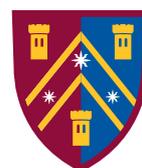


# Courses of Study Guide 2021

## Senior School

Years 11, 12 and 13



**KING'S**  
COLLEGE





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# 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 Cambridge 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 Centre offers some advice for parents on how they can support the decision-making process and some tips for students trying to choose their subjects. If you need more help we encourage you to make use of the expertise and resources available through the College's Careers Centre.

Please take note of the Course Enrolment Timeline on page 5. 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 2021.



# How to enrol in your 2021 Course of Study

## Read the Courses of Study Guide

Before making subject selections for 2021 we ask that you read this Courses of Study Guide, paying attention to relevant sections.

## Attend the Subject Options Evening

We recommend that you attend the Subject Options Evening on **Friday 31 July** to gain more information.

## Consult with the Careers Centre, Teachers, Mentors and Parents

Other resources to help you make your course selections include the College's Careers Centre, the 'Careers' section on Schoolbox, as well as talking to your Teachers, Mentors, Year Level Coordinators and other staff at the College.

## Decide on your Qualification Pathway

Each qualification pathway has advantages which may better suit some students. NCEA offers a combination of internal and external assessments. Cambridge generally involves sitting major examinations at the end of the academic year with no internal assessment.

A student studying at Years 12 and 13 should generally select all their subjects from one qualification pathway, NCEA or Cambridge.

A student entering Year 11 may select a combination of subjects from both pathways. Some subjects are only offered via the NCEA pathway and other subjects are only offered via the Cambridge pathway.

If a Year 11 student is planning to continue to NCEA Level 2 and Level 3, then they should select NCEA Level 1 English. If a student is planning to continue to Cambridge AS and A Levels, then they should select IGCSE English and Mathematics.

## Check you have met entry criteria for your selected subjects

Students can only enrol in some courses if they have met the entry requirements for that course – prerequisites are outlined in the course descriptions. In addition, the College sets a standard to be attained by students to move to the next academic level – exceptions to this will be determined by the relevant subject HOD and the Deputy Head – Academic.

## Submit your subject selections online

Subject selections need to be submitted during the online course enrolment period **27 July – 14 August**. Students who do not meet the prerequisite for a subject will not be able to select that subject. Students and parents are asked to give the selection of subjects careful thought. There will be limited opportunity to change subjects once these submissions have been made.

Once the deadline is past, the information collected is used to determine the number of classes for each subject and the staffing and resources required.

## Changing between Qualification Pathways

It is possible to change from IGCSE in Year 11 to NCEA Level 2 in Year 12 and to change from Cambridge AS Level to NCEA Level 3 in Year 13. As there are consequences of a change from Cambridge to NCEA in terms of University Entrance Numeracy and Literacy, it would be wise to discuss this move with the Year Level Coordinator.

## Requesting a subject change

Requests for a change of subject will be made in person by the student on **Friday 29 January**. Please do not contact the College before that date to request a change of subject. Please also note that the ability to meet requests for a change of subject will be limited by the timetable and class sizes. It is best to make the right choice, if possible, in the first place.

Students wishing to request a subject or course change after they receive their 2020 examination results must complete a 2021 Subject/Course Change Request form.

A copy of this form will be emailed to you at the end of Term 4.

All subject change request forms must be brought to school in person by the student on **Friday 29 January**. Subject changes may only be requested by students with parent approval and may be subject to HOD approval.

## Important reminders for course enrolment

Students may not request subject changes after the academic year commences.

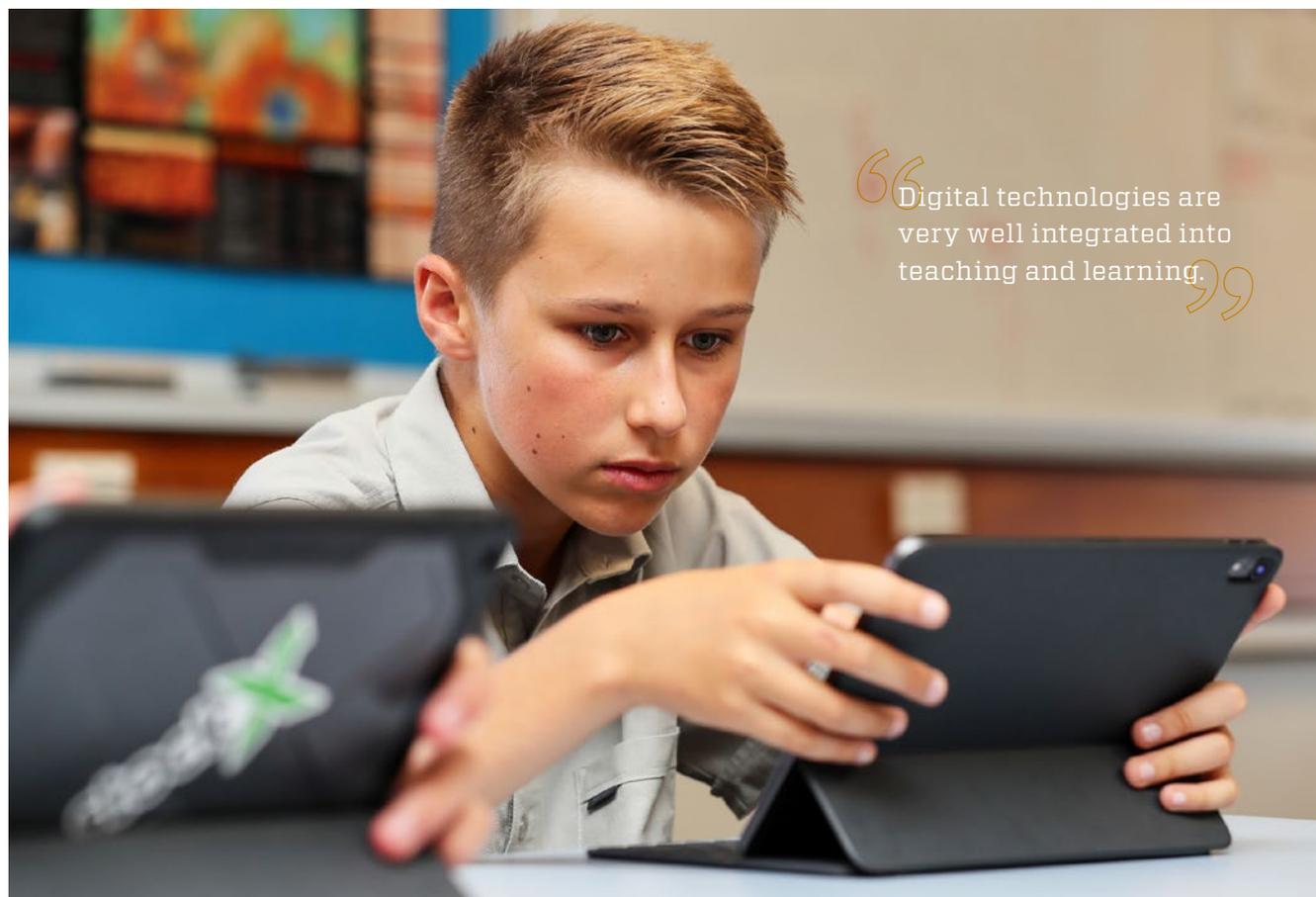
All courses offered in this book are subject to a minimum number of students selecting the course.

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 select a different subject – students should maintain some flexibility in their course planning.

In many schools the initial choice of subject given to students is limited in that students select subjects from predetermined columns. This results in students not being able to select particular combinations of subjects. At King's College an alternative approach is used. Students are able to select **any combination of subjects**. The timetable is created to best give students their requested combination of subjects without any predetermined constraints. Once the timetable has been created, there will inevitably be some less popular combinations of subjects that will not fit. Students who are affected by this will be contacted and asked to select an alternative subject.

## Course Enrolment Timeline 2020/2021

July 2020	King's College Courses of Study Guide 2021 distributed
31 July 2020	Subject Options Evening
27 July – 14 August 2020	Subject selections submitted via online course enrolment
29 January 2021	Subject Change Request day. Students to attend the College in person with a completed 2021 Subject/Course Change Request form



“Digital technologies are very well integrated into teaching and learning.”

# Teaching and Learning at King's College

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.

## 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 (Cambridge) 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.

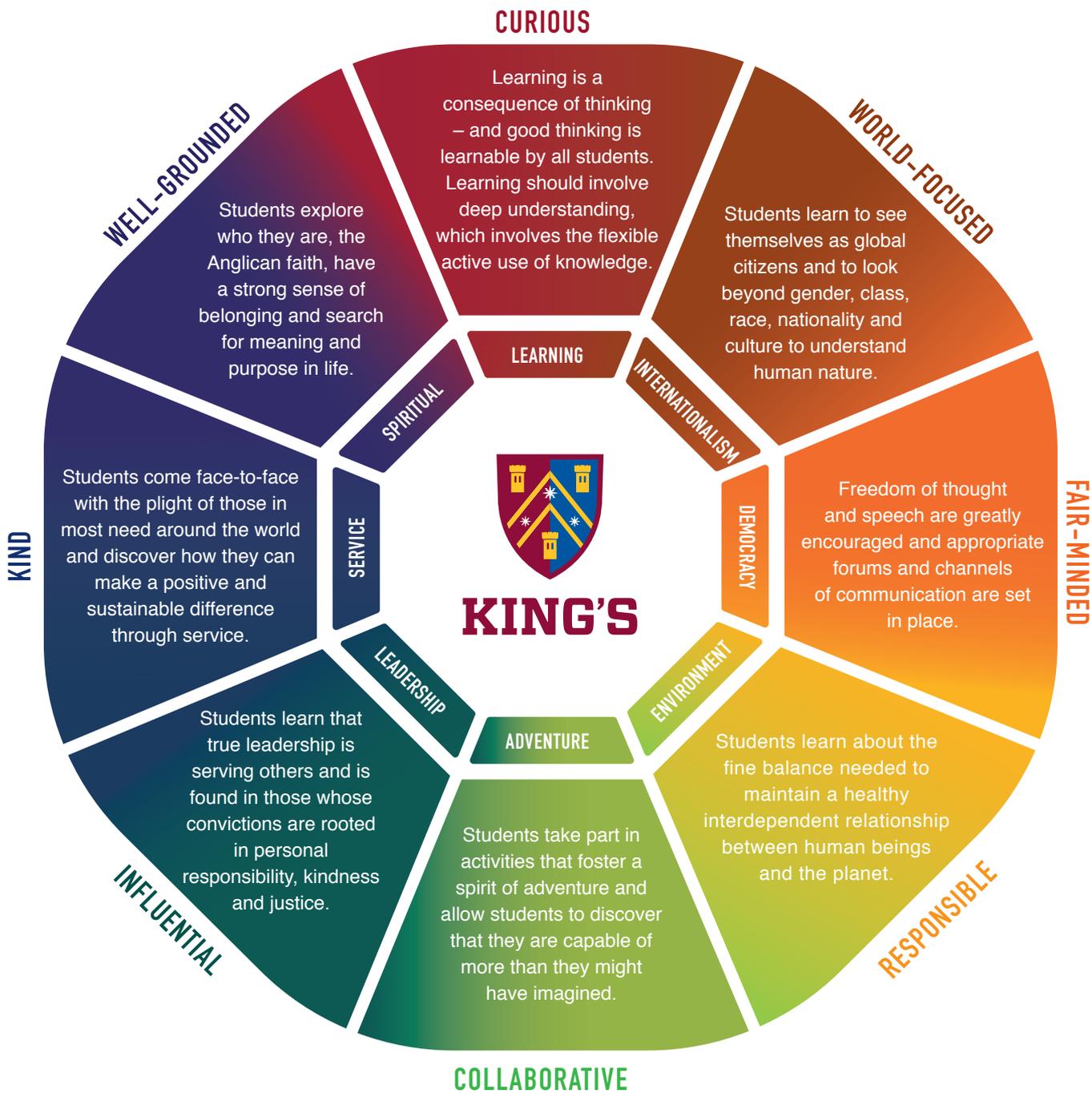
## A positive environment

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 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.

“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.”



# 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 in-house by our subject departments.

“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.”

## Technology requirements

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.

These classes provide valuable skills they can apply in 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.

# Support for learning

King's College is committed to promoting achievement, 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 every student, working with their talents and abilities, and take pride in celebrating their success.

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.

Different students will need different levels of support and we are committed to understanding the individual needs and circumstances of each student.

Learning Support at King's College focuses on five key elements to help students achieve their highest potential: communication, support, curriculum, achievement, and monitoring progress opportunities.

## Communication

- Identify and monitor a student's needs at the earliest possible stage.
- Make teachers aware of additional/specific needs of the student they teach and provide support for both the teacher and student to meet their needs.
- Involve parents at an early stage - parents are encouraged to be involved with their child's education.
- Close liaison with education assessment and learning support services and, where necessary, social services, educational welfare and medical services.
- Develop adequate records that follow the student through the school, which are clear, factual, up to-date and reliable.

## Support

- Help students with their intellectual, emotional and social development, working with them to develop their personalities, skills and abilities.
- Meet the particular social and emotional needs associated with students with a learning difference.
- Work for quality and equality of opportunity.
- Work to ensure students with a learning difference develop a positive self-image.
- Give students the pastoral support they need to maximise their potential.

## Curriculum

- Provide lessons which take account of both the student's ability and his/her learning difference.
- Continuously improve classroom-based provision for students with learning differences.
- Help students to reach their potential in all aspects of the curriculum by ensuring there is an efficient system of identification, programme planning and monitoring.
- Provide a full and balanced curriculum that attempts to meet the learning needs of all students.
- Devise strategies for learning as part of a differentiated, extended and enriched experience.

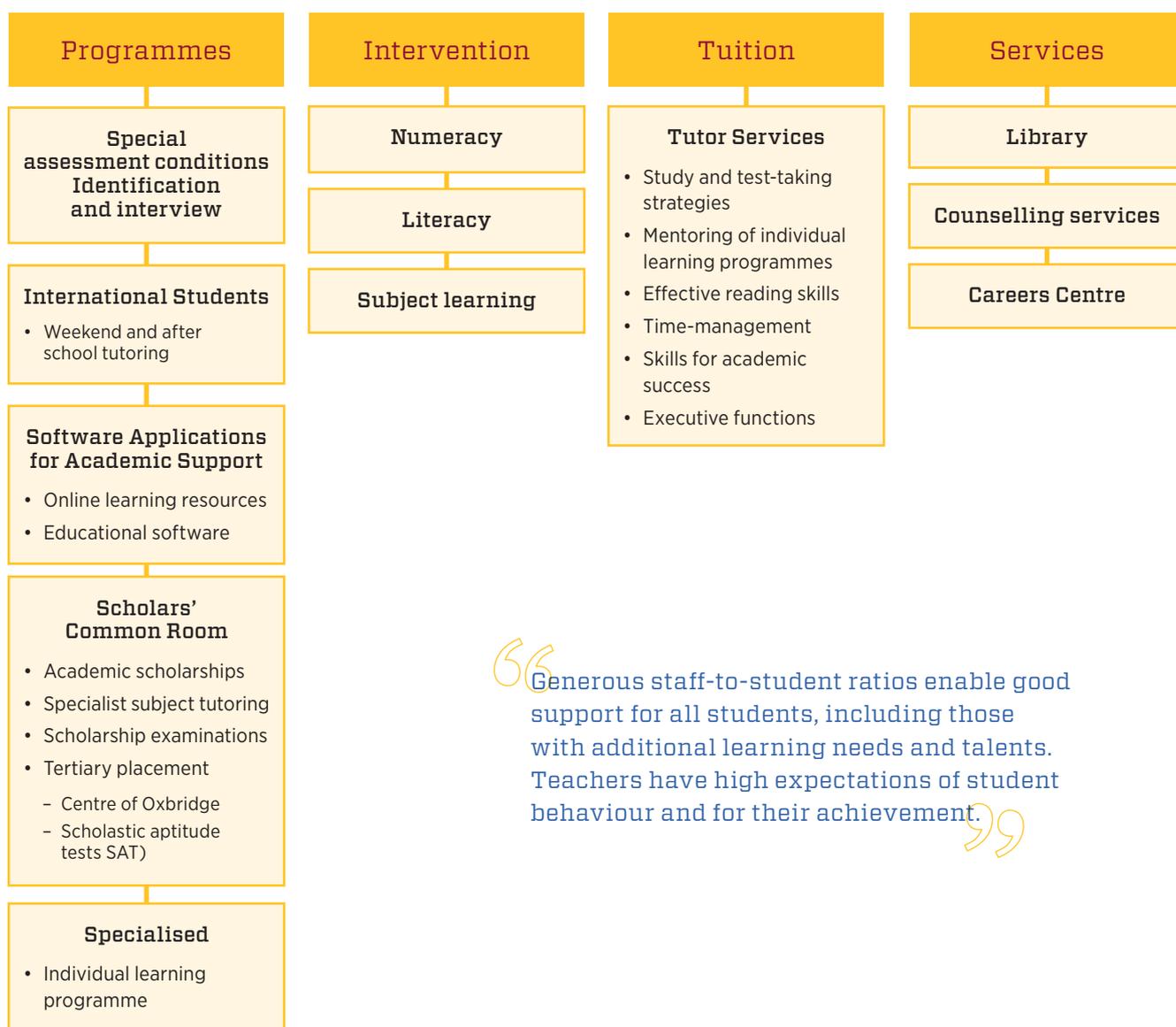
## Achievement

- Raise students' levels of achievement.
- Recognise under-achievement through appropriate teaching and learning programmes.
- Increase the level of engagement of all students.
- Enable students to reach their potential in all aspects of College life.

## Monitoring Progress

- Make use of learning analytics to interpret data from the College's Learning Management System, providing insights into each student's learning behaviours and tracking their academic attainment. This information assists in enabling teachers to provide personalised, targeted advice for each student and helps to identify when and where extra learning support is needed.
- Share information about learning behaviours and academic attainment with students, encouraging them to set goals and take responsibility for their own learning and achievement.

## Learning Support



“
Generous staff-to-student ratios enable good support for all students, including those with additional learning needs and talents. Teachers have high expectations of student behaviour and for their achievement.
”

### Vocational learning and education

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 Unit Standards and if a student achieves in all standards, they can gain 11 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.

Also, an interest practical course in Hospitality Foundation Skills – ‘Demonstrate knowledge of knife care, use, storage and carrying’ for the hospitality industry followed by ‘Handle and maintain knives in a commercial kitchen’ leads to a certificate that students can use when looking for a job.

Students will prepare a programme of assessments for all their other subjects so they are aware when assessments are due. The Learning Support Programme of Standards 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.

# Qualification pathways

## How to plan your qualification pathway

### King's offers Cambridge and NCEA

Allowing our students to access both the National Certificate of Educational Achievement (NCEA) pathway and the Cambridge International Examinations (Cambridge) pathway is part of our commitment to offering every student the best possible learning experience. Providing the choice of Cambridge and NCEA gives us greater scope to tailor our teaching to the needs of each student and to help them to excel.

From Year 11, students can access both pathways and may choose to take a mix of Cambridge and NCEA courses. Both qualification pathways are equally valid – one is not better than the other.

### Read the course descriptions

We encourage all our students to read through the Cambridge and NCEA course 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.

### Exams or regular assessments?

The key is to match your preference for assessment to the qualification path that you choose. Students should think about their Year 9 and Year 10 subject assessments to assist them in deciding which qualification pathway will suit them best – Cambridge assessment is through examination, NCEA assessment is a series of internal and external standards throughout the course.

### Pick a pathway for UE

Students with a mix of Cambridge 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 Cambridge 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.



“Students continue to achieve high levels of academic success in the National Certificate of Educational Achievement (NCEA) or Cambridge International Examinations.”



# How to understand Cambridge

Cambridge International Examinations 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. Cambridge has been offered internationally for almost two decades and Cambridge programmes are currently taught in more than 160 countries. The Cambridge syllabuses and assessments aim to encourage independent learning, self-reliance, problem-solving and enquiry-based approaches to teaching and learning.

## How does Cambridge work?

The Cambridge 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 Cambridge courses over the two years of Year 12 and Year 13, so they are aware of prerequisites and workload.

