – food, healthcare, transport, communications, entertainment, our environment – uses technology.

This technology is constantly evolving – today’s ‘new technology’ may be superseded tomorrow or in a year’s time. New Zealanders have long been technological innovators and creators. Our economy has been driven, and still is, by creative problem-solvers, designers and inventors.

By studying Technology students learn to make informed choices about the use of technology, and to consider the impact of technological change on our world. They come to understand how technological decision-making is influenced by cultural, ethical, environmental, political and economic factors.

Students learn skills that can be used to bring about change in their own lives and communities at the national or international level. Students develop the critical skills with which to question their world and work collaboratively at the forefront of new technologies. Designers are problem solvers. They have the chance to become creative and passionate about solving issues the world is facing, such as growing consumption and other challenges to the environment.

## Where does Technology and Design lead?

Technology and Design can lead to a variety of study and career options that include design and engineering. Learning the design process, and being able to apply it to many situations, is a very useful skill. Students who have taken technology subjects go on to careers such as a CAD Operator, Fashion Designer, Product Design, Car Design, Pattern Maker, Sample Machinist, Interior Design and Furniture Design.

## Why study Technology and Design at King’s College?

We run a wide range of courses within the Department that are all based around universal design principles. The courses are intended to prepare students for tertiary education courses and the workplace. We base our courses on what is currently being taught at universities around the world, not just in New Zealand, and we have strong links with Massey University in Wellington, and RMIT and Monash University in Melbourne.

Students are encouraged to develop a positive attitude to technology through connection with learning contexts that reflect their identity, language and culture. When their engagement with technology is deeply embedded students will see for themselves the value of technology to their future study and employment opportunities.

We appreciate that successful learners make use of the key competencies noted in the curriculum in combination with all the other resources available to them; that these include personal goals, other people, community knowledge and so on. Finally, we appreciate that these competencies continue to develop over time and are shaped by a range of factors that are increasingly wide-ranging and complex.

**Please note that all courses at Year 12 and Year 13 will require a foundation in either Design, Technology or Visual Art, regardless of the qualification of pathway. All students enrolling in Year 12 and Year 13 courses will also require their own laptop which is capable of running ‘Solidworks’, our CAD program.**



## CIE Pathway

*Students may choose only one of either Architectural Design or Product Design*

### AS LEVEL ARCHITECTURAL DESIGN

**PREREQUISITES:** DESIGN TECHNOLOGY (YEAR 11) OR NCEA LEVEL 1 ART OR IGCSE ART

This course looks at the aspects of spatial design where clients and site combine to create a unique solution. Sketching, CAD and modelling allow the students to develop analysis skills to evaluate design and material decisions in an evolutionary manner. Materials Technology is a major part of the course, ensuring design is fit for purpose. One major project is undertaken for the year and is 40 per cent of the final grade. A 60 per cent final examination is written theory with a design element.

### AS LEVEL PRODUCT DESIGN

**PREREQUISITES:** DESIGN TECHNOLOGY (YEAR 11) OR NCEA LEVEL 1 ART OR IGCSE ART

This course is an academic introduction to Product Design. Students undertake an in-depth study of the nature design process, including many examples of this process in action throughout the history of design. The theory aspect covers manufacturing techniques and materials technology. The students apply this knowledge to design and model a product of their own choice. However, the purpose of this is more to understand the nature of design than to actually produce a finished product. During the course, the students produce an extensive design portfolio which accounts for 40 per cent of their course mark. The other 60 per cent of their mark comes from a written theory examination with a design focus which is taken at the end of the course.

