Courses of Study Guide **2025**

Senior School

Years 11, 12 and 13

KING'S
COLLEGE

Contents

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 the next page. 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 2025.

How to enrol in your 2025 Course of Study

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 are asked to select a reserve subject that could possibly be used as a replacement subject in this eventuality.

Course Enrolment Timeline 2024/2025	
July 2024	King's College Courses of Study Guide 2025 distributed
Friday 16 August	Subject Options Evening
Monday 12 – Friday 23 August	Subject selections submitted via online course enrolment
Friday 24 January 2025	Subject Change Request Day. Students to attend the College in person with a completed 2025 Subject/Course Change Request form. *Please take note of this date when planning holidays. Students are expected to attend in person.*

Read the Courses of Study Guide

Before making subject selections for 2025 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 16 August** 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 Academic 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 towards both pathways.

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

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 **Monday 12 –Friday 23 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 has 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 subjects leading towards AS Level 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 Literacy, it would be wise to discuss this move with the Year Level Academic Coordinator.

Requesting a subject change

Requests for a change of subject will be made in person by the student on **Friday 24 January 2025**. 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 2024 examination results must complete a 2025 Subject/Course Change Request form.

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

All Subject/Course Change Request forms must be brought to school in person by the student on **Friday 24 January 2025**. Subject changes may only be requested by students with parent approval and may be subject to HOD approval.

Progression of Subject Choice from Year 11 to Year 13

YEAR 11

- All students must select an English course and a Mathematics course plus four options.
- 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, but 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 set of NCEA or Cambridge subjects 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 plus four options.
- Academically able students may be allowed to take English plus five options upon application to the Deputy Head – Academic
- 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. NCEA students choose five options. Cambridge students choose four options but academically able students may be allowed to take five options upon application to the Deputy Head – Academic.
- 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.

Teaching and Learning at King's College

Providing "the best all-round 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-round 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.

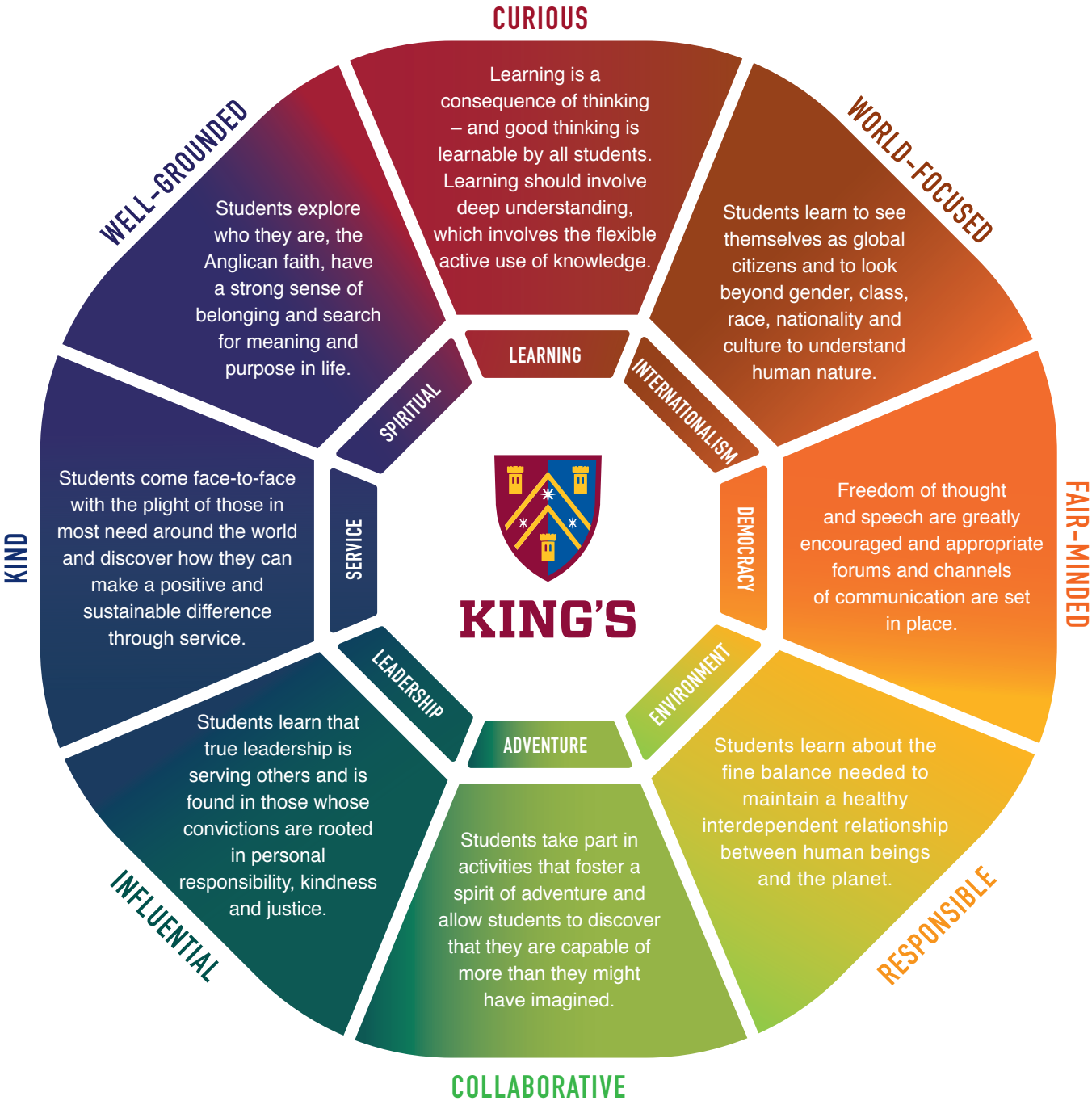
A positive environment

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."
>
> *Education Review Office Report*


CURIOUS
Learning is a consequence of thinking – and good thinking is learnable by all students. Learning should involve deep understanding, which involves the flexible active use of knowledge.
WORLD-FOCUSED
Students learn to see themselves as global citizens and to look beyond gender, class, race, nationality and culture to understand human nature.
FAIR-MINDED
Freedom of thought and speech are greatly encouraged and appropriate forums and channels of communication are set in place.
RESPONSIBLE
Students learn about the fine balance needed to maintain a healthy interdependent relationship between human beings and the planet.
COLLABORATIVE
Students take part in activities that foster a spirit of adventure and allow students to discover that they are capable of more than they might have imagined.
INFLUENTIAL
Students learn that true leadership is serving others and is found in those whose convictions are rooted in personal responsibility, kindness and justice.
KIND
Students come face-to-face with the plight of those in most need around the world and discover how they can make a positive and sustainable difference through service.
WELL-GROUNDED
Students explore who they are, the Anglican faith, have a strong sense of belonging and search for meaning and purpose in life.
LEARNING
INTERNATIONALISM
DEMOCRACY
ENVIRONMENT
ADVENTURE
LEADERSHIP
SERVICE
SPIRITUAL
KING'S

E-learning

At King's College we are using educational technologies and our e-learning programme 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 with which they need to spend more time, 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 multi- touch interactive books developed in-house by our subject departments.

Digital citizens

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

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

We 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.

Through our Ngā Tuāpapa programme, Year 9 and 10 students learn valuable skills that 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.