## Cambridge assessment

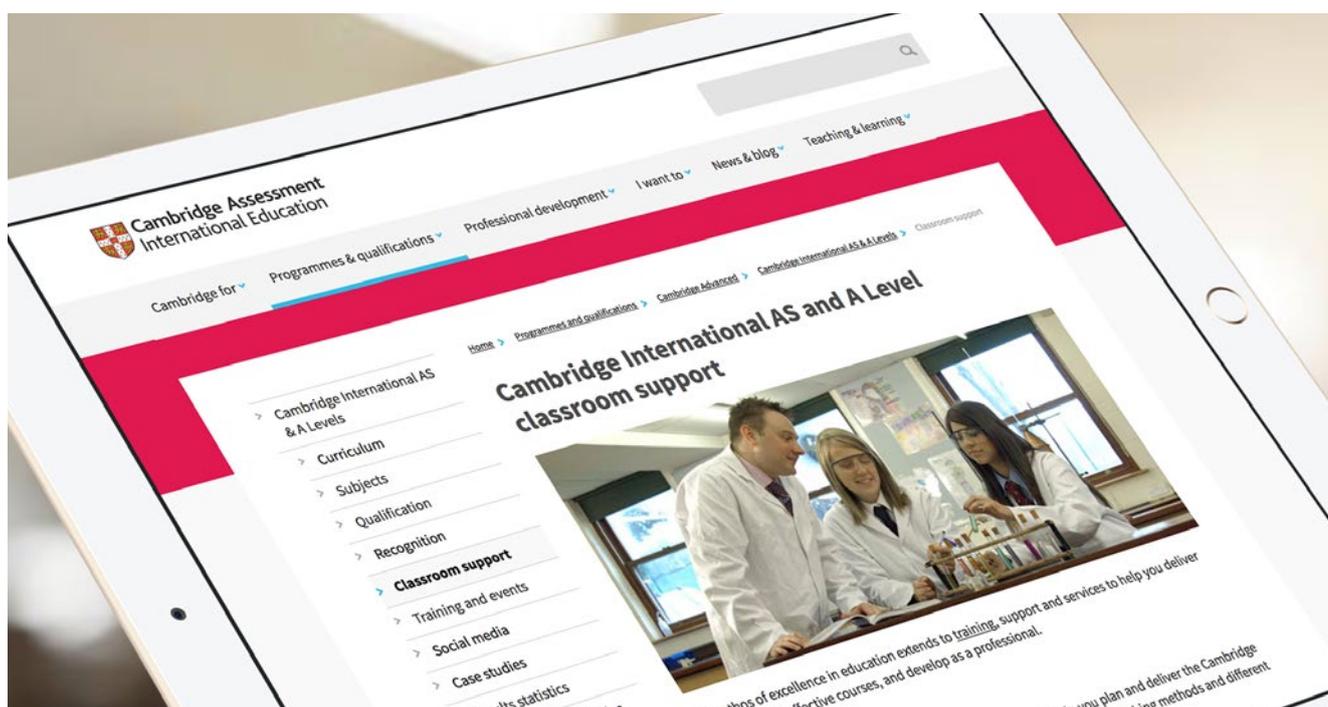
External examinations are the main means of assessment used by Cambridge – the examinations are set and marked by Cambridge appointed examiners. Usually there are two or three papers per syllabus, requiring a total time of approximately three hours, though this varies from subject to subject.

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. Cambridge 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, Cambridge does not return examination papers to candidates.



## 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 standalone – 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 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 A Level 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.

The new AS/A Level 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 A Level 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.

## Cambridge 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.

# How to understand 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?

### 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 1, 2 or 3).

### 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 the next (so that if you get 80 credits at Level 1 and 60 credits 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.**

## NCEA assessment

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.

## 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.

### Level Endorsement

Students who achieve 50 or more credits at Merit level or better will be awarded their NCEA 'with Merit'. Those achieving over 50 credits at Excellence level will be awarded their certificate 'with Excellence'. This is called level endorsement.

### Subject 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.

## Mixed qualification pathways

Tertiary entrance is attained by acquiring points through either the Cambridge or NCEA pathway. Students can only gain tertiary entrance through one pathway.

Students who attain their University Entrance through Cambridge may attain their Numeracy and Literacy through either Cambridge or NCEA. Students who attain their University Entrance through NCEA must attain their Numeracy and Literacy only through NCEA.

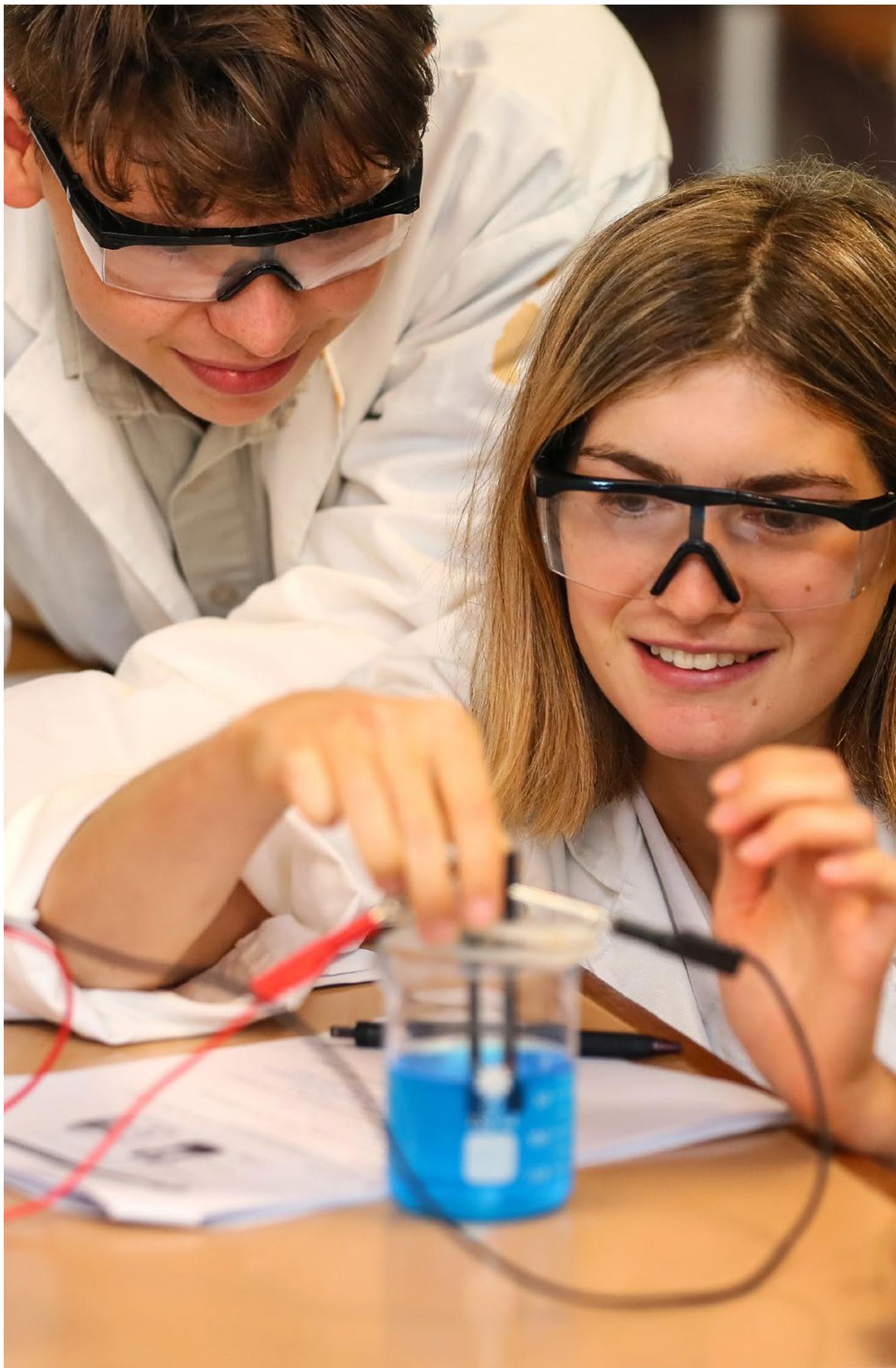
For educational reasons it is possible to enrol in a split qualification pathway, for example four Cambridge / one NCEA or one Cambridge / four NCEA. The College will only allow a split qualification pathway in circumstances where students have clearly planned their tertiary entrance.

Owing to the content-rich nature of Cambridge courses of study, the College advises that switching from Cambridge to NCEA is feasible whereas switching from NCEA to Cambridge is more difficult.

Students who switch from Cambridge to NCEA will need to attain their Numeracy and Literacy through NCEA in their planned NCEA course or in additional programmes.

At Year 11 a mixed pathway is possible. Students should select their course of study first, rather than the qualification pathway. This, however, does not preclude students from entering a full IGCSE or full Level 1 NCEA course. See the following pages for examples of different qualification pathways.





# How to gain 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 20 for entrance requirement for Cambridge and page 21 for NCEA).

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

This rank score is calculated from Cambridge 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 Cambridge 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 for your chosen university degree (or for any degrees you are considering if you are still undecided). You can 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 A Level paper will count for credits and Numeracy.

Auckland University require 17 credits (L2 or L3) from English.

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.

Research clearly shows that students are better prepared for success in their first year at University by maximising their Year 13 results. Therefore **students must aim to reach their academic potential and not just settle for an 'entry standard'**.

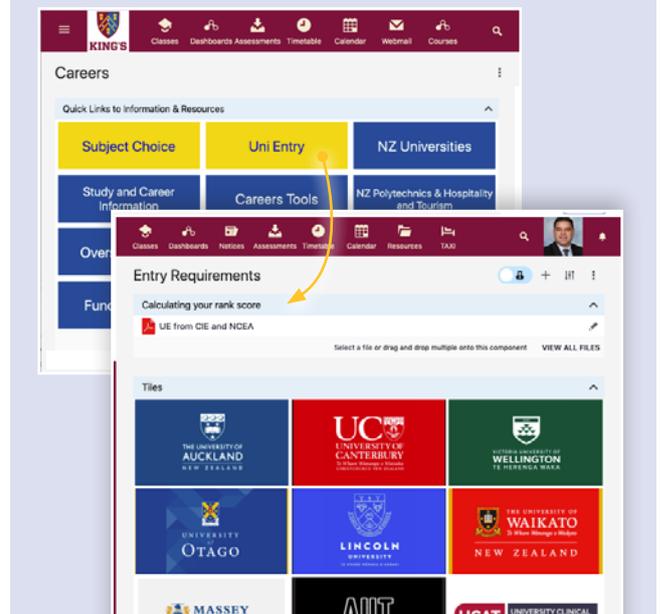
## International students

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

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

**Don't forget to check the prerequisites for your chosen university and degree programme!**

Visit **Schoolbox** and click on 'Uni Entry' to check the most up-to-date prerequisites and requirements for each university.



## 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 Cambridge 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.

## How to gain university entrance with Cambridge

### University Entrance requirement for Cambridge

- At least three subjects, in which no grade is lower than D.
  - A UCAS Tariff calculator is available at [www.ucas.com.ucas.tariff-calculator](http://www.ucas.com.ucas.tariff-calculator).
- A minimum of 120 points on the UCAS Tariff at A Level or AS Level from the Cambridge approved list of subjects.

### Numeracy

#### Either

- D grade or better in IGCSE Mathematics (or AS, A)

#### OR

- As prescribed for University Entrance with NCEA.

### Literacy

#### Either

- E grade or better in any one of the AS English Language and Literature in English.

The University of Auckland has set alternative 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.

#### OR

- As prescribed for University Entrance with NCEA.

### 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 Cambridge

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 Cambridge 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*
<b>Rank Score</b>					<b>290</b>

*\* Maximum six subject units. If more 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.

## How to gain university entrance with NCEA

### University Entrance requirement for NCEA

- 14 credits in each of the three subjects from the list of approved subjects.
- Students will require their Level 3 NCEA Certificate for entrance to university.
- University Entrance points will be calculated off the student's best 80 Level 3 credits.

### 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 designated Level 2 and Level 3 Achievement Standards.

The University of Auckland has set alternative 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 NCEA credits do not count for University Entrance points but do provide 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
<b>Rank Score</b>				<b>236</b>

\* 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.

### University study in Australia

If you are considering university study in Australia, it is important to carefully research the entry requirements for both Admission and Course Entry as entry requirements for each can vary significantly by state as well as by university. Course Entry requirements are specific to a degree programme which includes required subjects and grades.

For NCEA students, final-year English is often compulsory – this equates to a good pass in Level 3 English. It is very important to check English entry requirements as they vary from institution to institution. For example, Monash requires 18 level 3 credits in English for admission, Melbourne requires 18 level 3 credits with a minimum of 55% at Merit level. University of Sydney requires full completion of a secondary school qualification as evidence of English. For Cambridge students English may be satisfied by achieving a strong pass in AS English Language, Literature, or Language and Literature. Some degree programmes also specify prerequisite subjects or ‘assumed knowledge’ as well as grade requirements. For example, entry to Law or Medicine at Monash currently requires a B in AS English, or D in A Level English, and entry to Medicine requires an A pass in A Level Chemistry.

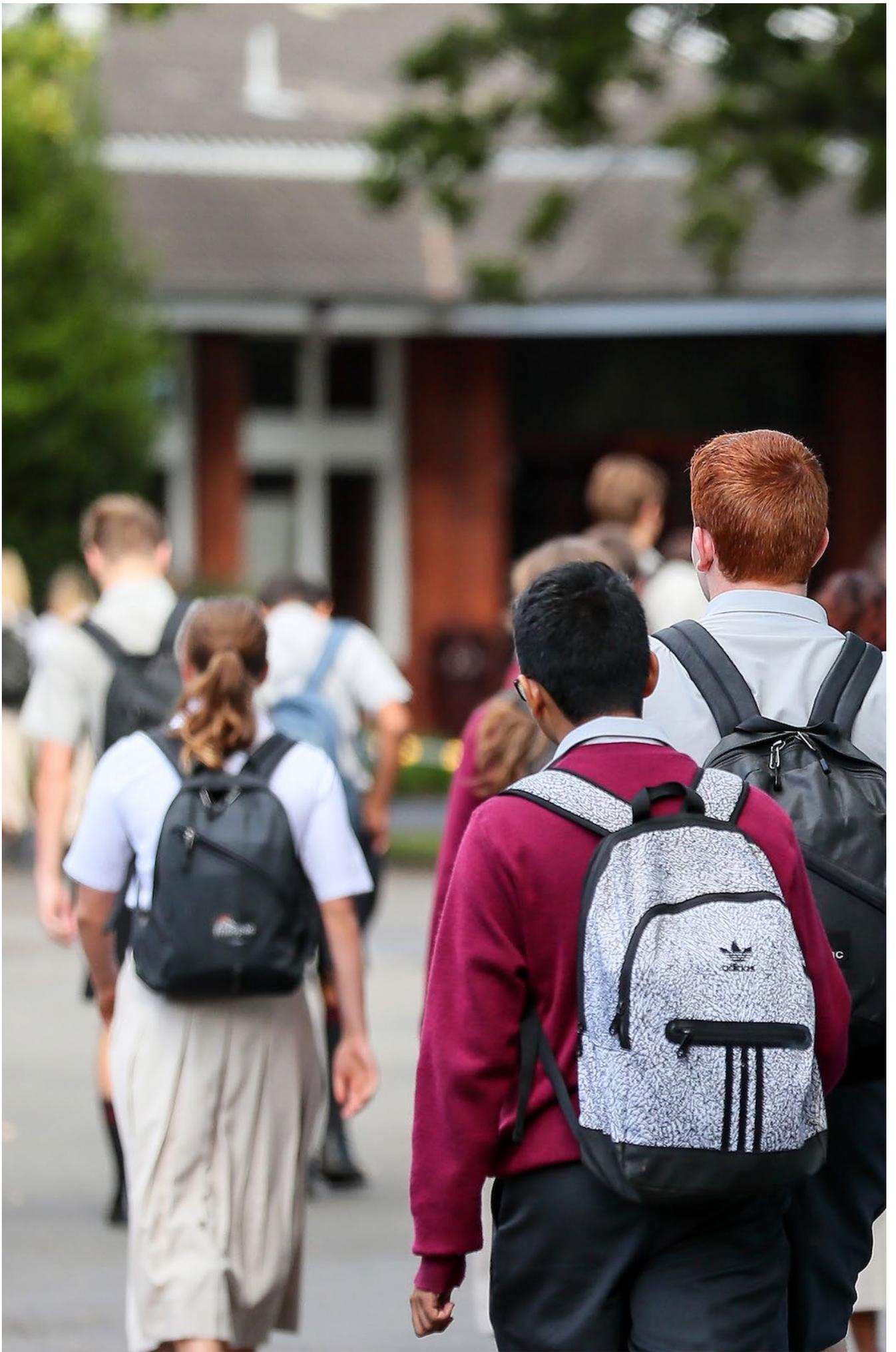
The University of New South Wales Medical School recommends Year 13 English and Chemistry.

Some university programmes are introducing a final year Mathematics prerequisite. Commerce at University of Melbourne requires A Level Mathematics, or NCEA Level 3 Mathematics, with at least 10 credits at Merit level. The University of Sydney recommends either 14 credits at Level 3 or A Level Maths.

*Please note that the information provided in this section is subject to change. Students applying to Australian universities must check requirements on each university website as well as the Tertiary Admission Centres (TAC) through which domestic students apply.*

*International student applicants must ensure that they are looking at information contained in the international student entry requirements section of a website as both the requirements and the process can often differ from that of a domestic student application.*

**The King’s Careers team and some King’s College staff are well-equipped to advise any students wishing to apply to Australian and overseas universities.**



# Advice from the Careers Centre

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.

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.

We also have some simple tips to help with subject selection – the most important piece of advice is to leave yourself enough time to choose your subjects. Read this guide. Visit Schoolbox. Talk to family, friends and teachers about your career interests, skills, abilities and talents and the pathways that fit with your strengths and interests.

When choosing your subjects make sure you look ahead and consider the prerequisites you will need for future tertiary study options. Visit the 'King's Careers, Level 1, CC Building' 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.

This guide includes information on how to gain university entrance but students and parents need to visit Schoolbox for the specific entry requirements for different universities and degree programmes, or you can visit the university websites.

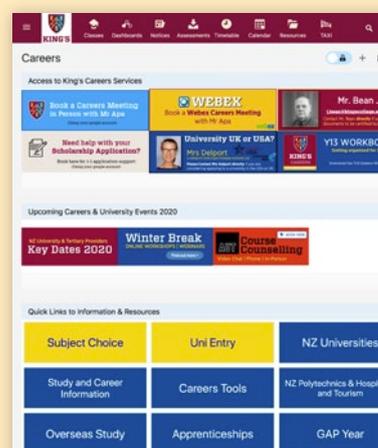
We hope this information helps students make informed, well-researched decisions about the subjects they take now so they can realise their study and career aspirations in the future. We encourage any students who need more guidance to visit the Careers Centre at the College to discuss their study and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

*Naku noa, na*

**Riki Apa**  
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.



“I got most of my advice from the King's Careers Centre and found the university subject talks really helpful as they give you an idea of what each degree involves.”



# 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.

## Skills and abilities, you can use to help your child explore their subject and career options

### Listening Skills

Listen uncritically and patiently, and don't 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

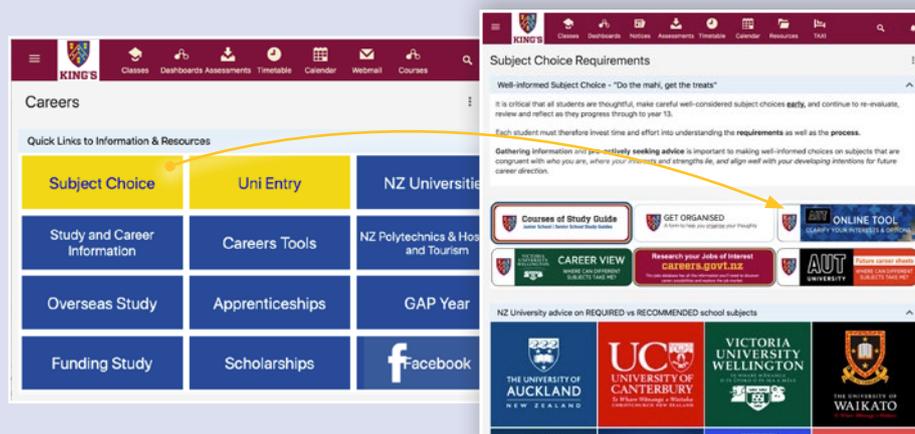
- Keep an open mind – and be positive
- We are often limited by our own experience. There are hundreds of different sorts of jobs that we have never heard of, let alone considered. Try to cast your son's/daughter's net as wide as possible.
- Do not discourage with comments like "You are not bright enough 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!