### A LEVEL ARCHITECTURAL DESIGN

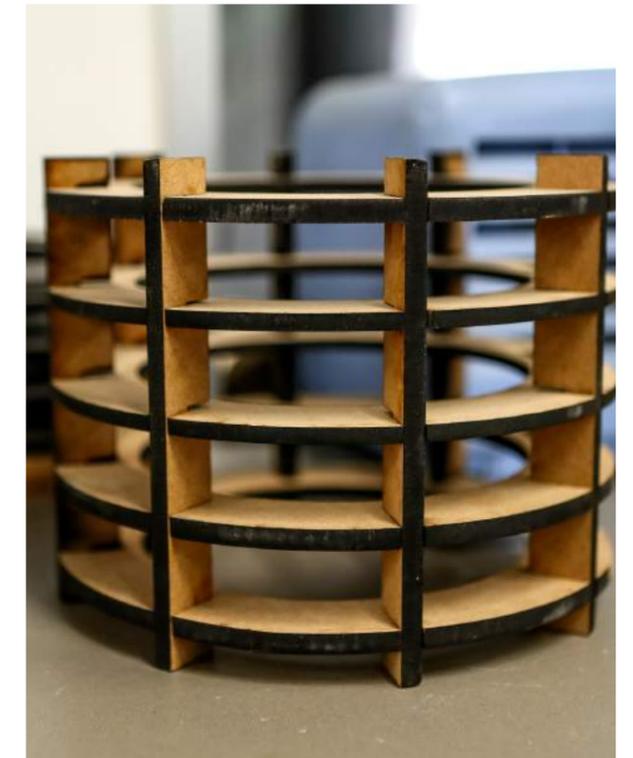
**PREREQUISITES:** AS LEVEL ARCHITECTURAL DESIGN

This course follows on from AS architectural design and has the same breakdown as the AS course – course work including CAD will contribute 40 per cent of the final grade. The end of year examination counts for 60 per cent and is based on materials technology and production methods of many different products not just Architecture.

### A LEVEL PRODUCT DESIGN

**PREREQUISITES:** AS LEVEL PRODUCT DESIGN

This is an extension of the AS course where students are expected to develop their AS design into a real marketable product. All aspects of the process are covered including specific markets, costing and mass production. The theory examination taken at the end of the course is more in-depth than the AS examination, utilising a great deal of manufacturing theory. For those students able to complete AS and A Level courses in one year, there is the opportunity to join the ‘Advanced Design Innovation’ which is tailored to link straight into university courses.



## NCEA Pathway

### LEVEL 1 DESIGN TECHNOLOGY

This is a new and exciting course for Year 11 students. It involves all the elements necessary to enable our students to gain the highest of marks in the Year 12 and Year 13 courses on offer. The students gain skills in three main areas: designing products including CAD; the design process including evaluation of both products and outcomes; and all the manufacturing processes available in the Roy Kelley Design Technology Centre including welding, lathe work, glasswork, fabric manipulation and many more.

Level 1 Design Technology is intended to be a strong foundation for the students to build on in their senior years. *This course does not provide NCEA Achievement Standards for assessment. This is an internal course with no formal external assessment but prepares students for NCEA Level 2 Design Technology.*



### LEVEL 2 ARCHITECTURAL DESIGN

**PREREQUISITES: DESIGN TECHNOLOGY (YEAR 11) OR NCEA LEVEL 1 ART OR IGCSE ART**

This course is for those students who have found an area of interest after sampling the wider NCEA Level 1 course in the previous year. Historical references are taken into account to progress design thought, along with a strong emphasis on sketching and CAD to progress visual communication skills. One major spatial design is undertaken, which looks at both external form and internal space with associated modelling and oral presentation of work.

**Total Credits: 20**      **7 External, 13 Internal**  
Plus Optional Internal Credits

### LEVEL 2 JEWELLERY, FASHION AND FABRIC

**PREREQUISITES: DESIGN TECHNOLOGY (YEAR 11) OR NCEA LEVEL 1 ART OR IGCSE ART**

This course is taught at CIE AS Level as well as NCEA Level 2 and Level 3. It involves the designing and building of projects associated with one or more of the areas listed above. The aim is to stretch students in unfamiliar areas and allow them to develop innovative solutions to design challenges.

**Total Credits: 24**      **4 External, 20 Internal**

### LEVEL 2 PRODUCT DESIGN

**PREREQUISITES: DESIGN TECHNOLOGY (YEAR 11) OR NCEA LEVEL 1 ART OR IGCSE ART**

This is an advanced version of the classic design and build project that is carried out at both IGCSE and Level 1. The emphasis is on individual solutions to existing problems. Students will have to investigate real problems with real clients and come up with a range of solutions. This course can be tailored to the preferred direction that the student wants to go in. If a student is engineering-orientated, they can choose an engineering project and likewise if a student is interested in graphic design, they can steer the project to have a strong emphasis in that area.

**Total Credits: 24**      **4 External, 20 Internal**

#### Scholarship - Taking a Product to Market

This course is for students interested in pursuing a university course in Industrial/Product Design and for those who have passed either Level 3 or A2 CIE Technology. It is intended to push students to design, develop and market a product that can be manufactured in quantity, which will involve the 'out-sourcing' of many of the production processes. Students will need to have a good grasp of the CAD program 'SolidWorks' in order to accomplish this.