Technology requirements

The College has a lease programme for all new students in Years 9–12, providing each student with the most recent iPad Pro or Air, an Apple Pencil, an Apple Magic Bluetooth keyboard, a protective case and 24/7 Apple Care cover and support.

A three-year lease provisions Year 9 boys and Year 11 girls, and a two-year lease provisions new Year 10 and 12 boys and girls. Details of the lease programme will be sent to the parents of new students in Term 3.

Notwithstanding the lease programme, all students – from Year 9 to Year 13 – are required to use an iPad and Apple Pencil for their learning. We strongly recommend the 13" iPad Pro or Air and a keyboard. **Please note that a laptop is not an alternative device in our programme.**

All academic courses are accessible online, enabling students to keep up-to-date with their coursework at any time and from anywhere.

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 workplaces.

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.

The Learning Centre 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. • Preliminary screening for students with potential learning differences.
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.

Support available for students

Programmes

Special assessment conditions identification

Learning Centre classes Years 9-13

Subject-specific study support for senior students

Scholars' Common Room

- Academic scholarships
- Scholarship examinations
- Tertiary placement
  - Centre of Oxbridge
  - Scholastic aptitude tests (SAT)

Specialised

- Individual learning programme

Intervention

Numeracy

Literacy

Subject learning

In-house educational screening

Tuition

Tutor Services

- Study and test-taking strategies
- Mentoring of individual learning programmes
- Peer-to-Peer tutoring
- 1-1 or small group literacy and numeracy support

Services

Library

Counselling services

Careers Centre

Study Commons

> "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."

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.

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?

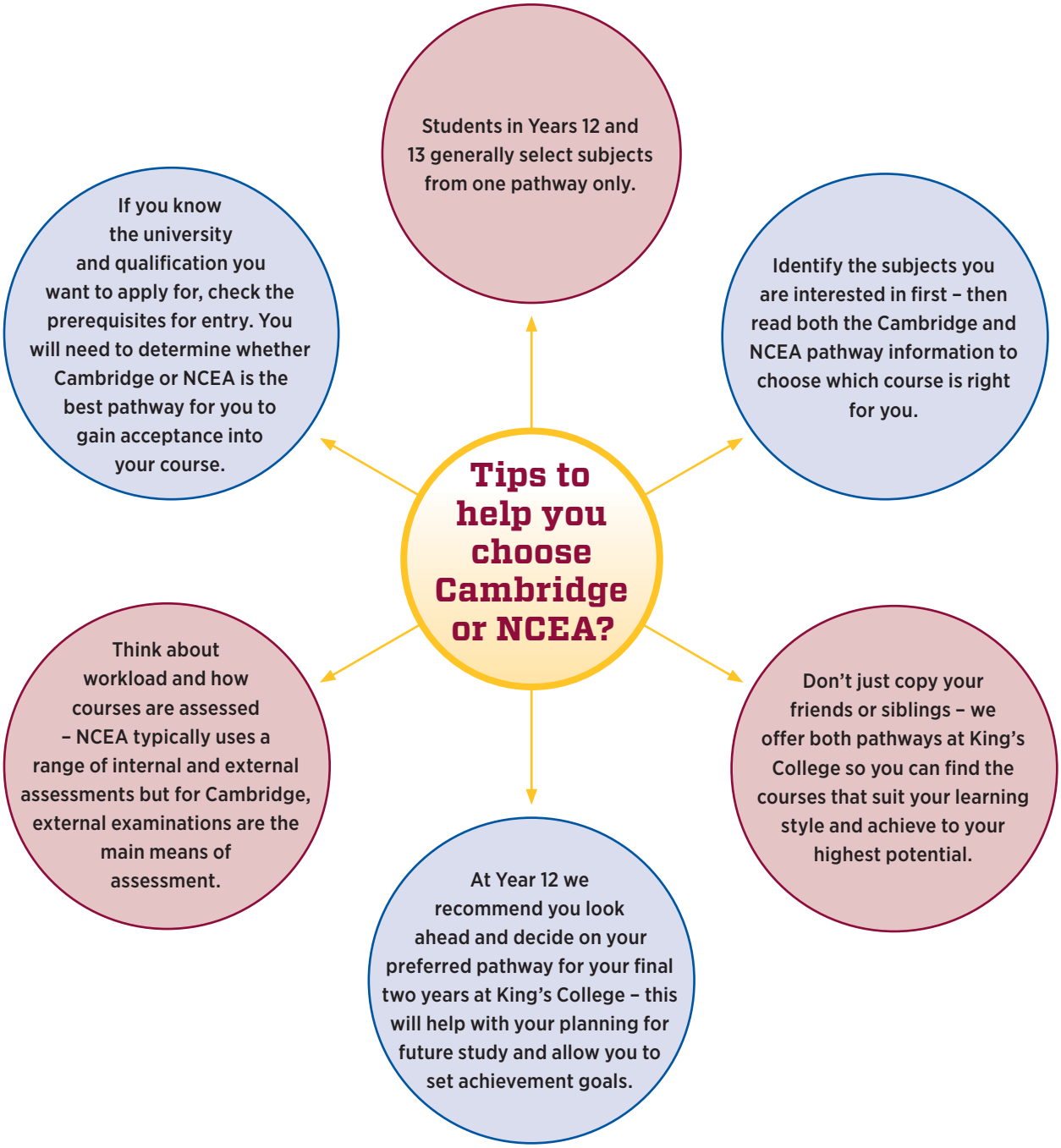
The key is to match your preference for assessment to the qualification path that you choose. Students should think about their Year 9 and Year 10 subject assessments to assist them in deciding which qualification pathway will suit them best – Cambridge assessment is through examination, NCEA assessment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

Pick a pathway for UE

Students 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."

Cambridge or NCEA?



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 AS and A Levels.

The College also offers a 'Pre-University' course in Further Mathematics. This course is considered to be a standard above A Level.

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.

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.

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?

For each NCEA Level 2 and 3 Certificate, the requirement is:

- 60 credits at a level or above.
- 10 credit literacy co-requisite required for any level*
- 10 credit numeracy co-requisite required for any level**

**The Literacy co-requisite in 2025 can be achieved either from 32403 (Reading) and 32405 (Writing) or 10 credits from a selected list of additional standards.*

***The numeracy co-requisite in 2025 can be achieved either from 32406 or 10 credits from a selected list of additional standards.*

Only NCEA Level 3 credits qualify students for tertiary entrance. 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 several achievement standards. For example, a Mathematics standard could be applying 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 certain number of credits. Students must achieve 60 credits at that Level to gain an NCEA certificate as well as 10 credits in Literacy and Numeracy.

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 access their external results by logging onto the NZQA secured website via their NZQA learner login. Once a year students can request an updated Record of Learning which is a cumulative record including the results from previous years.

Certificate 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'.

Subject Endorsement

Students may also attain a 'Merit' or 'Excellence' subject endorsement by gaining 14 credits, at least 3 credits being from externally assessed standards and 3 credits being from internally assessed standards, in a subject at either of these levels.

NCEA results overseas

The NCEA is New Zealand's national secondary school qualification and 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.