# How to select your subjects



## For more advice on selecting your subjects

Visit **Schoolbox** and click on 'Subject Choice' to find resources that can help you identify subject and study pathways that fit with your skills and interests.



## YEAR 9 AND YEAR 10

- Students follow a compulsory course which introduces a broad range of subjects and offers a strong foundation for future learning at the College.
- Students must select one language option – either French or Spanish or Te Reo Māori. Select a language that interests you or that you have some cultural affinity with or that will assist in preparing you for future study aspirations.

## 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 ensures you do not unduly limit future study pathways by narrowing your subject choices now.
- If you are unclear about future study and career aspirations do not discard subjects studied as part of the Junior School curriculum, continue with a broad subject selection.
- 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 the final two years of study at the College – this will help to ensure you meet course prerequisites.
- Students should not enrol in a subject if they have not met the criteria for success in Year 11 – many courses have set prerequisites.
- Students are reminded that they may only qualify for tertiary entrance through one pathway not both – Cambridge 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 deciding which subjects to continue or discard. 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 on subject selection from former students

“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.”

“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.”

“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.”

# Scholarship subjects

New Zealand Scholarship provides recognition and monetary reward to the most academically able students. Assessments enable candidates to be assessed against challenging standards and are globally recognised as a genuine academic challenge for the most able candidates.

Scholarship is awarded by standards-based three-hour external examinations, which are mostly written examinations or by the submission of a portfolio or report presenting work produced throughout the year.

Scholarship candidates are expected to demonstrate high-level critical thinking, abstraction and generalisation and the ability to integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations.

The examination level is beyond A Level Cambridge or Level 3 NCEA and is therefore suited to the most able academic students at the College. There is an expectation that the College's top students will take up this academic challenge.

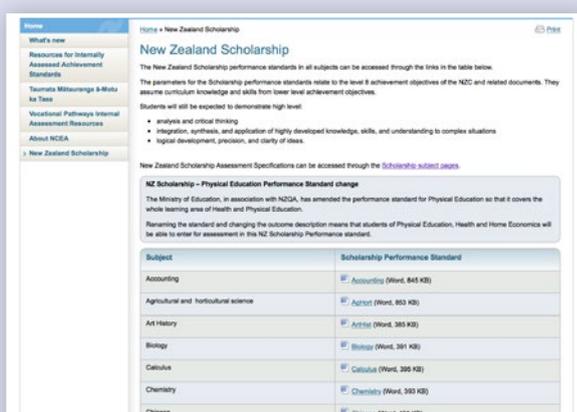
The monetary awards are able to be claimed at any New Zealand university, and all except single subject awards last for three years as long as a 'B' average is maintained. Candidates must gain at least three scholarships to be eligible for the Scholarship, Outstanding and Premier Awards.

- The **Premier Award** is awarded to the top five to ten candidates who gain three or more scholarship subjects with at least three at outstanding level, and is worth \$10,000 per year for three years.
- An **Outstanding Scholar Award** is awarded to the top 40 to 60 candidates (usually around the top 0.3% of the number of Level 3 students sitting the subject but more for the less common subjects) who gain three scholarship subjects with two outstanding level or who gain more than three scholarship subjects with at least one at outstanding level. The award is worth \$5,000 per year for three years.
- A **Scholarship Award** is awarded to all candidates who gain three or more scholarship subjects, and is worth \$2,000 per year for three years.
- A **Top Subject Scholar Award** is awarded to the candidates who achieve the top marks for a subject, and who have not received one of the above prizes. It is worth \$2,000 per year for three years.
- A **Single Subject Award** is awarded to candidates who gain one or two scholarship subjects and did not top the subject(s). It is worth \$500 per subject for one year only.

## New Zealand Scholarship subject standards

For more information on the New Zealand Scholarship performance standards for each subject visit

[ncea.tki.org.nz/New-Zealand-Scholarship](http://ncea.tki.org.nz/New-Zealand-Scholarship)



The screenshot shows the 'New Zealand Scholarship' page on the NCEA website. It features a navigation menu on the left and a main content area. The main content area includes a heading 'New Zealand Scholarship', a paragraph explaining that performance standards are accessible via links, and a table listing subjects and their corresponding performance standards. The table has two columns: 'Subject' and 'Scholarship Performance Standard'. The subjects listed are Accounting, Agricultural and horticultural science, Art History, Biology, Calculus, Chemistry, and Chinese.

Subject	Scholarship Performance Standard
Accounting	<a href="#">Accounting (Word, 845 KB)</a>
Agricultural and horticultural science	<a href="#">Agrisec (Word, 853 KB)</a>
Art History	<a href="#">Arts1 (Word, 385 KB)</a>
Biology	<a href="#">Biology (Word, 351 KB)</a>
Calculus	<a href="#">Calculus (Word, 395 KB)</a>
Chemistry	<a href="#">Chemistry (Word, 393 KB)</a>
Chinese	<a href="#">Chinese (Word, 411 KB)</a>

# Senior School

Year 11, Year 12 and Year 13  
Courses of Study



# Senior School curriculum

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 specialise in some subject areas in preparation for future studies.

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. Where there is a definite prerequisite we have identified these in the Cambridge and NCEA course descriptions. In other courses that do not have a prerequisite, a student should attain 14 or more NCEA credits, a C grade in IGCSE or a D grade in AS Level to be able to continue in that subject.

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

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

Any exceptions will be at the discretion of the Deputy Head – Academic and appropriate Head of Department. When students select their subjects through the online enrolment process only the courses they are eligible for will show as options. For more information on enrolling in your chosen subjects see 'How to enrol in your 2021 Course of Study' on page 5 of this booklet.

## How many subjects do I enrol in?

<b>Year 11</b>	6 Subjects	English, Maths + 4 options
<b>Year 12</b>	5 Subjects	English + 4 options
<b>Year 13</b>	<b>Cambridge:</b> 4 or 5 Subjects <b>NCEA:</b> 5 Subjects	



# Senior School subject and pathway options

Subject and pathway options available in 2021

Subject Name	See page:	CAMBRIDGE			NCEA		
		IGCSE	AS	A	Level 1	Level 2	Level 3
Accounting	32	✓	✓	✓	✓	✓	✓
Art History	34					✓	✓
Biology	36		✓	✓	✓	✓	✓
Business Studies	38	✓	✓	✓		✓	✓
Chemistry	40	✓	✓	✓		✓	✓
Classical Studies	42		✓	✓	✓	✓	✓
Computer Science and Digital Technology	44	✓	✓	✓		✓	✓
Drama	46				✓	✓	✓
Economics	48	✓	✓	✓		✓	✓
English	50	✓	✓	✓	✓	✓	✓
French	53	✓	✓	✓	✓	✓	✓
Geography	55	✓	✓	✓	✓	✓	✓
History	58	✓	✓	✓		✓	✓
Latin	61	✓	✓	✓		✓	✓
Marine Science	63			✓			
Mathematics	64	✓	✓	✓	✓	✓	✓
Media Studies	67		✓	✓	✓	✓	✓
Music	69	✓	✓	✓	✓	✓	✓
Outdoor Education	71						✓
Physical Education	72	✓	✓	✓	✓	✓	✓
Physics	74	✓	✓	✓		✓	✓
Psychology	76			✓			
Science	77				✓		
Spanish	78	✓	✓	✓	✓	✓	✓
Te Reo Māori	80				✓	✓	✓
Technology and Design	81	✓	✓	✓		✓	✓
Visual Art and Design	85	✓	✓	✓	✓	✓	✓

# Accounting

Head of Department: **Sharon Lofroth**

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Accounting gives students the tools to make real life financial decisions in a constantly changing and uncertain world. It is the process of preparing and communicating financial information to a wide range of users.

Accounting enhances financial literacy and helps individuals and organisations to be accountable to stakeholders for their actions. In addition to being a core prerequisite for almost every commerce degree in Australasia, accounting skills are important in all industries and highly valued in university graduates.

## Cambridge Pathway

### Accounting - IGCSE

IGCSE Accounting is a beginner course that provides an excellent foundation for advanced study, covering:

- Principles and purposes of accounting for an individual, business, non-trading organisation and society as a whole
- Skills in numeracy, literacy, communication, enquiry, presentation and interpretation.

### Accounting - AS Level

**Prerequisites:** Accounting - Level 1 (14 or more credits) or Accounting - IGCSE (C grade or higher).

AS Accounting forms the first half of a two-year, pre-university accounting course. This course covers:

- Recording business transactions
- Financial statements of sole traders and year-end adjustments
- Marginal and absorption costing
- Break-even analysis and job costing
- Partnerships (formation, dissolution, revaluation)
- Companies (issue of shares and debentures).

**Entry into this course is at the HOD discretion if no previous knowledge.**



“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.”

## Accounting - A Level

**Prerequisites:** Accounting - AS Level (D grade or higher).

A 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 cover:

- Business purchase
- Cashflows
- Standard costing
- Activity-based costing
- Budgeting
- Investment appraisal
- Consignment
- Joint venture accounts.

### NCEA Pathway

#### Accounting - Level 1 Introduction to Accounting

Level 1 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 accounting concepts
- Processing of financial information
- Preparation and interpretation of financial statements
- Preparation of financial information for community organisations
- Making a financial decision

**Total Credits: 20**

**8 External, 12 Internal**

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.

## Accounting - Level 2

**Prerequisites:** Accounting - Level 1 (14 or more credits) or Accounting - IGCSE (C grade or higher).

Level 2 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 course covers:

- Practical application of assumptions on which accounting is based
- Processing simple and complex data into meaningful information using accounting software
- Accounts receivable and Inventory subsystems and the controls required for accurate information
- Preparation and interpretation of financial reports which meet user needs and professional and legal requirements

A laptop will be required for preparing and completing the internal assessment using an accounting software package.

**Entry into this course is at HOD discretion if no previous knowledge.**

**Total Credits: 19**

**9 External, 10 Internal**

## Accounting - Level 3

**Prerequisites:** Accounting - Level 2 (14 or more credits) or Accounting - AS Level (D grade or higher).

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 cover:

- Application, understanding, critical analysis and interpretation of financial and non-financial information of partnership and company ownership structures
- Job Costing
- Management decision making
- Study of financial reports of New Zealand listed companies to give advice to external users

A laptop will be required for completing all internal assessments.

**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.

# Art History

Head of Department: **David Parr**

*DipFA, DipTchg*

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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. This subject also develops highly transferable academic skills such as interpreting information from different sources, using critical judgement to form opinions, developing oral and written communications skills and formulating strong arguments.

**There is no Cambridge Pathway available for Art History.**

“I’ve really enjoyed taking Art History this year and as a pure academic discipline it has sharpened my analytical and interpretive abilities considerably.”

## 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, and 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. Suitable for capable AS students wishing to extend themselves or gain a further qualification with an added financial incentive.

## NCEA Pathway

### Art History – Level 2 Towards Modernism (1780-1900)

Level 2 focuses on 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 continue building on the skills introduced in Level 1 Art History and will learn:

- To study an art movement
- To research an art history topic
- To examine artworks in context
- To demonstrate understanding of artworks in relation to their physical environments.

**Total Credits: 24**

**12 External, 12 Internal**

### Art History – Level 3 Early Modernism (1900-1940)

The Level 3 syllabus involves study of the development of Early Modernism in the first half of the twentieth century, looking at the main European movements from Cubism through to Surrealism. This course provides an excellent understanding of the key developments of modernist art. 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
- To examine art in context.

**Total Credits: 24**

**12 External, 12 Internal**

“ 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 ”



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 is highly relevant today with the rapid progress in medicine, genetics, food, agriculture and environmental issues.

## Cambridge Pathway

### **Year 11 Biology - AS Level** *(first year of two-year course)* **Cell and Human Biology**

This unique course has been specifically designed to increase our students' enjoyment and success. Rather than sitting the IGCSE in Year 11, our students in Biology spend 2 years preparing specifically for the AS exam, as only the AS Level provides NZ University Entrance. Over the last five years this course has generated significantly improved AS pass rates in Year 12.

The AS syllabus provides a broad and in-depth foundation in pure and human biology. The switch from IGCSE in Year 11 permits a far more rigorous preparation for the AS Level. 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 in Year 12.

Students start Year 11 by completing a foundation term covering the basic IGCSE knowledge required for AS Level. Mid-way through Year 11, students begin the AS Level and then proceed to complete 25% of the AS Level including topics in:

- Cell structure
- Gas exchange
- Infectious disease.

### **Year 12 Biology - AS Level** *(second year of two-year course)* **Cell and Human Biology**

In Year 12 our AS students will continue with the second part of the two-year AS course. Students begin the year by completing the remaining AS theory topics (listed below). In Term 3 they then commence a full revision programme prior to trial examination.

- Biological molecules
- Enzymes
- Cell membranes and transport
- Cell and nuclear division
- Genetic control
- Animal transport
- Plant transport
- Immunity.

### **Biology - A Level** **Biomedical Sciences**

**Prerequisites:** Biology - AS Level (D grade or higher).

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
- Genetic technology.

66 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. 99



“Experiencing high tech labs, field trips and lectures gave me the opportunity to explore areas of science I hadn’t considered.”

## NCEA Pathway

### Biology and Human Biology - Level 1 Biology and Human Physiology

Level 1 Biology builds on the knowledge that students have developed in Year 10. It is a diverse course that focuses on the foundations of biology and human physiology required for students wishing to study level 2 Biology. Topics covered in this course are:

- Mammals as a consumer (3 credits)
- Genetic variation and mutation (4 credits)
- Genetic variation and change (4 credits)
- Life processes (lungs and bones) (4 credits)
- Microscopy (3 credits).

**Total Credits: 18**

**11 External, 7 Internal**

### Biology - Level 2 Cell and Genetic Biology

**Prerequisites:** Biology/Science - Level 1 (14 credits or more, including Genetics).

Level 2 Biology is a future-focused course through which the teaching of topics is done using new and exciting contexts. It gives students the opportunity to further refine their practical laboratory techniques and explore areas of developing biological research. It also uses a range of electronic tasks that allow students to gain instant feedback from their teacher.

Topics covered:

- Validity of biological information – breast cancer (3 credits)
- Cell structure and function (4 credits)
- Gene Expression (4 credits)
- Speciation (4 credits)
- Microscopy (3 credits)

**Total Credits: 18**

**12 External, 6 Internal**

### Biology - Level 3 Plant and Animal Behaviour and Human Evolution

**Prerequisites:** Biology - Level 2 (14 credits or more) or Biology - AS Level (D grade or higher).

Level 3 Biology provides a comprehensive view of relevant and current areas of Biology, including the biological and cultural evolution of humans. It is a highly demanding academic course and it is equally as difficult to gain University Entrance in NCEA as it is through the Cambridge pathway. The course provides an excellent foundation for Biology or Sport Sciences degrees. The topics covered in this course are:

- Human evolution (4 credits)
- Genetics transfer – diabetes (3 credits)
- Homeostasis – thermoregulation (3 credits)
- Plant and animal responses (5 credits)
- Socio-Scientific Issue - vaccinations (3 credits)

**Total Credits: 18**

**9 External, 9 Internal**

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

# Business Studies

Head of Department: **Sharon Lofroth**

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Business Studies provides insights into the integral role of business in society and the economy and is a useful foundation for future study or careers in areas such as accounting, commerce, law, business management, marketing, finance, accounting, tourism, IT and resource management. 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.

## Cambridge Pathway

### Business Studies – IGCSE

At this introductory level of Business Studies, students will cover:

- Different forms of business organisations
- Different environments in which businesses operate
- Business functions such as marketing, operations and finance
- Critical role of people and team work in business functions
- How to calculate and interpret business data
- Communication skills to support arguments with reasons
- Analysis of business situations and how to reach decisions.

This course is excellent preparation for AS Level and NCEA Level 2 Business Studies.

### Business – AS Level

This course forms the first half of a two-year introductory Cambridge Business programme but can be taken as a standalone course for Year 12 or Year 13. Students will develop their problem-solving, decision-making, communication and critical analysis skills.

The course covers:

- The nature and scope of business
- Awareness of political, economic, social, technological, legal, environmental and ethical issues associated with business activity
- Introductions to Marketing, Operations and Project Management, Accounting and Finance
- Evaluation of business behaviours from various perspectives.

**Entry into this course requires sound literacy and numeracy skills; a commerce course is an advantage.**

### Business – A Level

**Prerequisites:** Business – AS Level (D grade or higher).

In this course 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 develops a student's ability to analyse and evaluate business decisions in context. Students will extend the concepts previously learned in AS Business and investigate new issues in each of these areas:

- Business and its environment
- People in organisations
- Marketing
- Operations and project management
- Finance and accounting
- Strategic management.

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.

66 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.



## NCEA Pathway

### Business Studies - Level 2

**Prerequisites:** Business, Accounting, or Economics - IGCSE (C grade or higher) or Accounting - Level 1 (14 credits or more).

In this course students will learn to:

- Understand the internal operations of a large business
- Apply business knowledge to critical problems in a large business context
- Conduct market research for a new or existing product
- Investigate the application of motivation theory in a business
- Conduct, review and refine a business activity within a community context.

Students must accumulate evidence to demonstrate their contribution to the project and to a large extent their success depends on the ability of the group to work collaboratively together. **The major internal assessments involve student participation in the Young Enterprise Scheme.**

Entry into this course requires an interview with Teacher-in-charge.

**Total Credits: 20**

**8 External, 12 Internal**

### Business Studies - Level 3

**Prerequisites:** Business, Accounting, or Economics - AS Level (D grade or higher) or Business, Accounting, or Economics - Level 2 (14 credits or more).

The external standard in this course focuses on issues impacting business such as cultural intelligence, changes in the global marketplace, societal expectations. The internal standards involve students participating in the Young Enterprise Scheme and working in groups to:

- Create a product or service documenting their progress
- Plan and execute a business activity
- Develop a comprehensive marketing plan.

Students must accumulate evidence to demonstrate their contribution to the project and to a large extent their success depends on the ability of the group to work collaboratively together. **The major internal assessments involve student participation in the Young Enterprise Scheme.**

Entry into this course requires an interview with Teacher-in-charge.

**Total Credits: 19**

**4 External, 15 Internal**

# Chemistry

Head of Department: **John Southern**

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Chemistry is concerned with the accumulation of knowledge about the behaviour and properties of pure substances and their conversion into new substances. Many of the huge challenges facing our world today will be remedied by solutions that call on Chemistry to find some answers to these problems.

Chemistry is the cornerstone of science and consists of four main disciplines: Physical Chemistry, Inorganic Chemistry, Organic Chemistry and Analytical Chemistry.

For students considering future studies or career pathways in science or applied science, Chemistry is an essential foundation.

## Cambridge Pathway

### Chemistry – IGCSE Introduction to Chemistry

This course recaps and then builds on the material covered in Year 9 and Year 10. The topics covered during the year involve all four Chemistry disciplines.

Topics include:

- Separation techniques
- Kinetic theory
- Atomic theory
- Periodicity
- Quantitative chemistry
- Thermochemistry
- Rates of reaction
- Equilibrium
- Redox reactions
- Electrochemistry
- Acid/base chemistry
- Ions analysis
- Metals
- Organic chemistry
- Air and water
- Sulfur
- Carbonates.

### Chemistry – AS Level Theoretical and Practical Chemistry

**Prerequisites:** Chemistry – IGCSE (C grade or higher).

The AS Level course material is extensive and challenging and builds on work from previous years.

Topics include:

- Stoichiometry
- Volumetric and gravimetric analysis
- Atomic theory
- Bonding and structure
- Redox chemistry
- Organic chemistry
- Ions analysis
- Kinetic theory
- Gas laws
- Thermochemistry
- Equilibria
- Inorganic chemistry.

In this course the material covers theory, practical aspects, everyday applications and environmental issues.

### Chemistry – A Level Advanced Chemistry

**Prerequisites:** Chemistry – AS Level (D grade or higher).

This course extends the knowledge gained in the AS course and introduces new topics not covered at AS Level.

Topics include:

- Lattice enthalpies and ionic compounds
- Electrochemistry
- Aqueous equilibria and ionic solubility
- Organic chemistry
- Analytical techniques
- Transition metal chemistry
- Reaction kinetics.

Applications of Chemistry are also investigated through Biochemistry, Analytical Chemistry, modern materials and Green Chemistry.

66 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, rewarding and relevant discipline. 99

## NCEA Pathway

### Chemistry - Level 2 General Chemistry

**Prerequisites:** Science - Level 1 (14 credits or more, including Acids and Bases) or Chemistry - IGCSE (C grade or higher).