The course will be run in conjunction with both RMIT and Monash (Melbourne) and should enable students to produce a folio of work that can get them into the best design universities in the world.

### LEVEL 3 ARCHITECTURAL DESIGN

**PREREQUISITES: NCEA LEVEL 2 ARCHITECTURAL DESIGN OR NCEA LEVEL 2 JEWELLERY, FASHION AND FABRIC OR NCEA LEVEL 2 PRODUCT DESIGN OR NCEA LEVEL 2 VISUAL ARTS (GRAPHIC DESIGN, PAINTING OR PHOTOGRAPHY) OR AS LEVEL ARCHITECTURAL DESIGN OR AS LEVEL PRODUCT DESIGN**

This course is an extension of NCEA Level 2, with an emphasis on both deeper understanding of real-life structural awareness and abstract thought in the generation of ideas from many and varied sources. Students will also experiment with presentation techniques including sketching, CAD, photography and modelling towards one final spatial design to exhibition standard.

**Total Credits: 25**      **10 External, 15 Internal**  
Plus Optional Internal Credits

### LEVEL 3 JEWELLERY, FASHION AND FABRIC

**PREREQUISITES: NCEA LEVEL 2 ARCHITECTURAL DESIGN OR NCEA LEVEL 2 JEWELLERY, FASHION AND FABRIC OR NCEA LEVEL 2 PRODUCT DESIGN OR NCEA LEVEL 2 VISUAL ARTS (GRAPHIC DESIGN, PAINTING OR PHOTOGRAPHY) OR AS LEVEL ARCHITECTURAL DESIGN OR AS LEVEL PRODUCT DESIGN**

This course involves the designing and building of projects associated with one or more of the areas listed above. The aim is to stretch students in unfamiliar areas and allow them to develop innovative solutions to design challenges of their choosing. The best design portfolios involve a client or target market to add a much wider perspective to the project.

**Total Credits: 24**      **4 External, 20 Internal**

### LEVEL 3 PRODUCT DESIGN

**PREREQUISITES: NCEA LEVEL 2 ARCHITECTURAL DESIGN OR NCEA LEVEL 2 JEWELLERY, FASHION AND FABRIC OR NCEA LEVEL 2 PRODUCT DESIGN OR NCEA LEVEL 2 VISUAL ARTS (GRAPHIC DESIGN, PAINTING OR PHOTOGRAPHY) OR AS LEVEL ARCHITECTURAL DESIGN OR AS LEVEL PRODUCT DESIGN**

This is an advanced version of the classic design and build project that is carried out at both IGCSE and Level 1. The emphasis is on individual solutions to existing problems. Students will have to investigate real problems with real clients and come up with a range of solutions. This course can be tailored to the preferred direction that the student wants to go in. If a student is engineering-orientated, they can choose an engineering project and likewise if a student is interested in graphic design, they can steer the project around to have a strong emphasis in that area.

**Total Credits: 24**      **4 External, 20 Internal**

Studying Technology and Design develops skills that can be used to bring about change at an individual, community, national or even international level. Designers are problem solvers - they have the chance to become creative and passionate about solving issues the world is facing, such as growing consumption and other environmental challenges.



#### Scholarship - Design Innovation

This is a co-curricular programme that involves both the Technology and Visual Art Department. Students have to produce an innovative design, manufacture the product and create a magazine article reviewing the product.

On top of this, they form a suitable corporate identity and style guide that manufactures their company.

# VISUAL ART AND DESIGN



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*TTC, TCDip*  
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## What is Visual Art and Design?

Literally almost everything we do in our day-to-day lives directly or indirectly has a link to Visual Art and Design. From the pillow we put our head on in the evening, to the Facebook we check in the morning, from the car we drive to work or school, to the building we live and work in. Visual Art and Design improves academic achievement, enhancing examination scores, attitudes, social skills, critical and creative thinking. It exercises and develops higher order thinking skills including analysis, synthesis, evaluation and problem finding and solving. For example, medical schools have realised the importance of Visual Art as it trains the clinical eye and mind to develop students' observational and pattern recognition skills.

Many graduate employers seek to recruit people who are lateral thinkers and creative problem-solvers; qualities that are natural to artists and designers – it will give you the edge in today's competitive market.