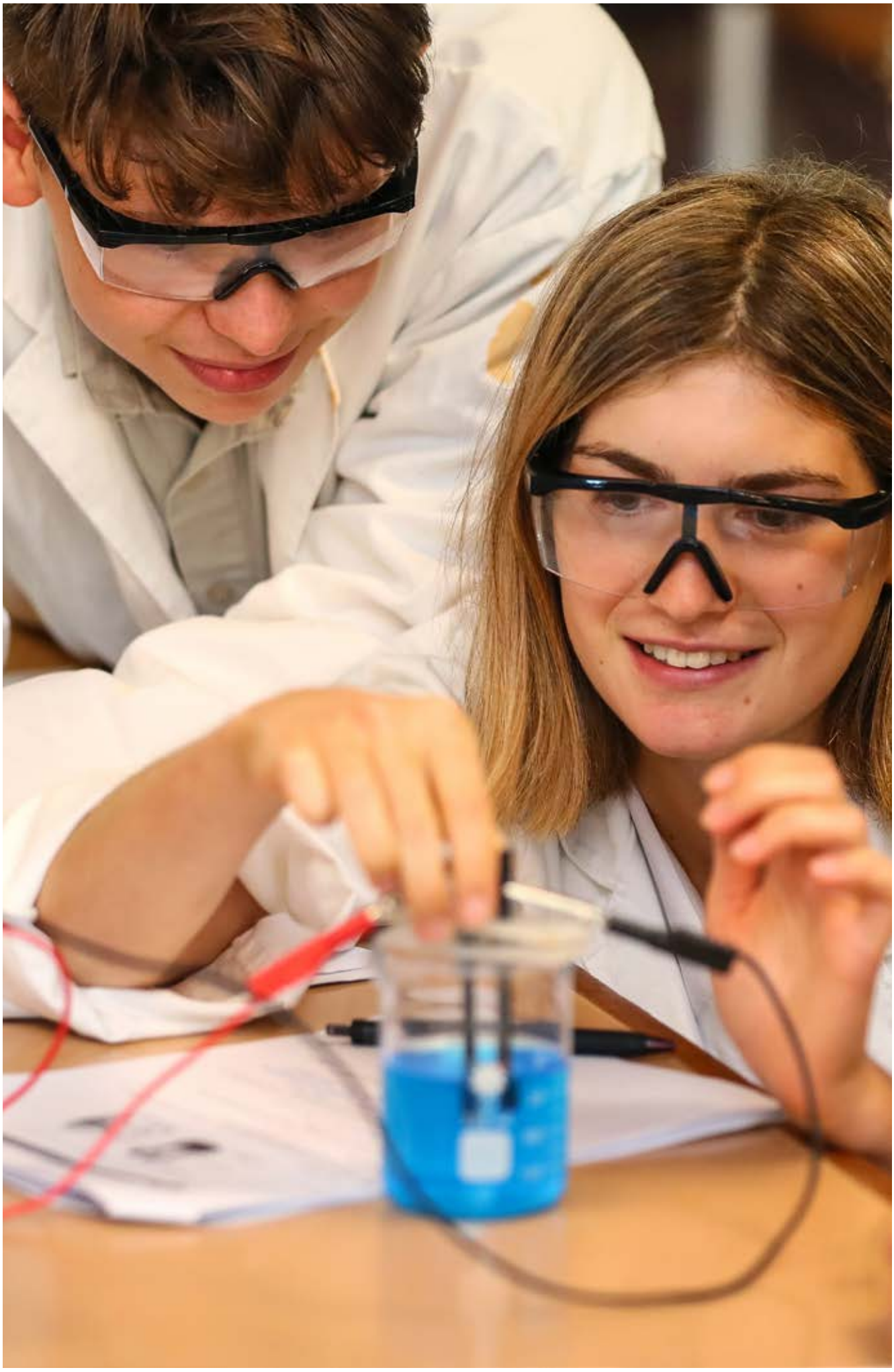
Students who attain their University Entrance through Cambridge may attain their Numeracy and Literacy through either Cambridge or NCEA. Students who attain their University Entrance through NCEA must attain their Numeracy and Literacy only through NCEA.

For educational reasons it is possible to enroll 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 by passing the co-requisite standards or in 2025 from a selected list of additional standards.

At Year 11, students should select their course of study first, rather than the qualification pathway.



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.

The University of Auckland requires 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'.**

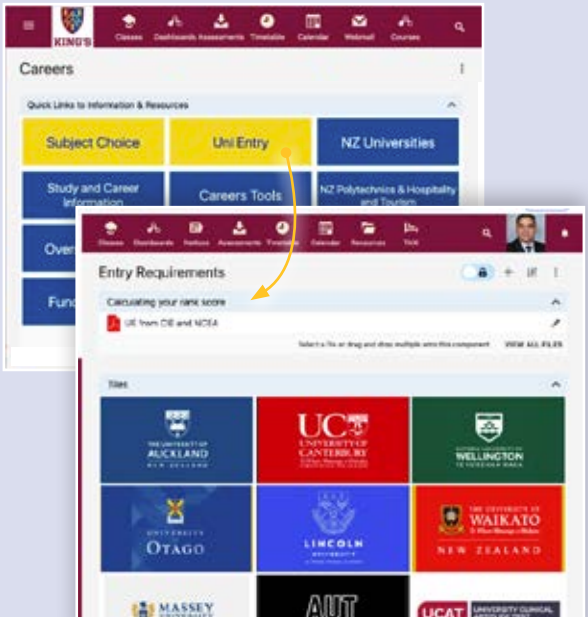
International students

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.kings.net.nz** 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**
- A minimum of 120 points on the UCAS Tariff at A Level or AS Level from the Cambridge approved list of subjects.

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.

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*
Rank Score					290

** 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.

Literacy

- 10 credits co-requisite requirement

AND

- 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 2 NCEA credits do not count for University Entrance points but do provide the Literacy requirements for tertiary entrance. Students planning to enroll in tertiary studies overseas should check the 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**.

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

Excellence	4 points
Merit	3 points
Achieved	2 points

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

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

*** Maximum 24 credits per subject. Any points above this limit are excluded.**
**** Not included as only best 80 credits used in calculation of rank score.**
***** Only five subjects are included in the calculation.**

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 Mathematics.

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 King's Careers Centre

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

Advice for parents on questions that they can ask, and on steps that they can take to help their son or daughter identify future study and career options is provided on the next page.

We also have some simple tips to help with subject selection – the most important piece of advice is to give yourself enough time to choose your subjects:

- Read this guide.
- Visit the Careers Section of Schoolbox for relevant information.
- Book in for a one-on-one careers consultation.
- Talk to family, friends and teachers about your career interests, skills, abilities and talents, and the options or pathways that fit with your strengths and interests.

When choosing your subjects make sure that you look ahead to your final year of school and consider the prerequisites that you will need for future tertiary study options.

Visit the Careers section in Schoolbox, and click on the Subject Choice tile to access helpful resources including:

A table of recommended and prerequisite subjects. You will find web links to detailed advice from all eight NZ universities.

The Overseas Study tile will lead you to good starting points for researching tertiary study in the United Kingdom, United States of America, Australia and a few other popular overseas study destinations.

This Courses of Study Guide includes information on how to gain university entrance for admission to universities and tertiary education organisations in New Zealand. We recommend that students and parents alike visit the websites of their universities of interest to research the specific entry requirements for admission, and prerequisites for the various degree programmes. This is especially critical for students applying to overseas universities including Australia.