A course of general Chemistry which is assessed by:

- Three external Achievement Standards: Bonding, Structure and Energy changes; Organic Chemistry; and Chemical reactions
- Three internal Achievement Standards: Quantitative analysis; Ions analysis; and Redox Chemistry.

**Total Credits: 23**

13 External, 10 Internal

### Chemistry - Level 3 Advanced General Chemistry

**Prerequisites:** Chemistry - Level 2 (14 credits or more) or Chemistry - AS Level (D grade or higher).

An advanced course of Chemistry, which follows on from the Level 2 course.

It is assessed by:

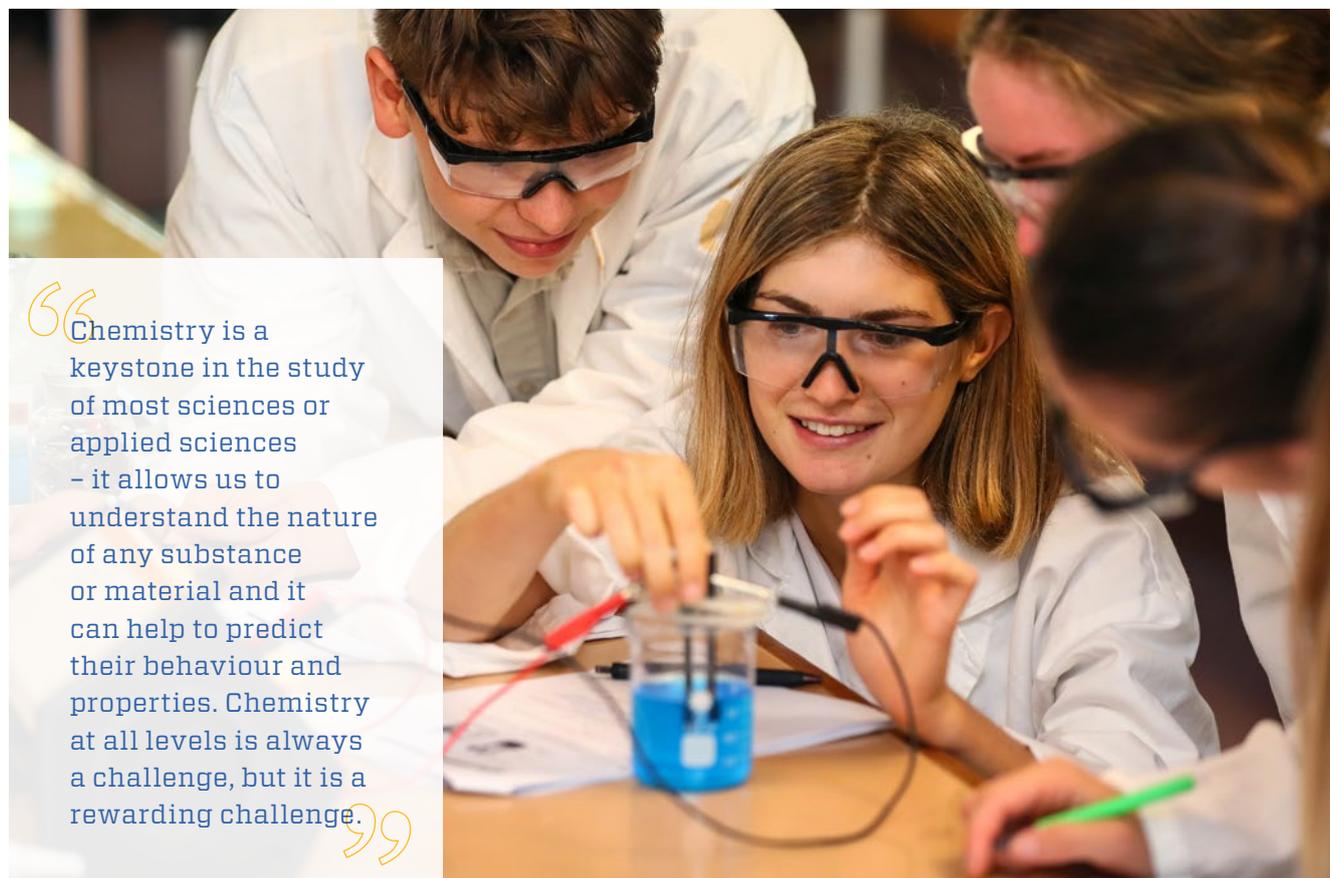
- Three External Achievement Standards: Particles and Thermochemistry; Organic Chemistry; and Aqueous equilibria
- Two Internal Achievement Standards: Quantitative investigation; and Redox chemistry.

**Total Credits: 22**

15 External, 7 Internal

## 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 Cambridge, or likely to gain Excellence endorsement 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 the A Level or Level 3 Chemistry courses.



66 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 it can help to predict their behaviour and properties. Chemistry at all levels is always a challenge, but it is a rewarding challenge.

# Classical Studies

Head of Department: **Barbara Law**

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The ancient Greeks and Romans are long dead – so why bother studying them? Put simply, Classical Studies allows you to learn about fascinating people, places and events from the past while developing important skills which you can apply to many different subjects and careers.

By studying the history, philosophy, literature, society, art and architecture of Ancient Greece and Rome, you develop your understanding of the foundations of Western culture, as well as gaining an appreciation for the lasting impact these civilisations of the past have had on different cultures all around the world, including modern Aotearoa New Zealand. The subject also develops critical thinking, articulate speech, and advanced research and reporting skills which are all important in a wide range of further study and employment pathways.

## Cambridge Pathway

### Classical Studies – AS Level The Civilisations of Greece and Rome

The AS Level Classical Studies course aims to provide an understanding and appreciation of the civilisations of Greece and Rome in the Classical period. The course can be studied at Year 12 or Year 13 level and does not require any prior knowledge of Latin or the classical world.

The course covers:

- A critical examination of the character, military career and success of Alexander the Great (history).
- A study in English of the plot, characters and themes of Attic Old Comedy plays by Aristophanes (drama).
- A study in English of five Roman satirical poems by Juvenal (literature).
- A study of selected chapters of the story of the plot, character and themes of The Trojan War and its aftermath in Virgil's Aeneid (mythology).

### Classical Studies – A Level Classical History and Literature

**Prerequisites:** Classical Studies – AS Level (D grade or higher).

This course forms the second half of a two-year Classical Studies – A Level course and covers:

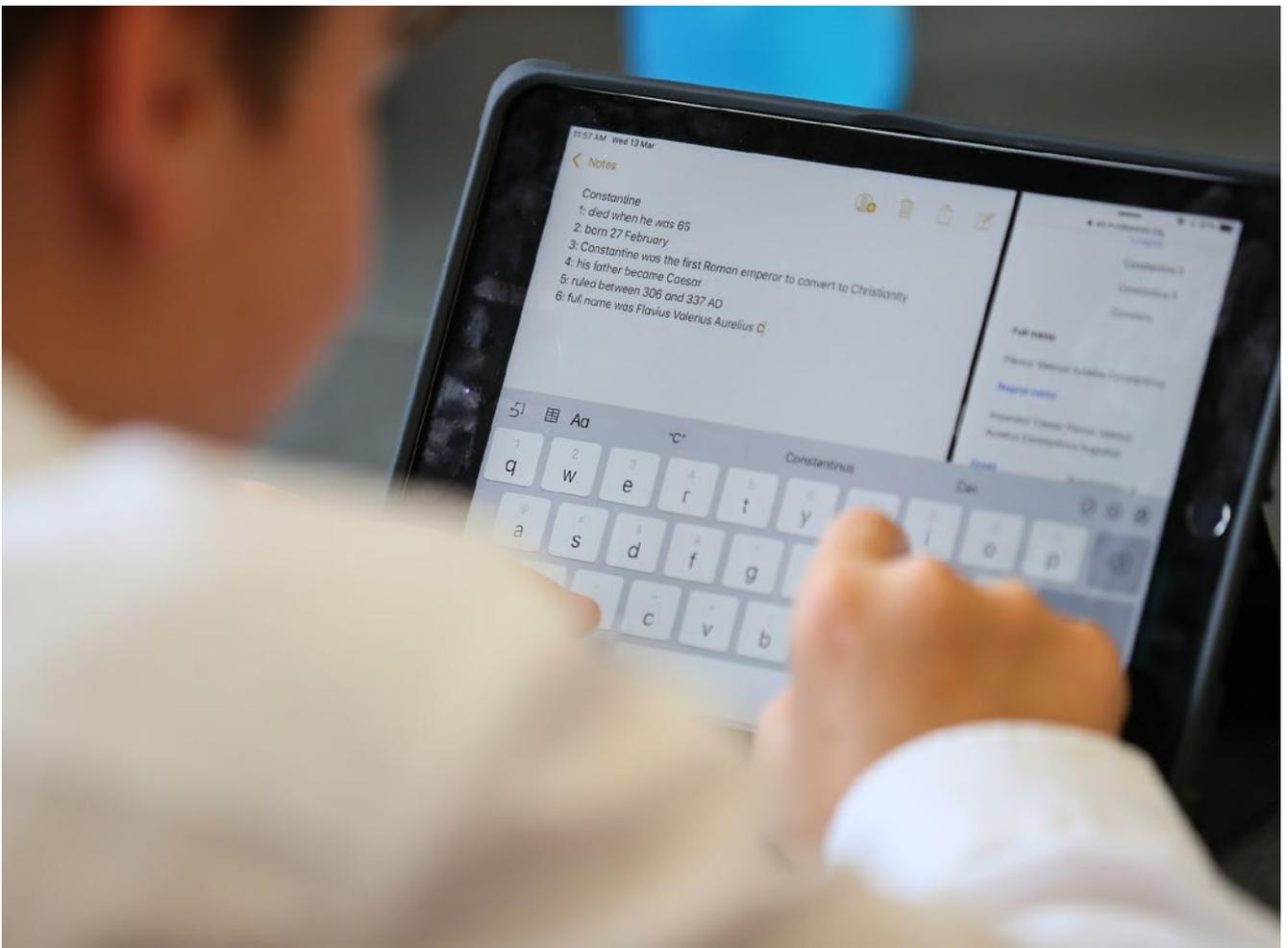
- The Changing World of Athens: its friends and enemies from 510 to 404 BC (history)
- Gods and Heroes: the importance of epic in relation to the Iliad, the Odyssey and the Aeneid (literature).

Students will be required to read widely with several set texts per topic and the examination will draw on this wider reading.

## 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 AS or A Level or 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.



## NCEA Pathway

### Classical Studies - Level 1 Gods, Heroes and Men

This course is an introduction to Greek and Roman society, providing a foundation for both the AS and Level 2 courses.

Topics include:

- Mythology, both Ancient Greek and Māori
- The Trojan War, as depicted on Greek vases
- Roman social relationships
- The life and death of Julius Caesar.

**Total Credits: 20**

**8 External, 12 Internal**

### Classical Studies - Level 2 Republican Rome

This course follows on from Level 1 Classical Studies, but beginners are welcome. It introduces students to the society and politics of the Roman Republic.

Topics include:

- Roman social life (family, daily life, education, entertainment, religion)
- Art and architecture from Pompeii and Herculaneum
- The political structure and dramatic civil wars of the Late Republic
- Influences of the Roman world on modern society.

**Total Credits: 20**

**10 External, 10 Internal**

### Classical Studies - Level 3 Augustan Rome

This course follows on from the fall of the Roman Republic, covered in the Level 2 course, but beginners are welcome.

Topics include:

- The rise to power of Augustus, Rome's first emperor, after the assassination of Julius Caesar
- The development of the Roman Empire and political propaganda
- The adventures of Aeneas, Rome's mythical founder, as told in Virgil's Aeneid
- The heroes of Greek and Roman mythology, along with their influence on modern film and literature.

**Total Credits: 22**

**10 External, 12 Internal**

# 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. For the Senior Curriculum, the NCEA path focuses on digital and web development and database as well as information systems. The Cambridge path is a course on the various computing disciplines such as binary and digital logic, hardware and software as well as computational thinking through programming and algorithm design.

## Cambridge Pathway

### Computer Science – IGCSE An Introduction

Students develop an interest in computing and gain confidence in the use of computers. This is an ideal foundation for further study at A Level and the skills can also be used in other areas of study and in everyday life. The course covers:

- The broad range of computer applications
- Hardware and Software
- Computational Thinking
- Introduction to algorithms and programming using Python
- The power and versatility of the computer and the benefits of its use, but also its limitations and potential disadvantages.

**Entry into this course requires a good level of numeracy. A good pass grade in Mathematics at Year 10 will be required. For the programming component of this course, a laptop is required.**

### Scholarship – 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 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.

Head of Department: **Jacob Samuel**

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### Computer Science – AS Level

**Prerequisites:** Mathematics – IGCSE (C grade or higher).

This course covers:

- Binary Number systems (negative and positive numbers)
- Problem-solving by designing, building and programming solutions to problems
- Intermediate computational thinking
- Key concepts and skills relating to all programming languages – students are tested to write programmed instructions to solve problems
- Using arrays, loops and functions in programming with Python
- Assembly Language and CPU Architecture
- Algorithms solving puzzles such as search functions
- Software and hardware functions and operations.

### Computer Science – A Level Advanced Problem-Solving and Programme Skills

**Prerequisites:** Computer Science – AS Level (D grade or higher).

This is an advanced course in systems software mechanisms, machine architecture, database theory and programming.

Students will:

- Advanced computational thinking
- Be familiar with number systems; including floating points
- Develop an understanding of the concept that every computer system is made up of subsystems within subsystems
- Computer architecture and processes
- Software Design and Planning
- Learn about the component parts of computer systems and how they interrelate, including software, data, hardware, communications and people
- Acquire the skills necessary to apply this understanding to develop computer-based solutions to problems.
- Further programming in Python using Object Oriented Programming
- Further Assembly Language and Declarative Language (Prolog)

**Entry into this course requires an advanced level of numeracy.**



## NCEA Pathway

### Digital Technology - Level 1

Digital Technology at Level 1 NCEA is not offered at Kings College. Year 11 students are encouraged to do the IGCSE Computer Science syllabus.

### Digital Technology - Level 2

In Year 12, the program begins with issues pertaining to computer science. Some of the issues we look at are related to bitcoin encryption and mining and communications. From there, the programme goes through database systems and programming using HTML, Javascript and Python. Students develop an interest in computing and gain confidence in the use of computers. Students will gain:

- Understanding of advanced concepts in computer science
- Insight into the power and versatility of the computer and the benefits of its use
- Web and App design and programming using Python
- Graphics design
- Database and information systems.

**Total Credits: 23**

**3 External, 20 Internal**

### Digital Technology - Level 3 Advanced Computer Science

In Year 13 we cover more complex concepts of Computer Science (NCEA Level 3 standards). Students will:

- Develop advanced skills, such as developing a program for a specified task
- Demonstrate their understanding of digital media.
- Javascript Programming for dynamic websites
- Using advanced concepts in Computer Science such as security and encryption (eg Bitcoins)
- Advanced programming using object oriented programming in Python.

**Total Credits: 23**

**3 External, 20 Internal**

# Drama

Head of Department: **Angela Clayton**

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Drama is a performance art that explores and expresses human feeling. Drama students gain an understanding of the practical applications and the ability to critically analyse dramatic text. In addition to giving students the opportunity to experiment with different performance aspects, these courses require students to articulate ideas through both written and performance-based assessments. The practical nature of the course and importance of group work means a willingness to perform for an audience and a high level of attendance throughout the year is a necessity. Attendance at live theatre performances is also required for assessment purposes.

**THERE IS NO CAMBRIDGE PATHWAY AVAILABLE FOR DRAMA IN 2021**

## Scholarship - Advanced Drama

Scholarship assessment is available for the strongest academic Drama students. Students perform a live examination. The components are: a text-based performance, a self-devised performance and an impromptu performance.

Students wishing to sit Scholarship must also be taking NCEA Level 3 Drama.

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



## NCEA Pathway

### Drama - Level 1

This course promotes the use of elements, techniques, conventions and technologies. The course covers:

- Attendance at live performances and the study of theatre form
- Devising work and performing scripted drama, applying the techniques and features learnt
- Demonstrating, in written form, understanding of drama features in a live drama or theatre production.

**Total Credits: 21**

**8 External, 13 Internal**

### Drama - Level 2

**Prerequisites:** Drama - Level 1 (14 credits or more) or by Teacher-in-Charge approval

Students delve more deeply into the impact drama has on their world and use complex performance skills to communicate their understanding. The course covers:

- Script work used to develop and apply expressive techniques in performance.
- Devising and performing drama - associated with a drama/theatre form or period
- Responding to and making critical judgments about rehearsal processes and performances
- Opportunities are provided to examine the work of a playwright and discuss, in writing, the drama elements, techniques, conventions and technologies within live performance, as well as a drama or theatre form or period.

**Total Credits: 21**

**8 External, 13 Internal**

### Drama - Level 3

**Prerequisites:** Drama - Level 2 (14 credits or more) or by Teacher-in-Charge approval

Students research, analyse and critically evaluate how drama interprets, records or challenges social and cultural discourse. The course covers:

- Integrating elements, techniques, conventions and technologies in dramatic forms for specific purposes
- Research, critically evaluate and refine ideas to create original drama work and to perform works in a range of dramatic forms
- Reflect on and critically evaluate a range of works and performances.

**Total Credits: 21**

**8 External, 13 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

Head of Department: **Mark Johnston**

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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. The subject also explores major economic issues such as employment, inflation, budget deficits,

trade, economic growth and government policies. Economics develops analytical and critical thinking skills, and as students progress to more advanced levels at King's College, they will have the opportunity to specialise in varied areas such as financial markets, game theory, labour and environmental economics.

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



## Cambridge Pathway

### Economics - IGCSE Introduction to Senior Economics

This course is a good foundation for further study at Cambridge A/AS Level or NCEA beyond Year 11. It provides an understanding of economic terminology and principles, and of basic economic theory. The course covers:

- Economic indicators - inflation, unemployment, trade and growth
- The economics of developed and developing nations and how these relate
- How to handle data and undertake simple economic analysis, evaluate information and discriminate between facts, and value judgments in economic issues
- The role of government, consumer and producer in the economy.

### Economics - AS Level Economic Analysis

This course covers a range of basic economic ideas including an introduction to:

- The price system and government intervention
- Global trade and exchange rates
- Inflation and deflation and its impact on an economy
- Communism vs Capitalism
- Fiscal and Monetary Policy.

### Economics - A Level Advanced Economic Analysis

**Prerequisites:** Economics – AS Level (D grade or higher).

A Level Economics covers the same topics as the AS Level course but in much greater detail and is more focused on current issues. Students will be expected to relate and evaluate the theoretical aspects of the subject to what is taking place within economies today. Examples include the changing nature of global trade, the impact of the GFC and the rise of emerging markets.

## NCEA Pathway

### Economics - Level 2 Economic Policy, Trade, Inflation and Growth

This course is predominantly applied and looks at issues that are linked to the New Zealand economy. Two internal standards focus on government policies and employment. The course uses economic concepts and models to explore:

- The causes and effects of inflation
- International trade
- Economic growth.

**Total Credits: 20**

**12 External, 8 Internal**

### Economics - Level 3 Macro and Micro Economics

This course covers:

- Resource allocation and the market, with particular focus on supply and demand, and market structures including monopolies
- The role of the public sector in provision of goods and services, and government intervention to correct market failure
- Analysis of the economy as a whole – its output, monetary system and relationship with the rest of the world.

**Total Credits: 20**

**10 External, 10 Internal**

### Scholarship - Advanced Economics

This course examines 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 macroeconomic 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. Macroeconomic 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 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 critically analyse written material and to articulate one's conclusions. We learn English to help us write and speak the English language clearly, accurately, fluently and with expression. Studying English exposes students to the power of literature and language and it is an asset for a future career in any profession that places a premium on communication skills.

## Cambridge Pathway

Year 11 students enrolling in IGCSE can choose either **English Literature - IGCSE** or **English Literature and Language - IGCSE**.

### English Literature - IGCSE

In this course students are encouraged to read, interpret and evaluate literary texts, developing their ability to:

- Understand texts in terms of literal meaning, relevant contexts and deeper themes or attitudes
- Recognise and appreciate the ways in which writers use language to achieve their effects and to communicate an informed personal response.

**OR**

### First Language English and English Literature - IGCSE

This course is for students who are especially passionate about English. Through this course, students will engage with literary texts through English Literature, as well as critically analyse nonfiction and creatively write their own pieces.

In addition to all the skills afforded by the English Literature course, this course develops students' ability to:

- Communicate accurately, appropriately and effectively in speech and writing
- Use relevant vocabulary, employ correct grammar, spelling and punctuation, and display a sense of style and audience
- Understand and respond appropriately to what they see, hear and experience, and to enjoy the full variety of the English language.