## Where does Visual Art and Design lead?

Art has a diverse range of applications. These range from Design and Fine Art through to Architecture, Industrial and Product Design, Photography, Film, Television and Web Technology. Students who continue with Art are given the greatest gift of all; the ability to think creatively and laterally – a must for anyone in today's competitive environment.

The Art and Design Department is proud of the progress Old Collegians have made at prestigious Art, Design and Architectural schools, both in New Zealand and overseas (Australia, United Kingdom and the United States). Our Old Collegians hold top positions in many fields. Film makers, Fashion and Product Designers, Photographers, Artists and Architects making their name in this country and overseas.

## Why study Visual Art and Design at King's College?

The Art Department at King's College offers a wide range of programmes and options. These include Design, Photography, Fine Arts (Painting), Media Studies and Art History. The programmes we offer are primarily designed to make students visually-literate, technically-proficient and give them the ability to continue on with the subject at a tertiary level.

We recognise that Learning Outside The Classroom (LOTC) is an important part of the New Zealand Art curriculum and we have frequent trips for all levels to galleries and exhibitions throughout the year. We also offer a Art History Trip to Europe, and a Design, Photography and Painting Trip to the United States where we visit Los Angeles, Chicago and New York.

We have a comprehensive Artist-in-Residence Programme at the College that supplements our programme and is kindly supported by The Friends' Association. The artists are residents at the College for up to two weeks, work in the classrooms and bring their expertise and experience to share with staff and students alike. We have had Dr Sara Munroe, Dame Robin White, Dr Brett Graham, Michel Tuffery and Simon Kaan, to mention a few.

**Please note the laptop, hard drive and camera requirements for different Visual Art and Design courses – these are specified in the course descriptions.**

## CIE Pathway

### IGCSE ART

This course will form the basis of our three areas of study: drawing, painting and art theory, and the students will have two portfolios to complete, coupled with an external examination at the end of Term 3. This course is very comprehensive and only motivated students with excellent time-management skills need apply.

### AS LEVEL ART AND DESIGN: PHOTOGRAPHY PHOTOGRAPHY DIGITAL AND LENS MEDIA

**PREREQUISITES: NCEA LEVEL 1 OR IGCSE ART**

This course is a prerequisite for CIE A Level Photography, but can be studied as a single course. It is a foundation course that will generate, develop and analyse ideas and photographic techniques, leading on to individually-directed photography projects. A large component is understanding the working methods of contemporary photographers and relating their work to your own. This course is divided into 40 per cent coursework and 60 per cent examination. *Students are required to have a SLR camera, an external hard drive and a MacBook.*

### AS LEVEL PAINTING

**PREREQUISITES: NCEA LEVEL 1 OR IGCSE ART**

This course will form the basis of three areas of study: drawing; painting; and art theory. This course is very comprehensive and only motivated students with excellent time-management skills are encouraged to apply. It entails a minimum of four to five portfolio boards and a comprehensive workbook.

### A LEVEL ART AND DESIGN: PHOTOGRAPHY PHOTOGRAPHY DIGITAL AND LENS MEDIA

**PREREQUISITES: AS LEVEL PHOTOGRAPHY**

This is an in-depth and detailed course that is complementary to the AS Photography course. Assessment of the A2 course is in two components; Coursework: one coursework project plus a folder of supporting work (maximum size A1, maximum 10 sheets) and a journal, and Personal Study: A balance of visual and written analysis (max. 3500 words). *Students are required to have a digital camera, an external hard drive and a MacBook.*

### A LEVEL PAINTING

**PREREQUISITES: AS LEVEL PAINTING**

This is a demanding course that builds on Painting that students have covered in the AS course. It also includes elements of art theory.



SENIOR SCHOOL

## NCEA Pathway

### LEVEL 1 VISUAL ART

Students follow a structured course that is primarily thematic and offers a diverse range of activities in three dimensions: painting, photography and printmaking. An artistic model is often introduced and students are required to do additional research above their practical work. This work includes gaining an understanding of Māori and Polynesian Art and an in-depth study of contemporary New Zealand artists.

**Total Credits: 22**                      12 External, 10 Internal

### LEVEL 2 VISUAL ART (PHOTOGRAPHY)

**PREREQUISITES: NCEA LEVEL 1 OR IGCSE ART**

This is a foundation course that covers the basic principles of the photographic process including camera skills, composition and image processing. A large component is understanding the working methods of contemporary photographers and relating their work to your own.