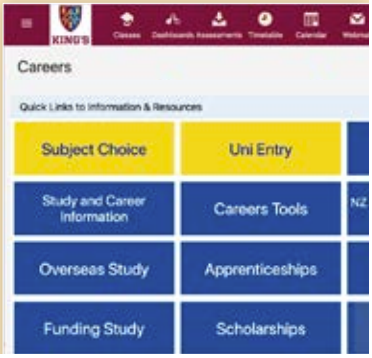
We hope that this information helps students to make informed, well-researched decisions about the subjects they can take now with a view to realising their future study and career aspirations in the future. We encourage all students at the College to proactively seek expert career advice and guidance from the highly experienced and knowledgeable staff located in King's Careers.

Nāku noa, nā

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.



Students considering overseas universities

Students considering overseas universities are advised to start researching this as soon as possible to ensure that they have the right subjects for entry requirements. Mrs Brook will run overseas information sessions in the last week of term 2, open to students from Years 9-12.

For more information, please visit the Careers page in Schoolbox or email a.brook@kingscollege.school.nz

"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."

Student Decision-making: How Parents can Help

Helping and supporting your son or daughter to make well-informed career and education decisions can feel like a heavy responsibility.

The best role that parents/guardians can play in their teenager's decision-making process is to be supportive, acting as a sounding board and advisor, allowing your son or daughter the time and space that they need to identify the options that are right for them.

Below are some recommended steps to work through with your son or daughter to help them identify study and career options that match their interests and strengths.

- **Ask your son/daughter open-ended questions that will help them to examine themselves building self-awareness. Focus on their interests**, things that they are good at, and their personal values relating to work, communities, and the world around them.
- **If your son/daughter is unsure about what career they might desire, ask them questions that will help them to define broad areas of interest**, such as helping people or scientific work. Encourage them to investigate multiple options within each field. Pursuing work or study in an area of interest is vital for maintaining the motivation and satisfaction that will help them get through tough times.
- **Discuss what your son/daughter needs or wants from their future career.** Attitudes to the need for money, security or self-development vary from person to person.
- **Try not to impose your own ideas, but rather help by asking questions that will them to clarify their issues.** For example, "This job does not have much physical activity in it, and yet you have said that it is important to you. How much will that really matter?"
- **Point your son/daughter towards reliable sources of information about careers** and to look at websites such as www.careers.govt.nz
- **Encourage your son or daughter to attend a careers meeting** (career development consultation) with King's Careers staff (Mr Apa or Ms Brook)
- **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 voluntary, part-time or holiday jobs, as well as from leisure and 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, consult with a career expert at school (Mr Apa, Careers Director or Ms Brook, Careers Consultant) as well as a conversation with one or more of their teachers.

Seven skills and abilities that parents can use to help their son or daughter to clarify their interests, and explore their options for future study and career

Listening Skills

Listen uncritically and patiently without rushing 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 types of work, between skills and jobs, and between interests and occupations.

Assessment Ability

Assist your son/daughter to gather and assess the information that 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

port 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

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.
- Above all else, encourage your son/daughter in all aspects of their lives – school, home, hobbies, sport and part-time or summer employment. The greatest gift that you can give them is a belief in themselves.
- No career decision is final or fatal! It is okay not to know! There can be more than one pathway to the same destination. A career is a journey, not a destination, so let's enjoy the trip!

How to select your subjects

Tips to help you select your subjects

Set aside enough time

Give yourself plenty of time to select your subjects and use this Guide.

Ask for help

your teachers, ask your parents and family. Discuss your subject strengths and what you enjoy and ask them to share their ideas on subjects and career pathways.

Think about what you enjoy

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

Look ahead – check prerequisites

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

Pick a mix of subjects

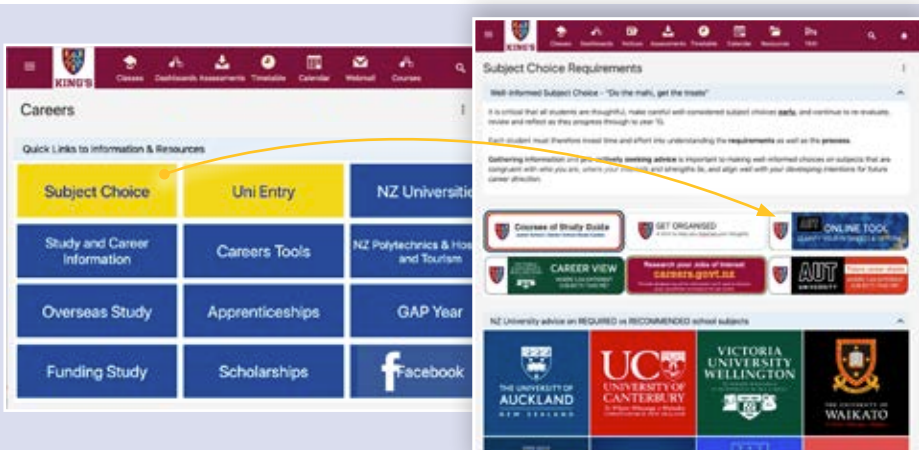
Even if mathematics is your passion, try to choose at least one or two subjects from another area of study such as the arts or humanities – many competitive university programmes are looking for a breadth of interests in their candidates.

Challenge your assumptions

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

For more advice on selecting your subjects

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



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.

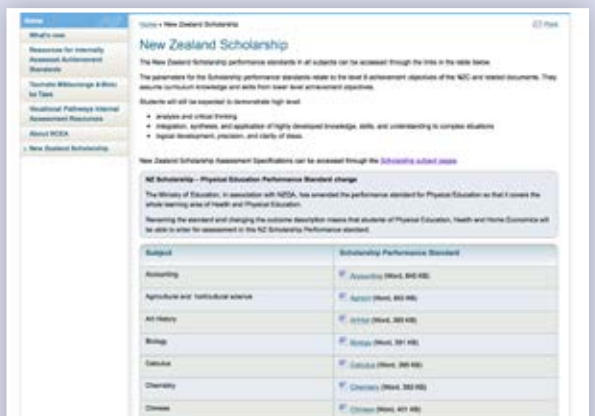
The examination level is beyond A Level Cambridge or Level 3 NCEA and is therefore suited to the most able academic students at the College. There is an expectation that the College's top students will take up this academic challenge.

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



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 2025 Course of Study' on page 5 of this booklet.

How many subjects do I enrol in?

Year 11	6 Subjects	English, Maths + 4 options
Year 12	5 Subjects	English + 4 options
Year 13	**Cambridge:** 4 or 5 Subjects **NCEA:** 5 Subjects	

Senior School subject and pathway options

Subject and pathway options available in 2025

Note: **(P)** = Prerequisites required to take course.