This course complements other areas of study by developing general skills such as the ability to analyse, synthesise, make inferences, order facts and present opinions.

Entry into this course is for selected students only. Places in this class are limited; you will not be able to change your mind at the start of the academic year as the class may be full.

New students who wish to be considered for this course should apply to the HOD of English for permission to select it. Evidence of results at your current school will need to be included.

Year 12 students continuing on a Cambridge pathway can choose Literature in English or English Language. It is also possible to select both Literature in English and English Language.

### Literature in English - AS Level

**Prerequisites:** English Literature - IGCSE or English Literature and English Language - IGCSE.

Students are assessed on their ability to respond to texts in the three main forms (Prose, Poetry and Drama) from different cultures. Students must demonstrate their ability to:

- Understand the ways in which the writers' choices of form, structure and language shape meanings
- Produce informed, independent opinions and judgments on literary texts
- Clearly communicate their knowledge, understanding and insight at an appropriate level.

### English Language - AS Level

**Prerequisites:** English Literature - IGCSE (B grade or higher) or First Language English - IGCSE (B grade or higher) or English - Level 1 (Merit Endorsement or higher).

This course consists of two papers, Paper 1 Passages and Paper 2 Writing.

This course aims to develop a critical and informed response to writing in a range of forms, styles and contexts. Students will develop and demonstrate:

- Reading, analysis and communication skills
- Ability to write clearly, accurately and effectively for a particular purpose or audience
- Knowledge and understanding of features of the English language
- Imaginative writing - ability to write in an interesting and creative way
- Writing for an audience - ability to present a view, construct an argument and write coherently and persuasively.

Students will initially be selected for this course based on their performance in Year 11 Common tests.

## Literature in English - A Level

**Prerequisites:** Literature in English - AS Level (D grade or higher).

This course consists of two papers: Paper 5 – Shakespeare and other pre-20th Century Texts and Paper 6 – 1900 to the present.

This course aims to help students gain an appreciation of, and an informed personal response to, Literature in English. Students gain the interdependent skills of reading analysis and communication, engage in wider reading and develop an understanding of its contribution to personal development.

Students must demonstrate their:

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

## English Language - A Level

**Prerequisites:** English Language – AS Level (D grade or higher).

This course consists of two papers: Paper 3 - Text Analysis and Paper 4 - Language Topics.

Text Analysis focuses on the linguistic analysis of a wide range of texts, the knowledge of and ability to use language terminology, and the skill of relating this to the function of texts.

Language Topics involves detailed study of 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.





“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!”

## NCEA Pathway

### English - Level 1

The literacy requirement for 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
- Showing understanding of specified aspects of studied visual or oral texts.

The two internally assessed standards cover:

- Producing creative writing
- Construct and deliver an oral text
- Explain significant connection(s) across texts, using supporting evidence.

**Total Credits: 18**

**8 External, 10 Internal**

### English - Level 2

Level 2 is an important year as students must gain a minimum of five Reading and five Writing credits for Level 2 Literacy. Please note that University of Auckland requires all students completing a Bachelor degree to also have a minimum of 17 credits in English at Level 2 and/or 3.

Having earned Level 1 Literacy, a student may enter the Level 2 English course. To complete two externally assessed standards students must analyse specified aspects of:

- A studied written text supported by evidence
- A studied visual text supported by evidence.

The three internally assessed standards require students to:

- Produce a selection of crafted and controlled writing
- Use information literacy skills to form developed conclusions
- Form developed personal responses to independently read texts, supported by evidence.

**Total Credits: 22**

**8 External, 14 Internal**

### English - Level 3

**Prerequisites:** English - Level 2 (14 credits or more) or English Language - AS Level (D grade or higher) or Literature in English - AS Level (D grade or higher).

Having earned Level 2 Literacy, a student may enter the Level 3 English course. To complete the two externally assessed standards students must respond critically to specified aspect(s) of:

- Studied written text(s), supported by evidence
- Studied visual or oral text(s), supported by evidence

The three internally assessed standards offered in this course require students to demonstrate their ability to:

- 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
- Develop an informed understanding of literature and/or language using critical texts.

Students must have Year 12 Literacy to gain entry to this course.

**Total Credits: 25**

**12 External, 13 Internal**

# French

Head of Department: **Maria Lamberto**

*Licenciatura en Filosofía (Navarra), Certificado de Aptitud Pedagógica (Navarra), DipTchg (Auckland)*  
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Languages are inseparably linked to the social and cultural contexts in which they are used. Language and culture play a key role in developing our personal, group, national and human identities. In learning languages, students not only learn to communicate in another language, they expand their understanding of the world and open up new possibilities. French is spoken by over 200 million people in more than 40 different countries. Combining the study of French with future study in other areas, such as business, law, trade, science, engineering, technology, tourism or politics, can unlock excellent career opportunities. Learning one new language also makes it easier to learn others.

## Cambridge Pathway

### French - IGCSE

IGCSE is the culmination of three years of study and is based on cumulative levels of language development organised into topics. The standard achieved at this level provides excellent 'survival' skills with emphasis 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. At this level students will be able to:

- Conduct basic and more developed transactions in French
- Talk about themselves and their families and a range of straight-forward topics
- Express opinions and, in this third year of study, move towards a more cognitive approach.

### French - AS Level

#### French Civilisation and Language

**Prerequisites:** French - Level 1 (14 credits or more) or French - IGCSE (C grade or higher).

This course moves beyond mere survival language with the focus on a deeper appreciation of the French language. Grammatical understanding is also integral at this level. Individual reading is encouraged with the introduction of magazines and works of literature. Students will normally do French - AS Level at the conclusion of Year 12 or may do Level 2 or Level 3. Within the context of the set topics:

- Students develop their ability to express opinions, argue for and against, summarise, adapt, present and discuss given materials
- The study of cultural aspects and differences is an important part of the course.

Essay topics are: Patterns of daily life, Food and drink, Employment and unemployment, Social and economic development and Environment

### French - A Level

#### French Civilisation, Language and Literature

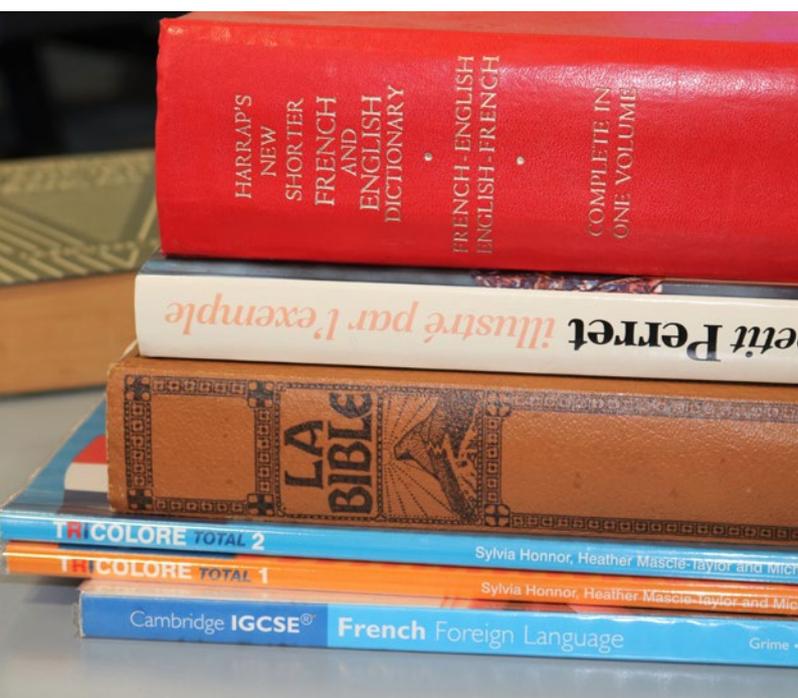
**Prerequisites:** French - AS Level (D grade or higher).

This course is academically demanding but very rewarding with approximately 50 per cent of the course spent studying three major works of French literature. In 2021 the set works are:

- Le Barbier de Séville by Pierre Beaumarchais
- Kiffe kiffe demain by Faïza Guène
- Candide by Voltaire.

For the language part of the course, within the context of the set topics, students develop further their ability to express opinions, argue for and against, summarise, adapt, present and discuss given materials

Essay topics are: Patterns of daily life, Food and drink, Employment and unemployment, Social and economic development and Environment



## NCEA Pathway

### French – Level 1

Level 1 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. 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 Level 2 French. At this level students will be able to:

- Conduct basic and more developed transactions in French
- Talk about themselves and their families and a range of straight-forward topics
- Express opinions and, in this third year of study, move towards a more cognitive approach.

Students will gain credits when they:

- Interact using spoken French to communicate personal information, ideas and opinions in different situations
- Give a spoken presentation in French that communicates a personal response
- Demonstrate understanding of a variety of French texts on areas of most immediate relevance
- Write a variety of different texts in French on areas of most immediate relevance.

**Total Credits: 19**

**10 External, 9 Internal**

### French – Level 2

**Prerequisites:** French – Level 1 (14 credits or more) or IGCSE (C grade or higher).

Students cover material enabling 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. At this level students will:

- Give a spoken presentation in French that communicates information, ideas and opinions
- Demonstrate understanding of a variety of written and/or visual French text(s) on familiar matters
- Write a variety of text types in French to convey information, ideas and opinions in genuine contexts.

**Total Credits: 19**

**10 External, 9 Internal**

### French – Level 3

**Prerequisites:** French – Level 2 (14 credits or more) or French – AS Level (D grade or higher).

At this level students will be able to:

- Demonstrate understanding of a variety of extended written and/or visual French texts
- Write a variety of text types in clear French to explore and justify varied ideas and perspectives
- Give a clear spoken presentation in French that communicates a critical response to stimulus material
- Interact clearly using spoken French to explore and justify varied ideas and perspectives in different situations.

**Total Credits: 19**

**10 External, 9 Internal**

### 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 Question One, candidates will listen to passages in French and then write text in French about those passages. In Section Two, candidates read texts in French and write responses in either English or Te Reo Māori. In Question Three, 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) from the first 2 questions.

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.

66 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. 99

# Geography

Head of Department: **Mark Kennelly**

*BPE, PGDipSci, DipTchg*

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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 their 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. The study of geography is highly valued across a number of different professions and industries and is becoming increasingly important due to the complex challenges facing people and their environments.

## 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 states that a comprehensive resource book will provide all the information needed to write the three essays required in the examination. Essential prerequisites for success in this exam are an ability to read with acute comprehension and a capacity to write articulately and accurately. The Geography Department offers a series of tutorials from the end of Term 3 to familiarise students with what is required.

## Cambridge Pathway

### Geography – IGCSE 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
- Settlement and population studies.

### Geography – AS Level

This course investigates – at a global scale:

- The physical geography of hydrology and fluvial geomorphology
- Atmosphere and weather
- Rocks and weathering
- Human geography of population change
- Migration studies
- Settlement dynamics.

### Geography – A Level

**Prerequisites:** Geography – AS Level (D grade or higher).

This course investigates:

- Specialised physical and cultural environments introduced in the AS Level course
- Sustainable management of tropical and coastal environments
- Global interdependence, including the management of a tourism destination and economic development
- Economic transition, including the globalisation of economic activity, regional development in countries and management.



## NCEA Pathway

### Geography - Level 1 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 (for example towns, farmlands and factories). The course also aims to help students see how people's activities affect natural environments and how natural events (for example tropical cyclones) affect people. External standards examine: population studies and the application of skills and ideas in a geographic context. Internal standards examine: a contemporary issue, a global study, conduct geographic research with direction and geographic understanding of the sustainable use of the environment.

**Total Credits: 21**

**8 External, 13 Internal**

### Geography - Level 2

This course examines the nature of the relationship between people and their environments. External standards examine: natural landscapes in New Zealand: Tongariro Volcanic Environment, the nature of and reasons why inequalities in economic and social development exist within and between countries, the application of skills and ideas in a geographic context. Internal standards requires students to: analyse a contemporary New Zealand issue, conduct directed geographic research at Tongariro and explain aspects of a geographic issue at a global scale.

**Total Credits: 23**

**12 External, 11 Internal**

### Geography - Level 3

This course investigates how natural processes operate in an environment, how cultural processes operate and affect the way we live, and how to select and apply high-level geographic skills to investigate the way natural and cultural environments interact. External standards examine: natural and cultural processes within selected environments: Muriwai Beach and Rotorua Tourism, the application of skills within a geographic context. Internal standards require students to: examine a geographic topic at a global scale, analyse a contemporary issue and evaluate different courses of action, 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.”



# History

Head of Department: **Mike Stewart**

BA (Hons), MA (Hons), DipTchg

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History offers an understanding of human activities in the past within the context of change through time. It enables students to understand the world they live in today and to have an informed opinion the contemporary issues that impact on us all. History enhances skills of analytical writing, research, reasoned debate and communication, and provides a crucial foundation for a wide range of future studies and career paths, particularly law, commerce, business, journalism, public policy, armed services and education.

## Cambridge Pathway

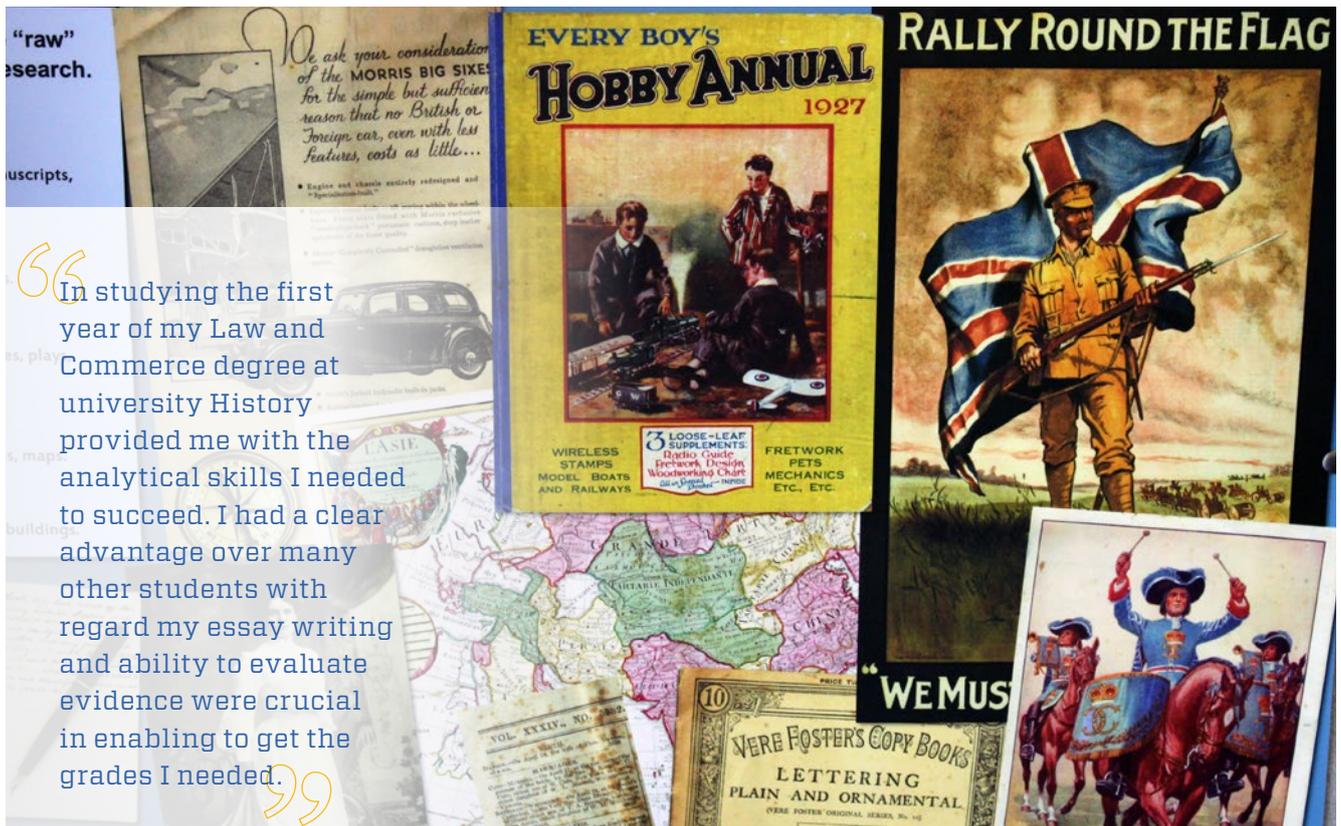
### History - IGCSE Europe, 1918-1945

The IGCSE History course examines the crucial period between the two World Wars, from 1918 to 1945 which are examined in three external papers at the end of the year:

- Peace treaties signed after the First World War
- Successes and failures of the League of Nations
- Reasons why international peace collapsed in the 1930s, leading to the outbreak of the Second World War.

Students also undertake a fascinating in-depth study which examines the intriguing period of German history from 1918 to 1945 history, including:

- The establishment of the Weimar Republic and its struggle for survival in the years 1919 to 1923
- The 'Golden Years' 1924 to 1929 and the role of Stresemann in Germany's political and economic recovery
- The rise of the Nazis and the appointment of Hitler in January 1933
- The establishment of the Nazi dictatorship, 1933 to 1939
- Life in the Nazi Germany when at war, 1939-45.



66 In studying the first year of my Law and Commerce degree at university History provided me with the analytical skills I needed to succeed. I had a clear advantage over many other students with regard my essay writing and ability to evaluate evidence were crucial in enabling to get the grades I needed.



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### History - AS Level Modern Europe, 1750-1921

**Prerequisites:** History - IGCSE (C grade or higher).

This AS course examines a number of fascinating periods of Europe’s history which are examined in two external papers at the end of the year.

- The French Revolution, 1774 to 1814 - a time of tumultuous change in which the established order and system of government was overthrown with ramifications throughout Europe. What started as a ‘moderate’ revolution to limit the powers of the King led to the creation of a Republic and the eventual rise to power of Napoleon Bonaparte
- The Russian Revolution, 1894-1921 - a period of History that changed the course of world future events. When Tsar Nicholas II came to the throne in 1894 the Russian Empire was on the verge of dramatic change and he was not the ruler to deal with these challenges. Following the dramatic events of the 1905 Revolution he was forced to reluctantly share power. The Tsar made the fatal mistake of entering the First World War and ultimately this contributed to his downfall. In November 1917 the history of the world changed forever when Lenin and the Bolsheviks took power and established the first communist regime.

### History - A Level Europe of the Dictators, 1918-1941

**Prerequisites:** History - AS Level (D grade or higher).

This course covers three fascinating periods of history that have shaped our world today which are examined in two external papers at the end of the year:

- Hitler and Germany in the period 1929 to 1941 - we focus on the reasons why the Nazis were able to rise to power and the failure of opposition parties to stop Hitler’s appointment as Chancellor in January 1933; we focus on their attempts to create a Volksgemeinschaft (a ‘racially pure society’) and a totalitarian state in Germany Mussolini and Italy in the period 1920 to 1941 - this theme examines the beginning of fascism as a political movement and Mussolini’s attempts to indoctrinate Italians and make Italy a Great Power. Mussolini was in power for over 21 years and in this time he attempted to transform the Italian nation
- Finally, we examine different historians’ interpretations relating to the Holocaust. Areas studied include: Hitler’s role in the planning and implementation of anti-semitic policies in the 1930s; the role played by other leading Nazis and the impact that the invasion of Poland and then the USSR had on the escalation of anti-semitic policies in the east. We also examine the nature of Jewish resistance and the different experiences of Jewish men and women when faced with discrimination and the death camps of the 1940s.

The AS mark contributes to 50% of the A Level grade. It is possible to enrol in both History – AS Level and History – A Level in the same year.

## NCEA Pathway

### History - Level 2 European and New Zealand Colonial History 1840-1939

Students work towards three external standards and two internal standards. This course covers:

- The Russian Revolution: its causes and consequences; the rise of the Nazis to power in Germany in 1933 and the consequences in relation to the policies the Nazis implemented in the 1930s
- The New Zealand history component focuses on the development of Kīngitanga and the impact this pan-tribal movement had on New Zealand, politically, economically and socially.

**Total Credits: 23**

**14 External, 9 Internal**

### History - Level 3 New Zealand History 1800-1900

Students work towards two internal and three external standards. The course covers:

- The causes and consequences of the Treaty of Waitangi leading up to its signing and the consequences it had for Māori-Pakeha Relations in the period 1840 to 1860
- The New Zealand government's changing role in the development of the New Zealand economy in the period 1840 to 1900.