Prospective students must be committed and be able to work independently in a dynamic creative medium. A portfolio (two x A1) will be completed by the end of Term 3 and will be externally assessed by NZQA. This course is available to both Year 12 and Year 13 students. *Students are required to have a digital camera, MacBook and an external hard drive.*

**Total Credits: 24**                      12 External, 12 Internal

### LEVEL 2 VISUAL ART (PAINTING)

**PREREQUISITES: NCEA LEVEL 1 OR IGCSE ART**

This course will form the basis of our three areas of study: drawing; painting; and art theory.

Drawing is a large component of this course and Photoshop will be used extensively as a compositional tool for developing ideas. *Students are required to have a MacBook as there is an IT component to the course.*

**Total Credits: 20**                      12 External, 8 Internal

### LEVEL 2 VISUAL ART (GRAPHIC DESIGN)

**PREREQUISITES: NCEA LEVEL 1 OR IGCSE ART**

Students follow a structured course that offers a diverse range of design activities from logo design to layout, magazine and brochure design, posters and website layout. Students are required to do additional research as well as their practical work. This work includes gaining an understanding of contemporary designers and design movements. Students will be taught the Adobe Software Packages of Photoshop and Illustrator and these programs will be provided. *Students are required to have a MacBook and external hard drive.*

**Total Credits: 20**                      12 External, 8 Internal

### LEVEL 3 VISUAL ART (PHOTOGRAPHY)

PREREQUISITES: NCEA LEVEL 2 OR AS LEVEL PHOTOGRAPHY

This is an advanced course for the committed and independent learner. Twenty-two Level 3 credits are offered to students during the year. This course has components of both internally and externally assessed work. The majority of the year will be spent developing a folio board (three x A1) with artist model references.

Drawing and a basic working knowledge of Adobe Photoshop are essential skill requirements that students will need to undertake this course. *Students are required to have a digital camera and a MacBook.*

Total Credits: 22      14 External, 8 Internal

### LEVEL 3 VISUAL ART (PAINTING)

PREREQUISITES: NCEA LEVEL 2 OR AS LEVEL PAINTING

Level 3 Visual Art (Painting) is a programme of work that builds upon Level 2 Painting. The student will generate, analyse and clarify ideas so that they show an understanding of processes, materials and techniques in a drawing study within painting.

They must show an extension of these qualities in their individual portfolios. Drawing is an essential skill requirement that students will need to undertake for this course.

Total Credits: 22      14 External, 8 Internal

### LEVEL 3 VISUAL ART (GRAPHIC DESIGN)

PREREQUISITES: NCEA LEVEL 2 GRAPHIC DESIGN

This course is a structured programme of a two dimensional design that follows on from the Year 12 Design course. It covers most aspects of graphic design with students completing a comprehensive three x A1 board portfolio around a theme that is assessed externally.

Drawing and a basic working knowledge of Adobe Photoshop and Illustrator are essential skill requirements that students will need to undertake for this course. *Students are required to have a MacBook and external hard drive.*

Total Credits: 22      14 External, 8 Internal

#### Scholarship - Advanced Photography, Painting and Design

Each candidate presents a portfolio consisting of three A1 sized panels and workbook extracts for assessment for Scholarship Visual Arts.

The submission presented needs to be a finely tuned cohesive and comprehensive body of work. This work is not timetabled and only offered to students who display the required work ethic and ability depending on their progress throughout Term 1 and Term 2.



“Creativity can be considered as important as literacy and numeracy, innovation and creativity have become critical skills for achieving success in today's world.”

#### Scholarship - Advanced Design Innovation

This subject prescription is defined by the NZQA as Design and also includes the A Level Cambridge Syllabus. Entry to the course is by invitation and this is only extended to very motivated students who have achieved a minimum of a high Merit or an Excellence at Level 2 Design, Level 2 Technology or AS Technology.

Suitable candidates may be offered to undertake Scholarship midway through the year if their work is of a high enough standard. Prospective students must be totally committed and be able to work independently in a dynamic creative medium. Students should have an Apple Mac laptop.

Students applying for tertiary courses in Architecture, Design and Fine Arts will be assisted in preparation of their portfolios in Term 3.

## Contacts

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Biology  
Business Studies  
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Classical Studies  
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Drama  
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French  
Geography  
History  
Latin  
Mathematics  
Media Studies  
Music  
Philosophy  
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Science  
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Te Reo Māori  
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