		Year 11 towards:			CAMBRIDGE		NCEA	
Subject Name	**Page**	**Cambridge AS**	**NCEA Level 2**	**Both AS/Level 2**	**AS**	**A**	**Level 2**	**Level 3**
Accounting	32	✓	✓		✓ (P)	✓ (P)	✓ (P)	✓ (P)
Art History	34						✓	✓
Biology	36	✓	✓		✓ (P)	✓ (P)	✓ (P)	✓ (P)
Business Studies	38			✓	✓	✓ (P)	✓ (P)	✓ (P)
Chemistry	40			✓	✓ (P)	✓ (P)	✓ (P)	✓ (P)
Classical Studies	42			✓	✓	✓ (P)	✓	✓
Computer Science and Digital Technology	44			✓	✓ (P)	✓ (P)	✓	✓
Dance	46		✓				✓	✓
Drama	47			✓	✓		✓	✓
Economics	49			✓	✓	✓ (P)	✓	✓
English	51	✓	✓		✓ (P)	✓ (P)	✓	✓ (P)
French	54			✓ (P)	✓ (P)	✓ (P)	✓ (P)	✓ (P)
Geography	56	✓	✓		✓	✓ (P)	✓	✓
History	58			✓	✓ (P)	✓ (P)	✓ (P)	✓ (P)
Latin	60			✓ (P)	✓ (P)	✓ (P)	✓	✓
Marine Science	62	✓			✓			
Mathematics and Statistics	64	✓	✓		✓ (P)	✓ (P)	✓ (P)	✓ (P)
Media Studies	67			✓	✓ (P)	✓ (P)	✓ (P)	✓ (P)
Music	70	✓	✓		✓ (P)	✓ (P)	✓ (P)	✓ (P)
Outdoor Education	72							✓
Physical Education	73	✓	✓		✓		✓	✓
Physics	75			✓	✓ (P)	✓ (P)	✓ (P)	✓ (P)
Psychology	77				✓			
Religious Studies	78			✓	✓		✓	✓
Spanish	81			✓ (P)	✓ (P)	✓ (P)	✓ (P)	✓ (P)
Te Reo Māori	83			✓ (P)			✓ (P)	✓ (P)
Technology and Design	84			✓	✓ (P)	✓ (P)	✓ (P)	✓ (P)
Visual Arts	88			✓	✓ (P)	✓ (P)	✓ (P)	✓ (P)

Accounting

Head of Department: **Sharon Lofroth**
BBS (Massey), DipTchg
s.lofroth@kingscollege.school.nz

Accounting gives students the tools and skills to shift from the bigger picture to the smaller detail across every aspect of business. Students who are inquisitive thinkers and difference makers will make real life financial decisions in a constantly changing and uncertain world. Skills such as problem-solving, negotiation and analytical thinking will help get you ahead in any commerce career.

Accounting gives students the building blocks of how business operates. 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 are highly valued in university graduates.

Accounting is about making a real impact in business and will open the door to just about any industry in careers such as a Cybersecurity analyst, Climate Change warrior, Financial Sleuth in Auditing, Crime fighter in Forensics, Business Advisor, Entrepreneur, Management Consultant to name just a few.

> "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."

Year 11

Year 11 Accounting towards **NCEA** Level 2

This course 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:

- Application of accounting concepts
- Processing of financial information
- Preparation and interpretation of financial statements
- Preparation of financial information for community organisations

Year 11 Accounting towards **CIE** AS Level

This course provides an understanding of accounting terminology, principles, processes and financial reporting for individuals, businesses and community organisations. The course covers:

- The fundamentals of accounting
- Sources and recording of financial information
- Verification of accounting records
- Accounting procedures
- Preparation of Financial Statements
- Analysis and Interpretation of financial information
- Accounting Principles and policies

> 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.

Cambridge Pathway

Accounting – AS Level

Prerequisites: Accounting – IGCSE (C grade or higher). Entry into this course is at the HOD discretion if no previous knowledge.

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

- Recording business transactions
- Reconciliation and verification
- Financial statements of sole traders and year-end adjustments
- Analysis and communication of accounting information
- Marginal and absorption costing
- Break-even analysis and job costing
- Partnerships (formation and end of year financial statements)
- Companies (issue of shares and debentures).

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:

- Partnerships (revaluation and dissolution)
- International Accounting Standards - Companies
- Business purchase
- Cashflows
- Standard costing
- Activity-based costing
- Budgeting
- Investment appraisal.

NCEA Pathway

Accounting – Level 2

Prerequisites: Accounting – IGCSE (C grade or higher); OR students with IGCSE Business Studies or Economics (C grade or higher); OR no previous knowledge may gain entry at the HOD discretion.

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

It would be beneficial if students have access to a laptop during Term 2 for the preparation and completion of the internal assessment using an accounting software package.

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

It would be beneficial if students have access to a laptop for completing all internal assessments.

Total Credits: 22	**9 External, 13 Internal**

Art History

Head of Department: **David Parr**
DipFA, DipTchg
d.parr@kingscollege.school.nz

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."

NCEA Pathway

Art History – Level 2
Aspects of Gothic Art (c. 1120–1420)

Aspects of Gothic Art concerns a period in which Italian and French art were transitioning from the medieval world into the Renaissance: Gothic art begins in France but spreads rapidly through Western Europe, becoming known as International Gothic. At the same time, the influence of Byzantine art from the East can be felt in Italy: these two styles are assimilated into Italian culture where naturalism and the revival of its classical past begin the Early Renaissance. You will learn:

- How to identify and analyse different art styles
- To interpret meaning in art works (iconography)
- To understand the contexts in which and for which art works are created
- To understand the media, techniques and processes used in creating artworks
- To research an art history topic
- To demonstrate understanding of artworks in relation to their physical environments.

Total Credits: 20 12 External, 8 Internal

Art History – Level 3
Early Renaissance (c. 1300–1470s)

The Early Renaissance follows on from the Level 2 course (indeed there is some overlap in the fourteenth century). The influence of a classical revival called Humanism sees a move away from the artificial conventions of the International Gothic and Byzantine styles to a new naturalism combined with scientific inquiry and understanding. You will learn:

- How to identify and analyse different art styles
- To interpret meaning in art works (iconography)
- To understand the contexts in which and for which art works are created
- 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.

Total Credits: 20 12 External, 8 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

Head of Department: **Ronel Barlow**
r.barlow@kingscollege.school.nz

The study of biology is crucial because it helps us understand the living world and the processes that govern life. It provides insights into the structure, function, growth, origin, evolution, and distribution of living organisms. Biology is foundational to advancements in medicine, environmental conservation, and biotechnology. By studying biology, we gain the knowledge to address global challenges such as disease, climate change, and biodiversity loss, ultimately improving health, sustainability, and the quality of life for all living beings.

Year 11

Year 11 Biology towards **CIE** AS Level

This unique course has been specifically designed to increase our students' enjoyment and to prepare them for the full A Level Biology course, which is composed of AS Biology in Year 12 and A2 Biology in Year 13. This course perfectly blends theoretical concepts with practical application and develops core scientific skills and competencies. The broad range of topics lend themselves to interesting hands-on activities as well as rigorous preparation for progression into Year 12 AS Biology or NCEA Level 2 Biology.

Topics

- Cells and specialised cells (includes viruses and bacteria)
- Transport in cells (diffusion, osmosis, active transport)
- Biological molecules (includes DNA)
- Enzymes (includes specific digestive enzymes)
- Cardiovascular system
- Photosynthesis & leaves
- Transport in plants
- Disease (eg cholera), immunity & vaccination, antibiotics
- Gas exchange
- Respiration
- Excretion in humans (kidney function)
- Coordination: nervous system, eyes, hormones
- Inheritance: DNA, protein synthesis, mitosis, meiosis, monohybrid crosses with and without dominance
- Biotechnology & gene tech - industrial processes eg fermentation of mycoprotein

Assessment and examination questions and formats are based on past CAIE examination questions. There is no **external** Cambridge exam at the end of Year 11. However, passing the in-house, end-of-year examinations with a minimum of a C grade, is prerequisite to continuing with the subject in Year 12.