**Total Credits: 26**

**16 External, 10 Internal**

## 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 given a choice of two questions - they must choose one. All 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.

# Latin

Head of Department: **Barbara Law**

MA (Hons), TCDip, DipTchg

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For those interested in the Classical world, the initial benefit from learning Latin is the privilege of being able to read authors such as Cicero, Caesar and Virgil in their original tongue. A considerable amount of satisfaction and understanding is gained from reading the actual words of the great classical writers whose words still influence modern society. The study of Latin also sheds light on many aspects of our history, culture and language. Latin was not only the language of Ancient Rome, it is the source of more than 50 per cent of modern English vocabulary. It was the language of the early Christian Church and of medieval Europe, and remained the international language of philosophy and science up to the 19th Century. Studying Latin gives students a valuable foundation for future studies in literature, art, architecture, medicine, philosophy and history. The study of Latin in schools around the world continues to thrive, with many top-tier universities acknowledging the advantages to prospective students of Latin on a CV.

## Cambridge Pathway

### Latin - IGCSE

**Prerequisites:** Year 9 and Year 10 Latin.

Cambridge IGCSE Latin is a 12-month course normally started in the second semester of Year 10, and completed in Year 11. Students must demonstrate their knowledge with understanding of the:

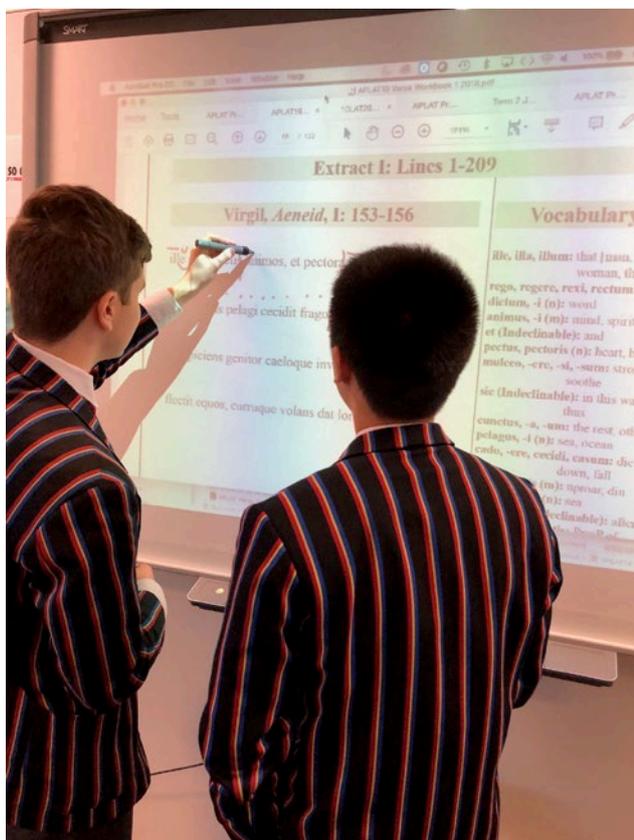
- Translation and comprehension of unseen passages in Latin
- Preparation of literary Latin passages on a theme or themes
- Examination of the social, literary, historical and linguistic aspects of literary Latin passages
- Study of prescribed grammatical structures.
- Latin literature studied includes extracts from Virgil, Ovid, Cicero and Tacitus.

### Latin - AP (two-year course)

**Prerequisites:** Latin - IGCSE (C grade or higher).

Advanced Placement Latin is a 2-year course normally started in the second half of Year 11 and completed in May/June of Year 13. Students must demonstrate their knowledge with understanding of the:

- Grammatical structures and vocabulary for Virgil's Aeneid and Caesar's Gallic War
- Principles of translation and comprehension of unseen passages in Latin
- Preparation of literary Latin passages on a set theme or themes
- The wider context of literary Latin passages through the examination of their sound, literary, historical and linguistic aspects
- Preparation of literary Latin passages from the AP syllabus for examination in May/June of Year 13.



“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.”

## NCEA Pathway

### Latin – Level 2 Latin Text and Narrative

**Prerequisites:** Latin – IGCSE (C grade or higher).

Level 2 Latin requires students to:

- Develop their knowledge, understanding and skills in Latin
- Demonstrate their ability 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
- Show 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**

### Latin – Level 3

**Prerequisites:** Latin – Level 2 (14 credits or more).

Level 3 Latin requires students to:

- Develop their knowledge, understanding and skills in Latin
- Students will 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**

“Latin is a subject that, 5 years ago, I would have never envisioned myself learning and coming to enjoy. For me, it has been a connection to the ancient world and its history which no other subject provides in quite the same way. However it provides all sorts of insights into the modern world as well, particularly in the way both our language and others work. Often I found myself leaning back on my knowledge from my Latin classes from a myriad of other subjects like English and I believe I will continue to use these skills for much longer into the future.”

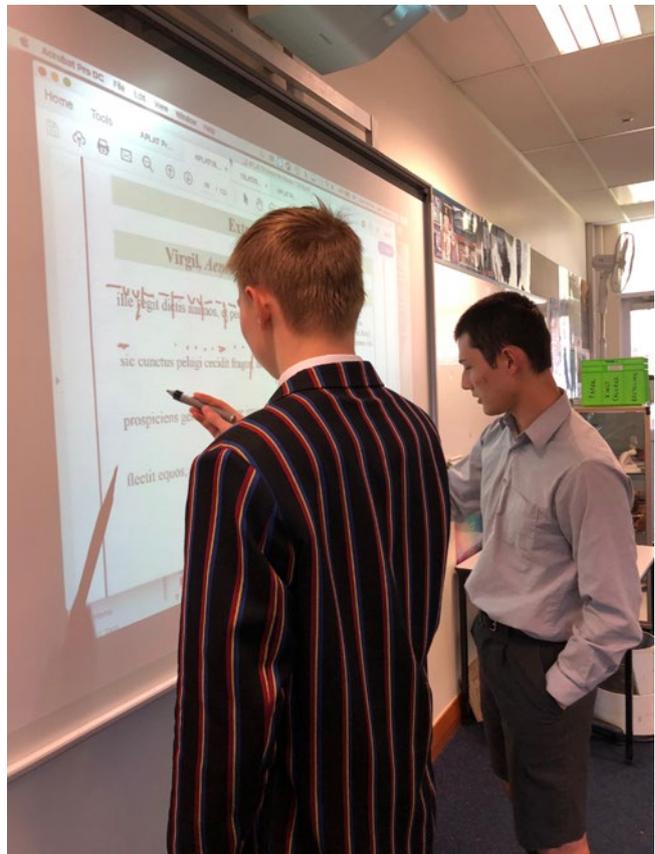
## Scholarship - Latin

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 AP 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.

“Latin has given me incredible insight into an ancient culture whose literary, philosophical, and architectural achievements continue to inform and inspire the thinkers and dreamers of today.”



# Marine Science

Head of Department: **Jules Robson**

*BSc Hons (Zoology), PGCE (Science), PGDip (Molecular Biology)*  
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**There is no NCEA Pathway available for Marine Science.**



“Marine Science is vitally important in today’s world because our oceans play a critical role in helping solve some of the most critical environmental issues we face - feeding our growing population, conserving biodiversity and global warming.”

## Cambridge Pathway

**Marine Science - AS Level**  
*- not offered in 2021*

**Marine Science - A Level**  
**Human Effects on our Oceans**

**Prerequisites:** There are no prerequisites, but this syllabus is most suited to Years 12 and 13 students who studied Biology or Geography in Years 11 or 12.

This course is for:

- Year 13 students who sat the AS Level in Year 12.
- Years 12 and 13 students who wish to sit the whole A level in one year. This is a great option for motivated and gifted students that wish to pick up extra university entrance points especially for those considering studying overseas.

As a nation New Zealand is a proud guardian of an extensive range of marine reserves which provide a vital breeding ground for Pacific fauna and flora. A major challenge in the 21st century is to advance the conservation science necessary to provide for the sustainable manage our vast marine realm. To do so we also need a firm scientific foundation to support our Kiwi fisheries and aquaculture industries.

A level Marine Science is an exciting interdisciplinary syllabus that studies the biology of the oceans together with the chemical, physical, and geological oceanography. Together this helps us understand the behaviour and interactions of marine life within our oceanic and coastal environments.

The AS introduces a foundation of knowledge regards Biological, Chemical and Physical Oceanography. The A Level course then builds on the AS knowledge to investigate the physiology of marine organisms, as well as the socio and economic effect of man on the marine environment. Topics include:

- Physiology of marine animals & plants
- Marine animal reproduction
- Fisheries management
- Aquaculture
- Human impact on marine ecosystems
- Marine Conservation & Ecotourism
- Marine Biotechnology

Assessment at A Level involves two examinations including structured questions and data analysis questions. King’s College pioneered the launch of this ground breaking CIE course and our students regularly receive awards for coming first in New Zealand.

# Mathematics

Head of Department: **Steve Kiesanowski**

*MEd, BEd, DipTchg (Secondary)*

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Mathematics education is focused on helping students develop a belief in and understanding of the value of mathematics and its usefulness to them. We want to nurture confidence in students' mathematical abilities, foster a sense of personal achievement, encourage a continued interest in mathematics and enable students to cope confidently with the mathematics of everyday life. Mathematics is also a core prerequisite or a heavily recommended subject for many tertiary courses. Regardless of future study choices, students who study maths develop their ability to reason logically and are equipped with a variety of approaches to solving problems.

## Cambridge Pathway

### Mathematics - IGCSE Introduction to Advanced Mathematics

Entry to this course requires approval from the Head of Department and it is suited for those students who have attained 55 per cent and higher in the Year 10 end of year exam.

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 Level or to Level 2. The topics covered are:

- Number
- Angle geometry
- Graphs
- Algebra
- Statistics
- Probability
- Trigonometry.

### Mathematics - Accelerate Programme

Selected students who have either excelled in IGCSE Mathematics or NCEA Level 1 Mathematics in Year 10 will be able to enter the accelerate Mathematics programme. This involves these students studying AS Mathematics in Year 11, followed by A Level Mathematics in Year 12 and Further Mathematics in Year 13. These students will also be encouraged to take the Scholarship Mathematics examinations in Year 13. Note that this course is academically demanding and is aimed at students who will be capable of achieving top results at all levels of the programme.

New students who wish to be considered for the AS Mathematics course in Year 11 should apply to the HOD of Mathematics for permission to select it. Evidence of results at your current school will need to be included

### Mathematics - AS Level Pure Mathematics and Statistics

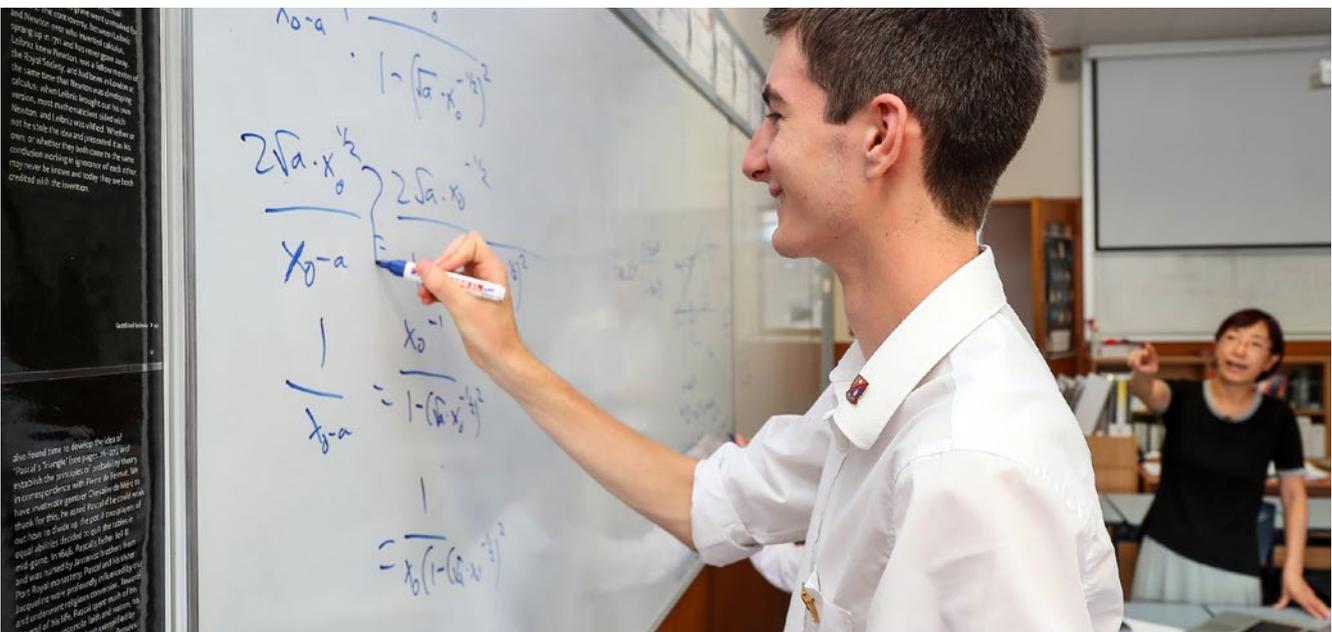
**Prerequisites:** Mathematics - IGCSE (C grade or higher).

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.

### Mathematics - A Level Advanced Pure Mathematics and Statistics

**Prerequisites:** Mathematics - AS Level (D grade or higher).

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



## Further Mathematics – AS Level and Scholarship

**Prerequisites:** Mathematics – A Level (D grade or higher).

The AS 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 and Statistics. Ideal for students who have completed A Level Mathematics but for whom A Level Further Mathematics might be a step too far. Students taking this course would also prepare for the NZQA Scholarship examinations.

**Please note this is a specialist academic course that follows on from Mathematics – A Level.**

## Further Mathematics – A Level and Scholarship

**Prerequisites:** Mathematics – A Level (B grade or higher).

This course is intended for students who have achieved, or are likely to achieve, a high grade in the A Level Mathematics examinations. Students will also sit the NZQA 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 that follows on from Mathematics – A Level.**

## NCEA Pathway

### Mathematics – Level 1

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.

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

**Total Credits: 25**

**12 External, 17 Internal**

### Mathematics (Calculus) – Level 2

**Prerequisites:** Mathematics – Level 1 (14 credits or more) or Mathematics – IGCSE (C grade or higher).

Level 2 Mathematics is an academic course designed to prepare students for Calculus and/or Statistics and Modelling – Level 3. 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 Mathematics (Calculus) – Level 2 have gained Merit or higher in Level 1 Algebra and Graphs.

**Total Credits: 21**

**13 External, 8 Internal**

“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.”



### Mathematics (Statistics and Probability) - Level 2

**Prerequisites:** Mathematics - Level 1 (14 credits or more) or Mathematics - IGCSE (C grade or higher).

This course will offer students the opportunity to develop an understanding in a wider range of statistical topics. Topics studied include:

- Probability
- Simulations
- Statistical report
- Inferences
- Simultaneous equations.

Students taking this course need a reasonable standard of literacy - much of the course work involves writing or interpreting statistical reports.

**Total credits: 21**                      4 External, 17 Internal

### Mathematics (Calculus) - Level 3

**Prerequisites:** Mathematics (Calculus) - Level 2 (14 credits or more) or Mathematics - AS Level (D grade or higher).

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 Mathematics - Level 2 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: 27**                      17 External, 10 Internal

### Mathematics (Statistics and Modelling) - Level 3

**Prerequisites:** Mathematics (Statistics and Modelling) - Level 2 (14 credits or more) or Mathematics - AS Level (D grade or higher).

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 Mathematics - Level 2 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: 24**                      12 External, 12 Internal

### Scholarship - Calculus and Statistics

This course is intended for students who are likely to achieve a high grade in the NZQA Scholarship Calculus examination and Statistics examination. This 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.

Students choosing this course are expected to 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.

# Media Studies

Teacher-in-Charge: **Jasmine Johnson**

BA, DipTchg

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consumers to media creators. It gives learners the opportunity to become confident about the way they use all types media and become creative producers of media texts. With combining theory and practice, students develop production skills in directing, lighting, script writing, cinematography, editing and sound recording.

At the end of the year, a range of student films produced in class are showcased at the King's College Film Screening at Hoyts Cinema; Sylvia Park. It is a well-attended night, celebrated by the King's College community. This is a highly versatile subject and can be picked up at any senior year level without having done it before.

**An Apple MacBook Pro and an external hard drive will be required for all Year 12 and Year 13 Media Studies courses.**

## Cambridge Pathway

### Media Studies - AS Level

**Prerequisites:** Media Studies – Level 1 (14 credits or more) or English – Level 1 (14 credits or more) or English Literature – IGCSE (C grade or higher).

This course is split between coursework (50%) and examination (50%). The AS coursework will require students to maintain a digital portfolio to include:

- Use of blogging tools to capture the students' learning journey to showcase research, production and critical thinking
- Use of a variety of digital tools in the blog, including podcast, YouTube, Vimeo, social media
- Fulfil the role of producer, cinematographer, director, editor, and wardrobe in producing a thriller film opening film sequence.

The AS examination will include understanding of:

- Representation in the media and how various film elements such as camera, sound, lighting and editing are used to create meaning
- Audience and Institutions: showing understanding of the changing digital world, consumer patterns and audience consumption of the media, focusing on the changing landscape of the New Zealand Film Industry.

Field trips include: visits to The New Zealand Film Commission, Broadcasting Standards Association and Weta Workshops in Wellington; film locations for production, film screenings, and industry-standard workshops for camera, editing software Adobe Premiere Pro and Adobe After Effects.



### Media Studies - A Level

**Prerequisites:** Media Studies – AS Level (D grade or higher).

Students use the knowledge they gained producing thriller film openings during AS Level to undertake a short media production, creating a music video or short film promotion package. Coursework will include:

- Producing industry standard digipak, website design, merchandise and music video for an artist of their choice. Students assess the production against key media conventions and theories such as narrative, representation and genre.

For the examination, students will:

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

Field trips include: Film screenings, Camera and Editing workshops.

*\*Note: The A Level coursework content is subject to change at the discretion of the Teacher-in-Charge*

“The field trips provide us with hands on learning and unforgettable experiences. It also helped me gain tremendous insight in the Media Industries and professional work spaces. I cannot imagine not taking this subject at school.”



“I have absolutely loved taking Level 3 Media Studies. 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.”

## NCEA Pathway

### Media Studies – Level 1

This is an introductory course, which will set students up for both CIE as well as the NCEA pathway in Media Studies for Years 12 and 13. We will study how people consume media in different ways and how the media is often integral in shaping our world view. As a starting point, students will analyse various film language elements such as camera, lighting, sound and editing, by analysing a range of television advertisements.

Using iPads, students will work in small teams, and study the craft of creating commercials to further develop their skills with camera work and editing. For the external assessment, students look closely at how the superhero film genre is shaped and constructed and complete an online digital examination at the end of the year.

Field trips include: Auckland Zoo – for filming commercials, Film screenings - for viewing of current and relevant superhero films for text analysis.

**All students are required to have the latest iPad Pro, including accessories such as Apple Pencil and Air Pods.**

**Total Credits: 19**

**4 External, 15 Internal**

### Media Studies – Level 2

**Prerequisites:** Media Studies – Level 1 (14 credits or more) or English – Level 1 (14 credits or more) or English Literature – IGCSE (C grade or higher).

Media Studies has both, a practical and an academic focus. It is expected that students taking the course have strong skills in English, owing to the written content expected in the internal and external components of the course. At Level 2 students will:

- 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/thriller media texts and look at the aspect of genre theory for their final examination, which will be completed in an online digital form
- Production skills are further developed in terms of camera, sound, lighting and editing
- Students design, plan and produce a short film in the genre of their choice which is screened at the King’s College Film Festival at the end of the year.

Field trips include: Camera workshops, locations for filming, film screenings, ‘Censor for a Day’ workshops.

**Total Credits: 21**

**4 External, 17 Internal**

### Media Studies – Level 3

**Prerequisites:** Media Studies – Level 2 (14 credits or more) or Media Studies – AS Level (D grade or higher) or English – Level 2 (14 credits or more) or English Literature – AS Level (D grade or higher).

At Level 3, students will:

- Build on their analysis, critical thinking and production skills from Level 2. Look at the genre of documentary closely and dissect and deconstruct the texts to look at different readings and perspectives
- Complete their own documentary project which is screened at the King’s College Film Festival.

For the external component students study the advertising industry and are given opportunities to visit a range of advertising agencies to gather material for their research and prepare for the final examination. They will also write a paper on the genre of documentary film. Students are also encouraged to send their final documentaries to film competitions such as The DocEdge Festival.

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.

Field trips include: DocEdge Film Festival, Trips to Advertising agencies (PHD, FCB, Colenso, Ogilvy), Film screenings, Camera and Editing workshops.

**Total Credits: 24**

**8 External, 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.

For all questions, candidates will be expected to demonstrate wide and/or close reading and personal perceptive understanding of at least one medium/media industry and its context, illustrated by reference to specific media texts and other relevant evidence. Where the context allows, candidates can refer to their own production experiences in their responses (allowing students to demonstrate insight into their own production experience).

# Music

Head of Department: **Emma Featherstone**

*BEd Mus, Dip Teach*

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Music has an important place in all the cultures of the world, and the study of music is a way to connect with and understand other people and the way they think. 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.

“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.”

## Cambridge Pathway

### Music - IGCSE

#### Introduction to Senior Music

This one-year course prepares students for both the CIE and NCEA Pathways. Students will:

- Build on and develop their skills in performance and composition
- Learn about a variety of music from around the world
- Study set works from the Western classical repertoire.

Students should have learnt an instrument or sung for several years and a basic knowledge of music theory is essential.

### Music - AS Level

#### Listening and Practical Musicianship

**Prerequisites:** Music - IGCSE (C grade or higher).

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.

### Music - A Level

#### Listening and Practical Musicianship

**Prerequisites:** Music - AS Level (D grade or higher).

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.



## NCEA Pathway

### Music - Level 1

Level 1 Music provides a course of study in the contemporary genre of music, with a strong focus on popular music. Level 1 will help the students compose, perform and work with others in producing and performing music. This course will prepare students for more contemporary music opportunities in the community and performing at key events.

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

### Music - Level 2

**Prerequisites:** Music - Level 1 (14 credits or more) or Music - IGCSE (C grade or higher).

This course allows 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.

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

### Music - Level 3

**Prerequisites:** Music - Level 2 (14 credits or more) or Music - AS Level (D grade or higher).

This programme will build on and extend the work covered in Level 2. Students will work towards a mix of internal and external credits which may include performance, composition, musical analysis, research, aural skills and score reading.

**Total Credits: 24**                      4 External, 20 Internal

### 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 or AS Level.



# Outdoor Education

Head of Department: **James Reyburn**

BSc, PGCE

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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. 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 Education gives students the opportunity to participate in outdoor pursuits such as snorkelling, surfing, rafting, caving, camping and mountain biking.

**There is no Cambridge Pathway available for Outdoor Education**

## NCEA Pathway

### Outdoor Education - Level 3

Students will build on the personal and social development from Level 1 and 2. Student who take this course will participate in a wide range of Outdoor Adventure activities, including but not limited to: hiking, snowboarding/ skiing, rafting. Students will develop a critical lens around social issues surrounding outdoor activities. Topics covered in this course include:

- Risk management (scuba diving)
- Planning and implementing a journey
- Leadership in the outdoors
- Taking action to influence others
- Performance improvement.

Please note these credits are from the Physical Education domain.

**Total Credits: 20**

**20 Internal**



# Physical Education

Head of Department: **James Reyburn**

*BSc, PGCE*

[j.reyburn@kingscollege.school.nz](mailto:j.reyburn@kingscollege.school.nz)

Physical Education aims to develop lifelong enjoyment of physical activity. The focus is on movement and its contribution to the development of individuals and communities, with students learning in, through and about movement. The emphasis is on the wellbeing of the students themselves, of other people, and of society. Students are also given opportunities to develop personal and social responsibility. Physical Education and Outdoor Education courses are university approved and allow students to access a wide range of future study and careers.

**All students at King's College in Year 9 to Year 11 have a compulsory course in Physical Education. The following courses are options available in the dual qualification pathways.**

## Cambridge Pathway

### Physical Education - IGCSE

Students will develop their knowledge and understanding through a variety of theory and practical learning activities. This course has both internal coursework worth 60% of your overall grade and 40% is examination based at the end of the year.

The course is divided into five main areas:

- Factors affecting performance – students learn how concepts such as anatomy, physiology, psychology and skill acquisition impact performance.
- Health, safety and training – students a range of factors such as diet, injury and exercise and training.
- Reasons and opportunities for participation in physical activity – students learn how factors such as global events, media and access to sport impact participation.
- Practical performance – students choose four sports/activities that their performance is assessed in. This equates to 50% of their grade.
- Performance improvement plan – students analyse how physiological, psychological and social factors impact performance and how they can improve of strengths and weaknesses. This equates to 10% of their grade.

### Physical Education - AS Level

This advanced Physical Education course covers the first three of the six modules at senior level. Students will continue to develop their knowledge and understanding through a variety of theory and practical learning activities. This course has both internal coursework (30%) and an end of year examination (70%).

- Anatomy and Physiology provides in-depth study of the human body systems that are integral to physical performance.
- Skill acquisition develops an understanding of the factors that influence the learning of the variety of skills required for successful performance in sports.
- Contemporary Issues in Physical Education and Sport examines the societal issues within recreation, outdoor education, sport and physical education.



“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.”



## Physical Education – A Level

**Prerequisites:** Physical Education – AS Level (D grade or higher).

This second stage/final level course completes the two-year senior course. Students will continue to develop their knowledge and understanding through a variety of theory and practical learning activities. This course has both internal coursework (30%) and an end of year examination (70%).

- Exercise and Sports Physiology develops an understanding of the physiological changes to the body due to exercise, and specific training methods.
- Psychology of Sport examines the factors that influence the mind of an athlete and affect their sporting performance.
- The Modern Olympic Games tracks the rich history of the Games through to the issues facing future hosts and the modern Olympic Committee.

### 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.

## NCEA Pathway

### Physical Education – Level 1

Students develop knowledge, skills and an understanding of a range of different aspects of Physical Education. Students study both practical and theoretical aspects of Physical Education during classroom and practical lessons. This course covers:

- Bio physical principles: anatomy, biomechanics and exercise physiology.
- Performance improvement
- Strategies to improve performance
- Interpersonal skills
- Societal influences.

**Total Credits: 19**

**19 Internal**

### Physical Education – Level 2

The course is varied with an emphasis on combining practical and theoretical aspects of Physical Education. Level 2 requires students to evaluate and interrelate bio-physical and socio-cultural concepts to a range of physical and outdoor education activities. Other topics covered in this course include:

- Anatomy and biomechanics
- Principles of training
- Sports psychology
- Societal influences
- Risk management
- Performance improvement.

**Total Credits 23**

**23 Internal**

### Physical Education – Level 3

This course will involve time spent investigating physical activity in the school and how they are able to influence the participation of others. Students participating in this course will be required to critically evaluate bio physical and social cultural concepts and as they develop their personal points of views. Students will learn in, through and about movements. Other topics covered in this course include:

- Risk management (scuba diving)
- Evaluating physical activities experiences and devising strategies for lifelong participation
- Bio physical analysis
- Performance improvement programme
- Societal influences.

**Total Credits: 24**

**24 Internal**

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.

## Cambridge Pathway

### Physics - IGCSE

#### Introduction to Physics

This course 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
- Electromagnetism
- Atomic physics.

The course covers almost all the core areas of physics and applies the concepts to everyday experiences as much as possible.

This course may be studied at either the Core or Extended level. All students are taught the Extended Curriculum, but students may choose to sit either the Core or Extended level IGCSE examinations. **Students who sit the Core level will not be able to progress into Level 2 or AS Physics.** In both cases, there is a strong practical component and students will sit a practical examination.

### Physics - AS Level

**Prerequisites:** Physics - IGCSE (C grade or higher).

This course forms the second half of a two-year pre-university course. Topics studied include:

- Circular motion and gravitational fields
- Simple harmonic motion
- Electric fields and capacitance
- Electromagnetism
- Alternating current
- Charged particles
- Quantum physics
- 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 has a focus on problem solving which has wide ranging benefits for the students future.

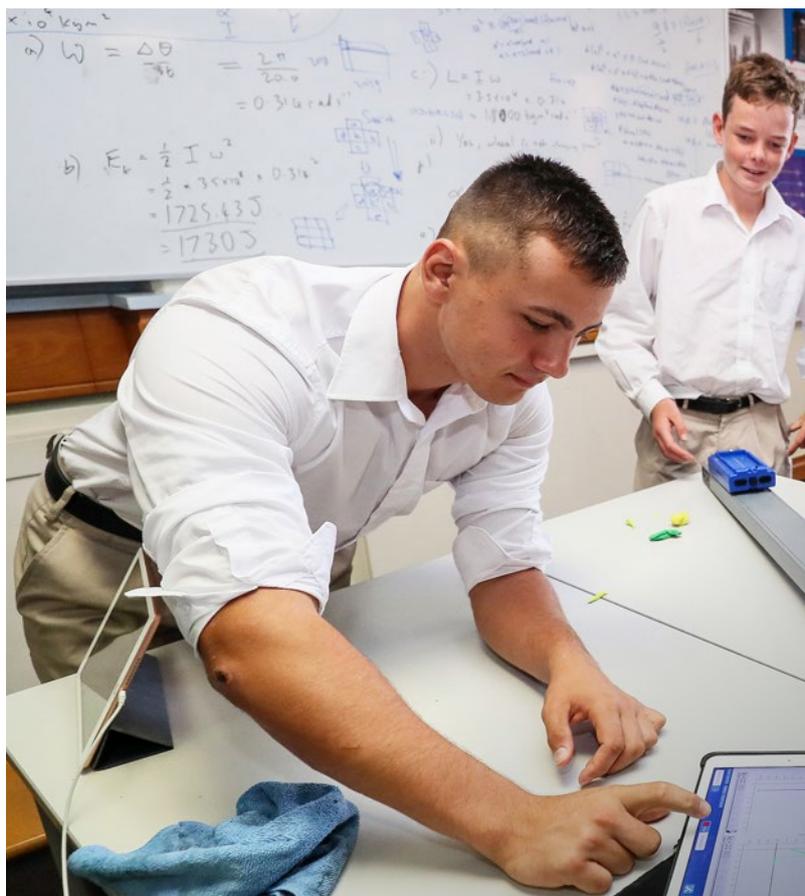
### Applied Physics - A Level

**Prerequisites:** Physics - AS Level (D grade or higher).

This course forms the second half of a two-year pre-university course. Topics studied include:

- Circular motion and gravitational fields
- Simple harmonic motion
- Electric fields and capacitance
- Electromagnetism
- Alternating current
- Charged particles
- Quantum physics
- 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.



## NCEA Pathway

### Physics - Level 2 Core Practical Physics

**Prerequisites:** Science - Level 1 (14 credits or more, including Mechanics) or Physics - IGCSE (C grade or higher).

This course 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 have a greater practical component. Topics studied include:

- Motion
- Forces and energy
- Waves
- Electricity and electromagnetism
- Atoms
- Radioactivity.

**Total Credits: 23**

**16 External, 7 Internal**

### Physics - Level 3 Practical Physics

**Prerequisites:** Physics - Level 2 (At least 14 credits with at least 10 credits from the external standards) or Physics - AS Level (D grade or higher).

This course 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
- 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.

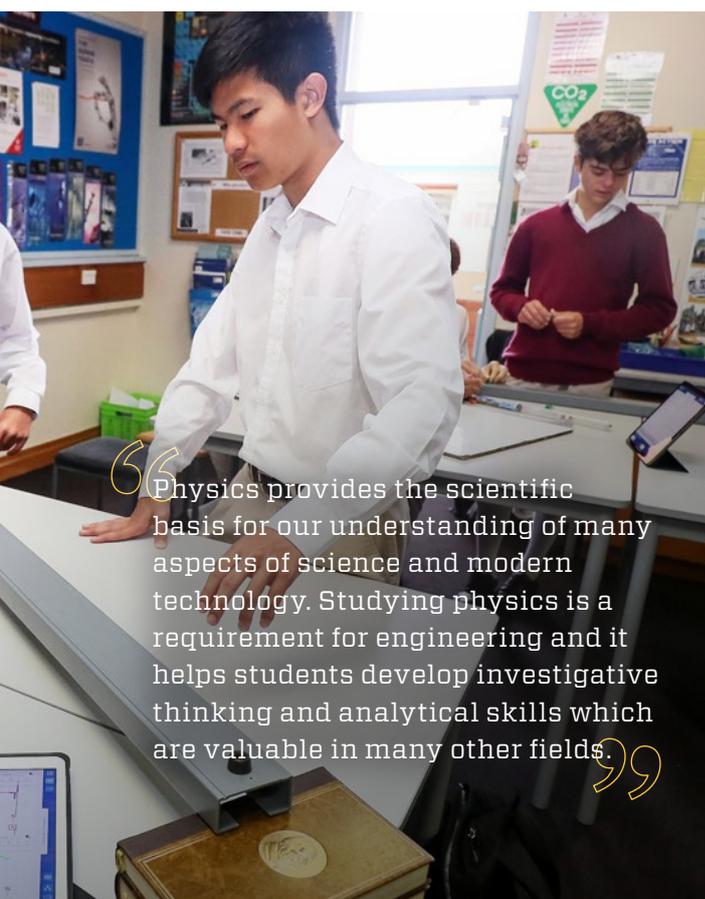
**Total Credits: 23**

**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.



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.

# Psychology

Teacher-in-Charge: **Mark Johnston**

Med (Hons), BBus.Ed (Hons)

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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. The study of psychology provides a strong foundation for future studies and career pathways in mental health, education, training, marketing, leadership, management, business, law and politics. Psychology helps students develop skills in critical thinking, scientific inquiry, research and writing.

**There is no NCEA Pathway available for Psychology.**

## Cambridge Pathway

**Psychology – AS Level**  
*– not offered in 2021*

**Psychology – A Level**

**Prerequisites:** Psychology – AS Level (D grade or higher).

Students at A Level study two of four areas. The two areas being offered are as follows:

### Psychology and consumer behaviour

- Physical environment
- Psychological environment
- Consumer decision-making
- The product
- Advertising.

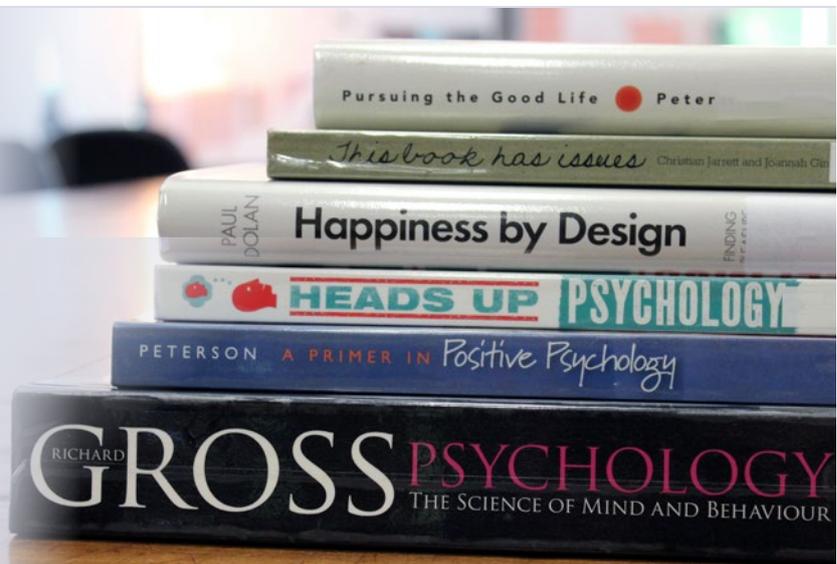
### Psychology and organisations

- Motivation to work
- Leadership and management
- Group behaviour in organisations
- Organisational work conditions
- Satisfaction at work.

Assessment for A Level includes two exam papers:

- 1) short-answer and structured essay questions and
- 2) structured essay.

“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*

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Science is the study of what the universe is made of and how the universe works. 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. Studying science can open up future study and career options including opportunities in as yet unknown areas of scientific study and industry.

**There is no Cambridge Pathway available for Science.**

For Cambridge, details can be found by looking at individual subject area descriptions, under Biology, Chemistry and Physics.

## NCEA Pathway

### Physical Sciences - Level 1 A General Science course based on Chemistry and Physics Achievement Standards.

This course offers two standards in Physics, and three in Chemistry, providing an option for students who do not want to specialise at Year 11, and includes investigations into real world science. Topics covered include:

- Physics of energy propagation by waves such as water and sound
- Investigation of chemical reactions – temperature, surface area, concentration
- Chemistry of carbon based molecules and basic reactions such as combustion
- Mechanics and the basic equations that describe and predict motion
- Chemistry of acids and bases – the pH scale and clarification of reactions involving common acids with alkaline metals.

**Total Credits: 20**

**16 External, 4 Internal**

Level 1 Biology can be studied as a stand-alone subject.

### Level 2 and 3

Students are advised to select specific courses in Biology or Chemistry or Physics.

Details can be found by looking at these individual subject areas descriptions.

### 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. It is only recommended for highly literate students that have completed Level 3 Physics, Chemistry, Biology and Geography subjects.



# Spanish

Head of Department: **Maria Lamberto**

*Licenciatura en Filosofía (Navarra), Certificado de Aptitud Pedagógica (Navarra), DipTchg (Auckland)*  
m.lamberto@kingscollege.school.nz

Every language has its own way of expressing meanings and holds intrinsic value and special significance for its users. In learning languages, students not only learn to communicate in an additional language, they also expand their world and open up a whole range of new possibilities. Learning Spanish provides a means of communicating with people from other cultures. Around the world Spanish is spoken by more than 500 million people, it is the official language of 21 countries and it is one of only six official languages of the United Nations. Spanish is also a 'Romance' language, which means it is of Latin origin and shares a similar grammatical structure to other Romance languages including Portuguese, French and Italian. Students who study Spanish will have an advantage when learning other languages and - particularly when paired with other studies such as business, law, trade, science, engineering, technology, tourism or politics - can unlock exciting international opportunities.

## Cambridge Pathway

### Spanish - IGCSE 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. Emphasis is given to getting the basics right and a mastery of the basic tenses and grammatical structures. 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.

At this level students will be able to:

- Conduct basic and more developed transactions in Spanish
- Talk about themselves and their families and a range of straight-forward topics
- Express opinions and, in this third year of study, move towards a more cognitive approach.

“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.”

### Spanish - AS Level Spanish Civilisation and Language

**Prerequisites:** Spanish - Level 1 ( 14 credits or more) or Spanish - IGCSE (C grade or higher).

This course moves beyond mere survival language with the focus on a deeper appreciation of the Spanish language. Grammatical understanding is also integral at this level. Individual reading is encouraged with the introduction of magazines and works of literature. Students will normally do Spanish - AS Level at the conclusion of Year 12 or may do Level 2 or Level 3. Within the context of the set topics:

- Students develop their ability to express opinions, argue for and against, summarise, adapt, present and discuss given materials
- The study of cultural aspects and differences is an important part of the course.

Essay topics are: Patters of daily life, Food and drink, Employment and unemployment, Social and economic development, Environment.

### Spanish - A Level Spanish Civilisation, Language and Literature

**Prerequisites:** Spanish - AS Level (D grade or higher).

This course is academically demanding but very rewarding - approximately half 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 2021 the set works are:

- *El amor en tiempos de cólera* by Gabriel García Márquez
- *Las ataduras* by Carmen Martín Gaité
- *La casa de los espíritus* by Isabel Allende.

For the language part of the course, within the context of the set topics, students develop further their ability to express opinions, argue for and against, summarise, adapt, present and discuss given materials

Essay topics are: Patters of daily life, Food and drink, Employment and unemployment, Social and economic development, and Environment.



## NCEA Pathway

### Spanish - Level 1

Level 1 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. 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 Level 2 Spanish. At this level students will be able to:

- Conduct basic and more developed transactions in Spanish
- Talk about themselves and their families and a range of straight-forward topics
- Express opinions and, in this third year of study, move towards a more cognitive approach.

Students will gain credits when they:

- Interact using spoken Spanish to communicate personal information, ideas and opinions in different situations
- Give a spoken presentation in Spanish that communicates a personal response
- Demonstrate understanding of a variety of Spanish texts on areas of most immediate relevance
- Write a variety of different texts in Spanish on areas of most immediate relevance.

**Total Credits: 19** **10 External, 9 Internal**

### Spanish - Level 2 Spanish Civilisation and Language

**Prerequisites:** Spanish - Level 1 (14 credits or more) or Spanish - IGCSE (C grade or higher).

Following on from Level 1, students will:

- Interact using spoken Spanish to share information and justify ideas and opinions
- Demonstrate understanding of a variety of written and/or visual Spanish text(s) on familiar matters
- Write a variety of texts in Spanish to convey information, ideas and opinions in genuine contexts.