Year 11 Biology towards **NCEA** Level 2

Dive into the fascinating world of biology with our Year 11 Biology course. This comprehensive program covers essential topics including microbiology, the digestive system, enzymes, genetic variation, and the life cycle of a flowering plant. Designed to provide a strong base of knowledge, this course prepares students for the more advanced Year 12 Level Biology curriculum. Whether you're intrigued by the microscopic world of microbes, the complex processes of digestion, or the genetic diversity that shapes life on Earth, this course offers a rich and engaging learning experience. Topic covered include:

- Mammals as a consumer
- Practical investigation - Enzymes
- Genetic Variation
- Microorganism
- Flowering plants

Cambridge Pathway

Year 12 Biology – AS Level

Prerequisites: Biology – IGCSE (C grade or higher).

Year 12 Cambridge AS Biology Course offers a rigorous program building on foundational knowledge, enhancing your understanding of key biological principles and preparing you for A-level Biology. Dive deep into the structure and function of cells, explore the dynamic roles of enzymes, unravel the complexities of DNA and genetics, and gain a thorough understanding of the cardiovascular system. You'll also study the essential processes of gas exchange and respiration. This course not only covers critical content but also hones the analytical and practical skills necessary for success in advanced biology studies. Join us to further your journey in the fascinating world of biology.

The following topics are studied:

- Cell structure
- Biological molecules
- Enzymes
- Cell membranes and transport
- The mitotic cell cycle
- Nucleic acids and protein synthesis
- Transport in plants
- Transport in mammals
- Gas exchange
- Infectious diseases
- Immunity

All students sit the following three papers at the end of the year: Paper 1 (Multiple Choice), Paper 2 (Structured Questions) and Paper 3 (Practical).

> The thing that makes science thrilling is that moment of discovery, where you see something that no one has seen before.
>
> *– Jennifer Doudna, co-discoverer and developer of the CRISPR gene sequencing tool.*

NCEA Pathway

Biology – Level 2

Prerequisites: Biology – IGCSE (C grade or higher). IGCSE Marine Science (C grade or higher).

Level 2 Biology is a future-focused course through which the teaching of topics is done using new and exciting contexts. Students are introduced to misinformation and how to address it, as well as taking a detailed tour of eukaryotic cells. This course is robust and covers some frontier biology appearing throughout the media, easily preparing learners for a world in which a comprehensive biology knowledge will benefit them.

Topics covered:

- Life processes at the cellular level (4 credits)
- Investigating biological validity (3 credits)
- Practical investigation (4 credits)
- Gene Expression (4 credits)
- Speciation (4 credits)

Total Credits: 19	**12 External, 7 Internal**

Biology – Level 3

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. The course covers the captivating world of life sciences, exploring human evolution, genetic transfer, homeostasis, and the remarkable responses of plants and animals. Students also get to uncover the secrets of our origins, understand the mechanisms of heredity, and discover how organisms maintain balance and interact with their environments. Through hands-on experiments and dynamic discussions, this course offers a profound appreciation of the living world. Join us in unlocking the mysteries of life and embark on a journey that will ignite your passion for biology.

Topics covered are:

- Human Evolution (4 credits)
- Genetic transfer (3 credits)
- Homeostasis (3 credits)
- Plant and animal responses (5 credits)

Total Credits: 15	**9 External, 6 Internal**

Biology – A Level

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

You've made it this far! Welcome to the A2 Biology Course! Designed for students passionate about biology and genetics, this advanced program delves into intricate topics such as Respiration and Photosynthesis, Homeostasis, Coordination, Inherited Change, Classification, and more. Our comprehensive curriculum challenges you to explore the mechanisms of life at a deeper level, fostering rigorous study habits and enhancing your analytical skills. Ideal for those aiming to excel in biological sciences, this course provides a thorough understanding of complex biological processes and prepares you for higher education and research in the field. Join us to fuel your passion for biology and achieve academic excellence.

Topics

- Respiration
- Homeostasis
- Coordination
- Inherited change
- Selection & evolution
- Biodiversity, classification and conservation
- Photosynthesis
- Genetic technology

Business Studies

Head of Department: **Sharon Lofroth**
BBS (Massey), DipTchg
s.lofroth@kingscollege.school.nz

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

Year 11

Year 11 Business towards **NCEA** Level 2 and **CIE** AS Level

At this introductory level of Business, students will cover an array of business topics. Students will be immersed in business and skills required for successful entrepreneurship. Lessons will incorporate both individual and group work projects. To be successful students are expected to have sound literacy and numeracy skills.

Topics covered include:

- Business structure and formation
- Human Resource
- Entrepreneurship
- Marketing
- Business finance
- External influences on business

> 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.

Cambridge Pathway

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
- Introduction s to Marketing, Human Resources and Operations Management
- Application of Finance concepts to business
- Evaluation of business decisions 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 the emphasis on outcomes develops a student's ability to analyse and evaluate business decisions in context. The focus is on decision-making for strategic management across all functions of business. Students will extend the concepts previously learned in AS Business and investigate new issues in each of these areas:

- Business and its environment
- Human Resources Management
- Marketing
- Operations and project management
- Finance and accounting

NCEA Pathway

Business Studies – Level 2

Prerequisites: Business IGCSE (C grade or higher).

Students who do not meet the above prerequisite may gain entry if they have IGCSE Accounting or Economics (C grade or higher) with approval from HOD.

Note: If a student has used Accounting or Economics already as a prerequisite for an Accounting or Economics course, it cannot also be used as a prerequisite for Business Studies.

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
- 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 may require an interview with Teacher-in-charge.

Total Credits: 20	8 External, 12 Internal

Business Studies – Level 3

Prerequisites: Business Level 2 (14 credits or more) or AS Business (D grade or higher).

Students who do not meet the above prerequisite may gain entry if have Level 2 Accounting or Economics (14 credits or more) or AS Accounting or Economics (D grade or higher) with approval from HOD.

Note: If a student has used Accounting or Economics already as a prerequisite for an Accounting or Economics course, it cannot also be used as a prerequisite for Business Studies.

The external standard in this course focuses on issues impacting businesses 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 and 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 may require an interview with Teacher-in-charge.

Total Credits: 19	4 External, 15 Internal

Chemistry

Head of Department: **Ajaz Haq**
BSc (Hons)
a.haq@kingscollege.school.nz

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.

Year 11

Year 11 Chemistry towards **NCEA** Level 2 and **CIE** AS Level

This course recaps and then builds upon the material covered in Year 9 and Year 10, providing a solid foundation for further study. The topics covered throughout the year encompass all four Chemistry disciplines:

- **Inorganic Chemistry:** the study of inorganic compounds and their properties
- **Organic Chemistry:** the study of organic compounds and their properties
- **Physical Chemistry:** the study of the physical properties and behavior of matter at the molecular and atomic level
- **Analytical Chemistry:** the study of the analysis and identification of the chemical composition of substances.

Assessments will involve regular topic test and a comprehensive examination at the end of the course. Students will also have the opportunity to research an environmental issue, which will be presented as a written report.

This is a rigorous course preparing all students for either pathway (CIE AS Chemistry or NCEA Level 2 Chemistry) in the Year 12 Chemistry courses, providing a comprehensive understanding of chemical principles and practices.

Cambridge Pathway

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
- Acids. Bases. Titration curves
- Inorganic chemistry
- Infrared spectroscopy
- Mass Spectroscopy.

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

"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."