This course develops topics introduced previously and introduces new ones.

**Total Credits: 19** **10 External, 9 Internal**

### Spanish - Level 3 Spanish Civilisation and Language

**Prerequisites:** Spanish - Level 2 (14 credits or more) or Spanish - AS Level (D grade or higher).

Students will maintain their progress in Spanish language and have the added benefit of deepening their cultural knowledge of the Spanish world through new texts and movies.

Following on from Level 2, students will:

- 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
- Interact clearly using spoken Spanish to explore and justify varied ideas and perspectives in different situations
- Demonstrate understanding of a variety of extended written and/or visual Spanish text(s) and write a variety of texts in clear Spanish to explore and justify varied ideas and perspectives.

**Total Credits: 19** **10 External, 9 Internal**

### 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.

The Scholarship examination involves multi-skill assessment instruments where:

- In Question One, candidates will listen to passages in French and then write text in Spanish about those passages.
- In Section Two, candidates read texts in Spanish and write responses in either English or Te Reo Māori.
- In Question Three, candidates will then be required to give a spoken response in Spanish of three to four minutes to a question related to either the listening passage(s), and/or the written text(s) from the first 2 questions.

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.

# 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.

**There is no Cambridge Pathway available for Te Reo Māori.**

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.

## 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 is 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.

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## NCEA Pathway

### Te Reo Māori – Level 1

**Prerequisites:** Te Reo Māori Language option at Year 9 and Year 10.

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 also learn how to describe, compare and contrast people, places and things.

**Total Credits: 24**

**12 External, 12 Internal**

### Te Reo Māori – Level 2

**Prerequisites:** Te Reo Māori – Level 1 (14 credits or more).

This course builds on the foundation provided by Level 1 with a focus on students developing the ability to:

- Communicate future plans
- Give and respond to advice, warnings and suggestions
- Express and respond to approval and disapproval, agreement and disagreement
- Give and respond to information and opinions.

Students also read about and recount actual or imagined events in the past.

**Total Credits: 24**

**12 External, 12 Internal**

### Te Reo Māori – Level 3

**Prerequisites:** Te Reo Māori – Level 2 (14 credits or more).

This course builds on the foundation provided by Level 2. The course content is similar to the Level 2 course but covers the material in more depth and requires a greater command of the language. Course content is focused on students demonstrating the ability to:

- Communicate future plans
- Give and respond to advice, warnings and suggestions
- Express and respond to approval and disapproval, agreement and disagreement
- Give and respond to information and opinions.

Students also read about and recount actual or imagined events in the past.

**Total Credits: 24**

**12 External, 12 Internal**

# Technology and Design

Head of Department: **Gary Burton**

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Technology is intervention by design to expand human possibilities. Almost every aspect of daily life – food, healthcare, transport, communications, entertainment, our work and home 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. Technology students learn to make informed choices about the use of technology, and to consider the impact of technological change on our world. Study technology gives students skills that can be used to bring about change in their own lives and communities at the national or international level and opens up a wealth of future career opportunities.

**Please note that all courses at Year 12 and Year 13 will require background in either Design, Technology or Visual Art, regardless of qualification of pathway.**

## Cambridge Pathway

### Design and Technology - IGCSE

At Year 11, this course gives a strong foundation for students to build on in their senior years, whether they choose a CIE or an NCEA pathway.

The students gain skills in three main areas:

- Designing products, including using CAD (Computer Aided Design)
- Design process including evaluation of products and outcomes
- Manufacturing processes including welding, lathe work, glasswork and fabric manipulation in the Roy Kelley Design Technology Centre.

This course gives all students the opportunity of taking IGCSE. This is a great lead-in to both Level 2 and AS/A Level Design and Technology, providing students with hands-on experience and a good base of knowledge of materials and processes.



## Technology – AS Level

**Prerequisites:** Design and Technology – IGCSE (C grade or higher) or Art – Level 1 (14 credits or more) or Art – IGCSE (C grade or higher).

This course provides an academic introduction to Product Design and also looks at:

- Aspects of spatial design where clients and site combine to create a unique solution
- Sketching, CAD and modelling allowing 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
- In-depth study of the nature design process, including examples of this in action throughout the history of design
- Theory of manufacturing techniques and materials technology, with students applying this knowledge in a practical situation
- Using the theory and drawing skills, each student will design and model a product of their choice.

## Architectural Design – A Level

**Prerequisites:** Technology – AS Level (D grade or higher).

This course follows on from Architectural/ Product Design – AS Level. Coursework including CAD contributes 40 per cent of the final grade. The end of year written examination counts for 60 per cent and is based on materials, technology and production methods of many different products, not just architecture, and includes a design exercise.

## Product Design – A Level

**Prerequisites:** Technology – AS Level (D grade or higher).

In this course students will:

- Develop their AS design into a real marketable product
- Cover all aspects of the process including identifying specific markets, costing and mass production
- Study manufacturing theory.

For those few students able to complete AS and A Levels in one year (by invitation only), there is the opportunity in the following year to join the 'Advanced Design Innovation' programme which is tailored to link straight into local and international university design courses.

## NCEA Pathway

### Architectural Design – Level 2

**Prerequisites:** Design and Technology – IGCSE (C grade or higher) or Art – Level 1 (14 credits or more) or Art – IGCSE (C grade or higher).

This course is for those students who have found an area of interest after sampling the wider Level 1 course in the previous year.

Students will:

- Develop their design thinking including taking historical references into account
- Progress visual communication skills with an emphasis on sketching and CAD
- Undertake one major spatial design project - looking at both external form and internal space - with associated modelling and oral presentation of work.

**Total Credits: 22**                      3 External, 19 Internal  
**Plus Optional Internal Credits**

### Product Design – Level 2

**Prerequisites:** Design and Technology – IGCSE (C grade or higher) or Art – Level 1 (14 credits or more) or Art – IGCSE (C grade or higher).

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:

- Investigate real problems with real clients
- Devise 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

### Architectural Design – Level 3

**Prerequisites:** Technology – AS Level (D grade or higher) or Architectural Design – Level 2 (14 credits or more), Product Design – Level 2 (14 credits or more), or Visual Art (Graphic Design, Painting or Photography) – Level 2 (14 credits or more).

This course is an extension of 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:

- Experiment with presentation techniques including sketching, CAD, photography and modelling
- Develop one final spatial design to exhibition standard.

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

### Scholarship – Design: Design Innovation

This course is designed to push students to become all round designers. Students will undertake a study of both CIE and NCEA at the highest level. They will produce a portfolio designed to gain them entry to top international university and well as home institutes. This course has proved invaluable to gaining entry into these institutions as well as giving the students an all-round design education. Ideally suited to students wanting to continue in the design field, it is also recommended for anyone wanting to study engineering.

### Product Design – Level 3

**Prerequisites:** Technology – AS Level (D grade or higher) or Architectural Design – Level 2 (14 credits or more), or Product Design – Level 2 (14 credits or more), or Visual Art (Graphic Design, Painting or Photography) – Level 2 (14 credits or more).

This course is intended to prepare students for tertiary education in a design field including Product Design, Industrial Design, Graphic Design, 3D Design and engineering subjects.

Students will:

- Learn to appreciate quality of design
- Learn the importance of thorough design processes, including research and development, to achieve an original end product
- Access suppliers both inside and outside the College
- Be exposed to the whole design process in an authentic way, and will be capable of excelling in all parts of the process.

The course can be adjusted to suit the preferred direction and interests of the individual student. Working in the class “group” allows students to observe the work of their peers and see the application of processes to different materials and in different contexts.

Students have the option of including a Visual Art component which involves the design of a corporate identity and logo to accompany their product.

**Total Credits: 24**                      4 External, 20 Internal

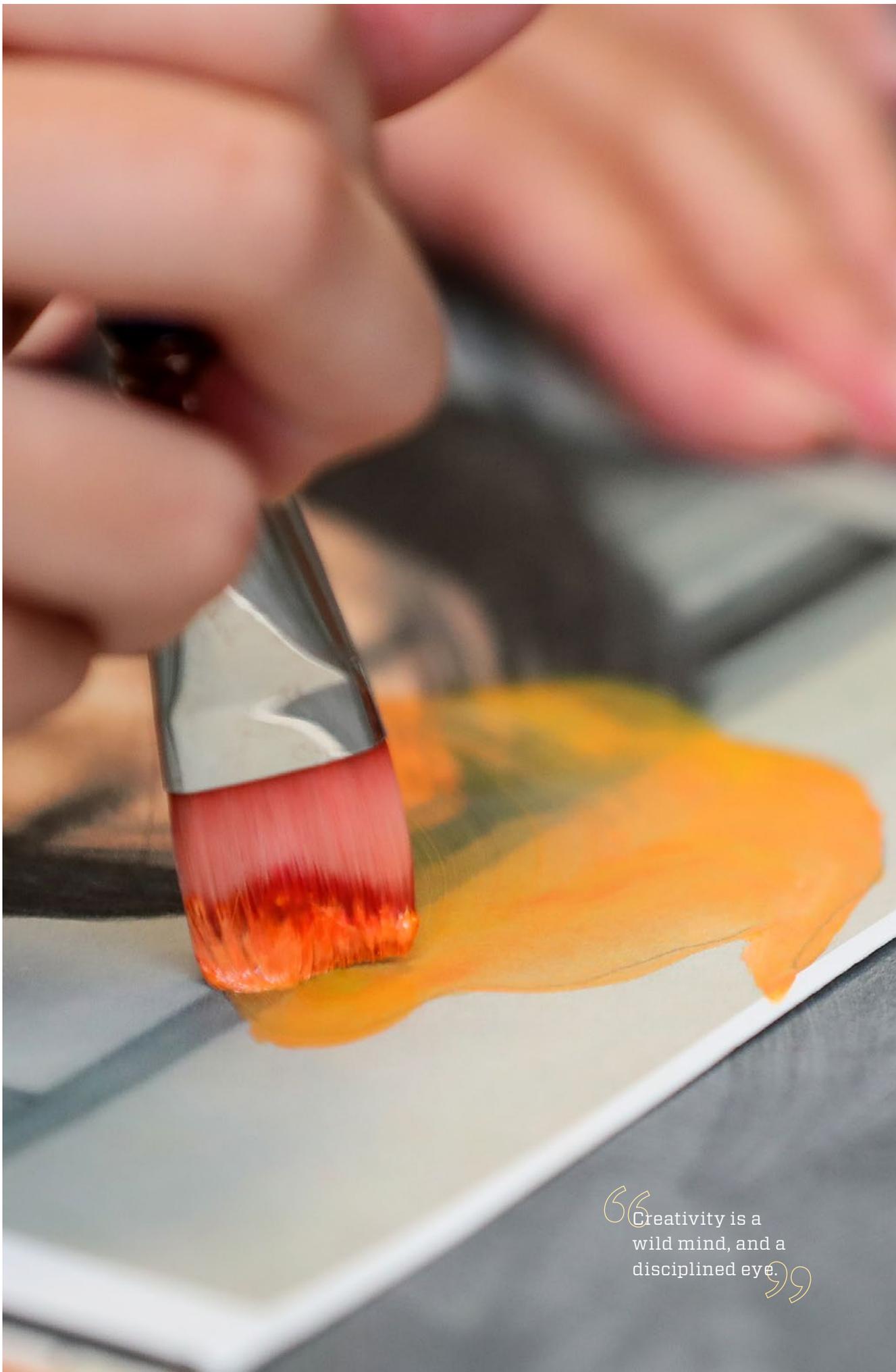
### Design/Build – Level 3

This course is offered to selected students that favour working with their hands and may have a desire to work in the many aspects of the construction industry. Where possible real clients are used and real build projects realised. Paperwork is required in manageable chunks around practical building. Design/models and scale constructional models are tied to the 18 internal credits that are on offer.

**Entry into this course is at the discretion of the HOD.**

**Total Credits: 18**                      18 Internal

66 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. 99



“Creativity is a  
wild mind, and a  
disciplined eye.”

# Visual Art and Design

Head of Department: **Jessie Chester**

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Almost everything we do in our day-to-day lives has a link to Visual Art and Design, either directly or indirectly. From the pillow we put our head on, to the Facebook account we update, from the brands we wear, to the billboards we see on our way to work or school, to the buildings we live and work in. Visual Art and Design improves academic achievement by helping students develop critical and creative thinking, analysis, synthesis, evaluation, and problem finding and solving skills. For example, medical schools have now realised the importance of Visual Art in training the clinical eye and mind by honing students' observational and pattern recognition skills. Art and design students have a unique advantage in today's competitive market with many graduate employers looking for people who are lateral thinkers and creative problem-solvers.

Te toi whakairo, ka ihiihi, ka wehiwehi, ka aweawe te ao katoa.

Artistic excellence makes the world sit up in wonder.



## Cambridge Pathway

### Art - IGCSE

This course appeals to learners who wish to explore practical work through a range of processes that include traditional media and processes in addition to new media and technologies. Students have a coursework portfolio 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 should apply.

**Students are required to have an iPad Pro and Apple Pencil for this course.**

### Art and Design (Multiple Media) - AS Level

**Prerequisites:** Art - Level 1 (12 or more credits) or Art - IGCSE (C grade or higher)

This course encourages learners to explore a range of processes and techniques appropriate to their chosen area of study. Students are encouraged to develop personal responses based on their knowledge, understanding and skills in diverse art or design areas. This course encompasses all areas of Visual Art and Design, and candidates may choose to focus on one or several of the following:

- Painting
- Drawing
- Photography
- Graphic Communication (Design)
- Typography
- Illustration (manual or digital)

The AS course is divided into 50% coursework and a 50% exam component, both externally assessed by Cambridge.

**Students focused on a painting outcome are required to have an iPad Pro and Apple Pencil. Those focused on a digital outcome, Design or Photography will need a MacBook Pro laptop, mouse or drawing tablet/iPad Pro and external hard drive.**

*The Adobe Creative Suite will be provided to enrolled students working in a digital medium.*

## Art (Painting) – A Level

**Prerequisites:** Art (Painting) – AS Level (D grade or higher).

This is a demanding course that builds on the skills and research of the AS course. Students are encouraged to develop personal responses based on their knowledge, understanding and skills in art and design.

Candidates may choose to focus on one or several of the following:

- Painting
- Experimental (assemblage/construction)
- Drawing
- Mixed media.

The A Level course is divided into a practical and written component, which is externally assessed by Cambridge.

**Students are required to have an iPad Pro and Apple Pencil for this course.**

## Art (Graphic Communication) – A Level

**Prerequisites:** Art (Graphic Communication) – AS Level (D grade or higher).

This is a demanding course that builds on the skills and research of the AS course. Students are encouraged to develop personal responses based on their knowledge, understanding and skills in art and design.

Candidates may choose to focus on one or several of the following:

- Illustration
- Packaging design
- Advertising
- Typography
- Printmaking
- Branding
- Signage.

The A Level course is divided into a practical and written component, which is externally assessed by Cambridge.

**Students are required to have an Apple MacBook Pro laptop, mouse or drawing tablet/iPad Pro and external hard drive for the Graphic Communication course.**

*The Adobe Creative Suite will be provided to enrolled design students.*

## Photography (Digital Media and Design) – A Level

**Prerequisites:** Photography (Digital Media and Design) – AS Level (D grade or higher).

This course is for candidates who want to explore a range of processes and techniques in digital media. The emphasis is on a personal response and the creative journey the student takes to fulfil a design brief. The subject content allows space for teaching and learning to be creative. The broad area of study is digital photography.

*The Adobe Creative Suite will be provided to enrolled photography students.*

**Students are required to have a digital SLR or mirrorless camera, Apple MacBook Pro laptop, mouse or drawing tablet/iPad Pro and external hard drive.**



## NCEA Pathway

### Visual Art – Level 1

Students follow a structured course that is primarily thematic and offers a diverse range of activities in three dimensions: painting, design and photography. 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 Pacific Art and an in-depth study of contemporary New Zealand artists. This course will prepare students for the Level 2 Visual Arts courses in painting, design and photography.

**Students are required to have an iPad Pro and Apple Pencil for this course.**

**Total Credits: 18**

**12 External, 6 Internal**

### Visual Art (Photography) – Level 2

**Art – Level 1 (12 credits or more) or Art – IGCSE (C grade or higher) is recommended.**

This course is a pre-requisite for Photography – Level 3 and covers the basic principles of the photographic process including:

- Camera skills
- Composition
- Image processing
- Photographic art theory.

Prospective students must be committed and 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.

*The Adobe Creative Suite will be provided to enrolled photography students.*

**Students are required to have a digital SLR or mirrorless camera, Apple MacBook Pro laptop, mouse or drawing tablet and external hard drive and. This course is available to both Year 12 and Year 13 students.**

**Total Credits: 20**

**12 External, 8 Internal**

### Visual Art (Painting) – Level 2

**Prerequisites: Art – Level 1 (12 credits or more) or Art – IGCSE (C grade or higher).**

This course builds on the skills and themes of the Level 1 Art course. Students will continue to develop their individual painting style while experimenting with varied mediums. Drawing is a large component of this course students must be confident in this area.

The topics covered are:

- Drawing
- Painting
- Printmaking
- Art theory.

**Students are required to have an iPad Pro and Apple Pencil for this course.**

**Total Credits: 20**

**12 External, 8 Internal**

### Visual Art (Graphic Design) – Level 2

**Art – Level 1 (12 credits or more) or Art – IGCSE (C grade or higher) is recommended.**

Students follow a structured course that offers a diverse range of research and design activities.

They will gain an understanding of contemporary designers and design movements while developing their own creative output in areas such as:

- Logo design
- Typography and layout
- Magazine and brochure design
- Posters
- Website layout.

Students complete a comprehensive two x A1 board portfolio, and good time management is essential.

*The Adobe Creative Suite will be provided to enrolled design students.*

**Students are required to have an Apple MacBook Pro laptop, mouse or drawing tablet/iPad Pro and Apple Pencil and external hard drive.**

**Total Credits: 20**

**12 External, 8 Internal**

### Visual Art (Photography) – Level 3

**Prerequisites:** Visual Art (Photography) – Level 2 (12 credits or more), or Art and Design (Photography) – AS Level (D grade or higher).

This is an advanced course for the committed and independent learner. 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 requirements for students undertaking this course.

*The Adobe Creative Suite will be provided to enrolled photography students.*

**Students are required to have a digital SLR or mirrorless camera, Apple MacBook Pro laptop, mouse or drawing tablet/iPad Pro and external hard drive.**

**Total Credits: 18**

**14 External, 4 Internal**

### Visual Art (Painting) – Level 3

**Prerequisites:** Visual Art (Painting) – Level 2 (12 credits or more) or Art and Design (Painting) – AS Level (D grade or higher).

This is a programme of work that builds on Painting – Level 2. Students generate, analyse and clarify ideas to show an understanding of processes, materials and techniques in a drawing study within painting. Students must show an extension of these qualities in their individual portfolios. Drawing is an essential skill requirement for students applying for this course.

**Students are required to have an iPad Pro and Apple Pencil for this course.**

**Total Credits: 22**

**14 External, 8 Internal**

### Visual Art (Graphic Design) – Level 3

**Prerequisites:** Visual Art (Graphic Design) – Level 2 (12 credits or more) or Art and Design (Diverse Media) – AS Level (D grade or higher).

This course is a structured programme of two dimensional design and follows on from the Design – Level 2 course. It covers most aspects of graphic design with students completing a comprehensive three x A1 board portfolio. Drawing and a basic working knowledge of Adobe Photoshop and Illustrator are essential skill requirements for students applying for this course.

*The Adobe Creative Suite will be provided to enrolled design students.*

**Students are required to have an Apple MacBook Pro laptop, iPad Pro and Apple Pencil and external hard drive.**

**Total Credits: 18**

**14 External, 4 Internal**

### Scholarship – Advanced Painting, Photography and Design

This course is offered to the most dedicated and skilled Level 3 visual art students. Candidates present a portfolio consisting of three A1-sized panels and an eight page A3 workbook. 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.

“Creativity can be considered as important as literacy and numeracy, innovation and creativity have become critical skills for achieving success in today’s world.”

# Contacts

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HE LIVED A LIFE  
OF SERVICE AND  
USED TO THE FULL  
THE GREAT TALENTS  
WITH WHICH HE  
WAS ENDOWED



CHARLES THOMAS  
MAJOR  
CBE DSO MA BSE  
1869 - 1938  
HEADMASTER  
SCHOLAR  
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