NCEA Pathway

Chemistry – Level 2
General Chemistry

Prerequisites: 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
- Two internal Achievement Standards: Quantitative analysis and Redox Chemistry.

Total Credits: 20 13 External, 7 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

"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: **Lauren Lethbridge**
BA (Hons), GradDipTchg (Secondary)
l.lethbridge@kingscollege.school.nz

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, advanced research and reporting skills which are all important in a wide range of further study and employment pathways.

Students of Classical Studies develop a passion and curiosity for the ancient world, giving them a point of difference among their peers. They are also well-prepared for any further study or career path where they need to be able to read, think, write or argue. Many of our recent graduates are extremely grateful for their experiences in their Classics classes; as well as being their favourite subject, they also find it is hugely beneficial to wherever they end up after King's.

Year 11

Year 11 Classical Studies towards **NCEA** Level 2 and **CIE** AS Level

Myths, Masterpieces and Murders

This course is an introduction to Ancient Greek and Roman mythology, history, art and architecture. Students will gain a deeper understanding of classical culture through a range of fascinating topics:

- Comparative mythology: Greek and Māori creation stories
- Heroes and heroism through Greek art and literature
- Athenian architecture and its influence on modern New Zealand
- Murder and Ancient Rome: societal values as shown through criminology
- Julius Caesar's life and achievements

This course will give students the opportunity to develop skills and knowledge required for success in both Cambridge and NCEA Classical Studies, with topics allowing them to sample both styles of assessment. Students who are considering taking Classical Studies at Year 12, especially in the Cambridge pathway, are strongly encouraged to select this subject at Year 11.

> "Classical Studies is an amazing subject. I learn a lot of new things whenever I walk into the classroom and always feel the need to ask questions due to how interesting the topics are."

> Classical Studies has been really useful in terms of learning how to be critical of the source material and secondary academia, and aware of biases and different world views. While those skills are part of many humanities subjects, I've learned it best through Classics because the material is so interesting! The influence of the ancient world is everywhere, so it's also useful to most other subject areas.

Cambridge Pathway

Classical Studies – AS Level
Alexander and Aeneas

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.

Topics include:

- Alexander the Great: his family, military achievements, administration and ideologies, as well as his legacy on the Hellenistic world.
- Virgil's *Aeneid*: a study of selected books of Rome's most famous epic poem, with a particular focus on characterisation, the religious, cultural and social values portrayed in the text, and the historical and political context of when it was written.

Classical Studies – A Level
Epics and Empire

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:

- Homeric Epic: a critical reading of both the *Iliad* and the *Odyssey*, looking at key literary techniques, themes and characterisation.
- Emperors and Subjects: Roman society and history under the reigns of Claudius, Nero, Domitian and Trajan.

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

NCEA Pathway

Classical Studies – Level 2
Classical Athens

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

Topics include:

- Athenian social life (family, daily life, education, entertainment, religion)
- Greek tragedy (a critical reading of either *Antigone* or *Medea*)
- The Persian Wars, their causes and their consequences
- Influences of the Greek world on modern society.

Total Credits: 20 10 External, 10 Internal

Classical Studies – Level 3
Augustan Rome

This course expands on topics and skills covered in Levels 1 and 2, 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 themes 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

Head of Department: **Jacob Samuel**
BA, GradDipTchg, Cert PMP, MA
j.samuel@kingscollege.school.nz

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.

Year 11

Year 11 Computing towards **NCEA** Level 2 and **CIE** AS Level

Students develop an interest in computing and gain confidence in the use of computers; especially in the building of important computing skills for the digital age. This is an ideal course for further study at either NCEA Levels 2 and 3 or the Cambridge AS and A2 Courses. The programme is a full year course that focuses on Theoretical and Practical skills in the areas of Computing and Computer Science. Included in the course is an extensive program in basic coding skills with Python as well as being familiar with the AGILE project methodology. The course also covers:

- A broad range of computing applications such as databases, CAD and spreadsheets
- Understanding how numbers are represented in various systems (eg IP addresses and Control Systems)
- Hardware and Software (including CPU architecture)
- Web and App development using developmental tools
- Computational Thinking and Logic Processing
- Introduction to algorithms and programming using HTML, JavaScript and Python
- Understanding the use of AI in projects such as face recognition and data science
- Introduction to Cyber Security with a deeper understanding on encryption technology
- Building skills in the use of modern technologies such as 3D printing, VR and laser printing

Entry into this course requires an adequate level of numeracy.

A good pass grade in Mathematics at Year 10 will be required. While school laptops are readily issued to students for class practice, it is recommended that students have access to laptops or desktops outside the classroom.

Cambridge Pathway

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 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: 19 3 External, 16 Internal

Digital Technology – Level 3
Advanced Computing

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: 19 3 External, 16 Internal

Digital Technology – Level 3
Advanced Computer Science

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

Year 13 students that are either enrolled in or have completed Cambridge A2 Level Computer Science will have the option of doing a year long project involving a research project in an area of Computer Science. This would need to be taken as a fifth subject. Permission for a Cambridge student to take a fifth subject would need to be obtained from the Deputy Head – Academic. The assessment will be in the form of a reflective report based on experiences in developing a technological outcome(s). A report is an organised collection of evidence that clearly communicates the student's knowledge, understanding, and skills relevant to the Technology Scholarship standard. The students follow the AGILE project methodology, and the end product research must be clear and contain easily accessible evidence of the candidate's outcome. It may include a combination of:

- Clear photographs
- Brief videos to communicate development of technological outcomes
- Graphical, audio, video, and/or digital media to enhance or illustrate aspects of the candidate's experiences shown in the report (note: audio/visual appendices should not repeat material in the report).

Total Credits: Scholarship Project

Dance

Head of Department: **Emma Featherstone**
BEd Mus, Dip Teach
e.featherstone@kingscollege.school.nz

Teacher-in-Charge: **Trudy Dobbie**
Dip Teach, BA, MA
t.dobbie@kingscollege.school.nz

Students have the opportunity to study dance as an academic subject as part of their curriculum learning. Students will work towards gaining NCEA credits and University Entrance credits at level 3.

Students learn a variety of skills to working towards our annual dance show; developing performance and choreographic skills. From their learning students combine their work from the year to collaborate together to curate a dance show.

Students may also have the opportunity to perform at key performing arts events and community events and competitions.

Year 11

Year 11 Dance towards **NCEA** Level 2

In level one dance students will work to create a show throughout the year, learning performances from choreographers and learning how to create their own choreographic works for performance.

There is no Cambridge Pathway available for Dance

NCEA Pathway

Level 2 Dance

In level two dance students will develop their techniques and skills. Students will work to create a show throughout the year, learning performances from choreographers and learning how to create their own choreographic works for performance. Students will also learn about analysing dance to have the opportunity to gain a subject endorsement in dance at level two.

Total credits: 22 18 internal, 4 external

Level 3 Dance

In level three dance students will develop their techniques and skills, developing their own unique artistic expression. Students will work to create a show throughout the year learning performances from choreographers. Students will also lead their own choreographic projects as part of their learning to be shared in the show.

As part of the level 3 dance course students will also have the opportunity to work on **Scholarship Dance**, a national assessment for recognising the top learners in the subject across New Zealand.

Total credits: 22 18 internal, 4 external

Drama

Head of Department: **Emma Featherstone**
BEd Mus, Dip Teach
e.featherstone@kingscollege.school.nz

Teacher-in-Charge: **Suli Moa**
s.moa@kingscollege.school.nz

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.

Year 11

Year 11 Drama towards **NCEA** Level 2 and **CIE** AS Level

Drama is a space that allows students to explore and expresses conflict emotions and the human experiences through dialogue and action. Students gain an understanding of the practical applications and the ability to critically analyse dramatic text and live shows.

Throughout the year students will engage in a theatre making process where they will create a show from the ground up, exploring not only the performance elements but also the performance technologies; set construction, costume design, lighting design, sound and projection.

Cambridge Pathway

Cambridge International Drama encourages students to explore a range of practical and theoretical approaches to drama from script to performance, encouraging students to develop the ability to apply practical skills effectively and to analyse and evaluate both their own work and the work of others.

Drama – AS Level

At AS Level, students focus on three key areas:

- The exploration, interpretation and analysis of the potential of dramatic texts in a performance context
- The development of dramatic skills and their application to the process of devising based on a selected stimulus
- The development of acting skills and their application to scripted performance.

Drama – A Level *(available in 2026)*

At A Level, students focus on three key areas:

- Theatre-making and performance through the process of devising and presenting a piece inspired by a selected practitioner or tradition or style
- Structuring individual performance work from materials on a chosen theme selected and linked by the student
- Exploration of and research into performance texts, practitioners, styles, and genres.

Skills developed through drama are all highly transferable. They can help students in other subject areas, and can help equip them for higher education or employment.

NCEA Pathway

Drama – Level 2

Students will engage in a performative process where they will perform a script(s), devise scenes, apply features of a drama theorist and analyse drama through an exam setting. Cambridge drama is offered in Year 12 along with NCEA drama level.

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

Students will participate in a creative process with performance opportunities that allow students to select and perform script(s), create meaningful and challenging scenes and incorporating selected drama theorists and applying the specific style to their own work.

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**
MEd (Hons), BBus.Ed (Hons)
m.johnston@kingscollege.school.nz

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."

Year 11

Year 11 Economics towards **NCEA** Level 2 and **CIE** AS Level

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 of traditional economic theory. The course also covers regenerative economics combining the concepts of economics and the values of a self-sustaining and self-renewing system. The main topics are:

- Basic economic problem finite resources and unlimited wants.
- The role of government, consumer and producer in the economy.
- Economic indicators - inflation, unemployment, trade and growth.
- The role of markets – supply, demand and elasticity.
- Emphasis on using renewable resources in a circular economy.
- The Doughnut Economics model and the current global situation with regard to sustainable development.
- The economics of climate change and the role of energy in economic systems.
- The impact of artificial intelligence (AI) on the economy.

Cambridge Pathway

Economics – AS Level
Economic Analysis

This course covers a range of basic economic ideas including:

Basic economic ideas and resource allocation
- Scarcity, choice and opportunity cost
- Economic systems

The price system and the microeconomy
- Supply and demand, Elasticity
- Consumer and producer surplus

Government microeconomic intervention
- Reasons for and effects of government intervention
- Income and wealth inequality

The macroeconomy
- National income, circular flow
- Aggregate demand and supply
- Economic growth, unemployment and inflation

Government macroeconomic intervention
- Fiscal, monetary and supply-side policy

International economic issues
- Protectionism
- Current account of balance of payments
- Exchange rates

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 price system and the microeconomy
- Utility and indifference curves
- Externalities
- Market structures
- Objectives of firms

Government microeconomic intervention
- Policies to reduce market failure
- Equity and redistribution of income and wealth
- Labour market forces

The macroeconomy
- Economic growth and sustainability
- Employment/unemployment
- Money and banking

Government macroeconomic intervention
- Macroeconomic objectives and conflicts
- Macroeconomic problems and their interrelatedness

International economic issues
- Economic development
- Characteristics of countries at different levels of development
- Globalisation.

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.

Course papers include:

- Describe inflation and its causes and effects using economic models
- Describe international trade and its causes and effects using economic models
- Describe economic growth and its causes and effects using economic models
- Analyse unemployment using economic concepts and models (internal)
- Process, present and analyse statistical data in relation to given economic issues – Inequality (Internal).

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.

Course papers include:

- Demonstrate understanding of the efficiency of market equilibrium
- Demonstrate understanding of Micro-Economic concepts – (Internal)
- Demonstrate understanding of Government intervention to correct market failure – (Internal)
- Demonstrate understanding of Macro-Economic influences on the New Zealand economy.

Total Credits: 20 10 External, 10 Internal

English

Head of Department: **Nikki Bentley**
BA, DipFilm&TV, DipTchg
n.bentley@kingscollege.school.nz

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.

Year 11

At Year 11 students may choose between two courses: each is designed to give students a solid foundation for the different pathways at Year 12. For the first semester the two courses will cover similar skills and content and from the second semester onwards students get more specific preparation for the pathway they have selected; either CIE or NCEA.

Year 11 English towards **CIE** AS Level

Closely based on our Senior CIE Literature courses, this programme will be the best preparation for students wishing to take AS English Literature at Year 12. They will study a selection of 6-10 Poems, Prose, Modern Drama and learn how to respond to Unstudied texts.

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.

In Term 4 students will sit two 2-hour examinations on the three texts they have studied and respond to an Unstudied text. These will be essay responses.

Year 11 English towards **NCEA** Level 2

Closely based on our Level 2 English programme, this course is the best option for students who wish to take up the NCEA pathway in Year 12. They will study a selection of 6-10 Poems, Prose, learn Critical Research and Presenting skills, take part in Wide Reading, and produce Creative Writing.

The course will enable learners to:

- Develop the ability to communicate clearly and effectively when speaking and writing
- Use a wide range of vocabulary, and the correct grammar, spelling and punctuation
- Develop a personal style and an awareness of the audience being addressed
- Read, critically, and use knowledge gained from studying different texts to inform and improve their own writing
- Develop their essay writing skills

In Term 4 students will sit a 3-hour examination on an Unstudied text and the Studied Prose. These will be essay responses.

Cambridge Pathway

Literature in English – AS Level

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

Literature in English – A Level

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

This course consists of two papers: Paper 3 – Shakespeare and Drama and Paper 4: Pre-and-Post-1900 Poetry and Prose.

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 – Language Analysis and Paper 4 – Language Topics.

Paper 3 Language Analysis focuses on:

- Language Change and the way English has continually adapted to reflect changes in the social, cultural, political and technological contexts in which it has been used.
- Child Language Acquisition, exploring the early stages of development and considering the various features and functions of spoken language use during this period.

Paper 4 Language Topics focuses on:

- English in the World, exploring the history and development of English as a 'global' language, including different forms and varieties of English.
- Language and the Self, exploring how language allows us to communicate our sense of self to others, as well as playing a highly significant role in the ongoing construction, determination, and development of that self.

All responses are in essay form. Reading widely around the topics and having a strong understanding of relevant theories, theorists and case-studies is fundamental to success in 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 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
- Respond critically to significant aspects of visual text through close reading supported by evidence
- 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: 21 8 External, 13 Internal

French

Head of Department: **Maria Lamberto**
Licenciatura en Filosofia (Navarra), Certificado de Aptitud Pedagógica (Navarra), DipTchg (Auckland)
m.lamberto@kingscollege.school.nz

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.

Year 11

Year 11 French towards **CIE** AS Level and **NCEA** Level 2

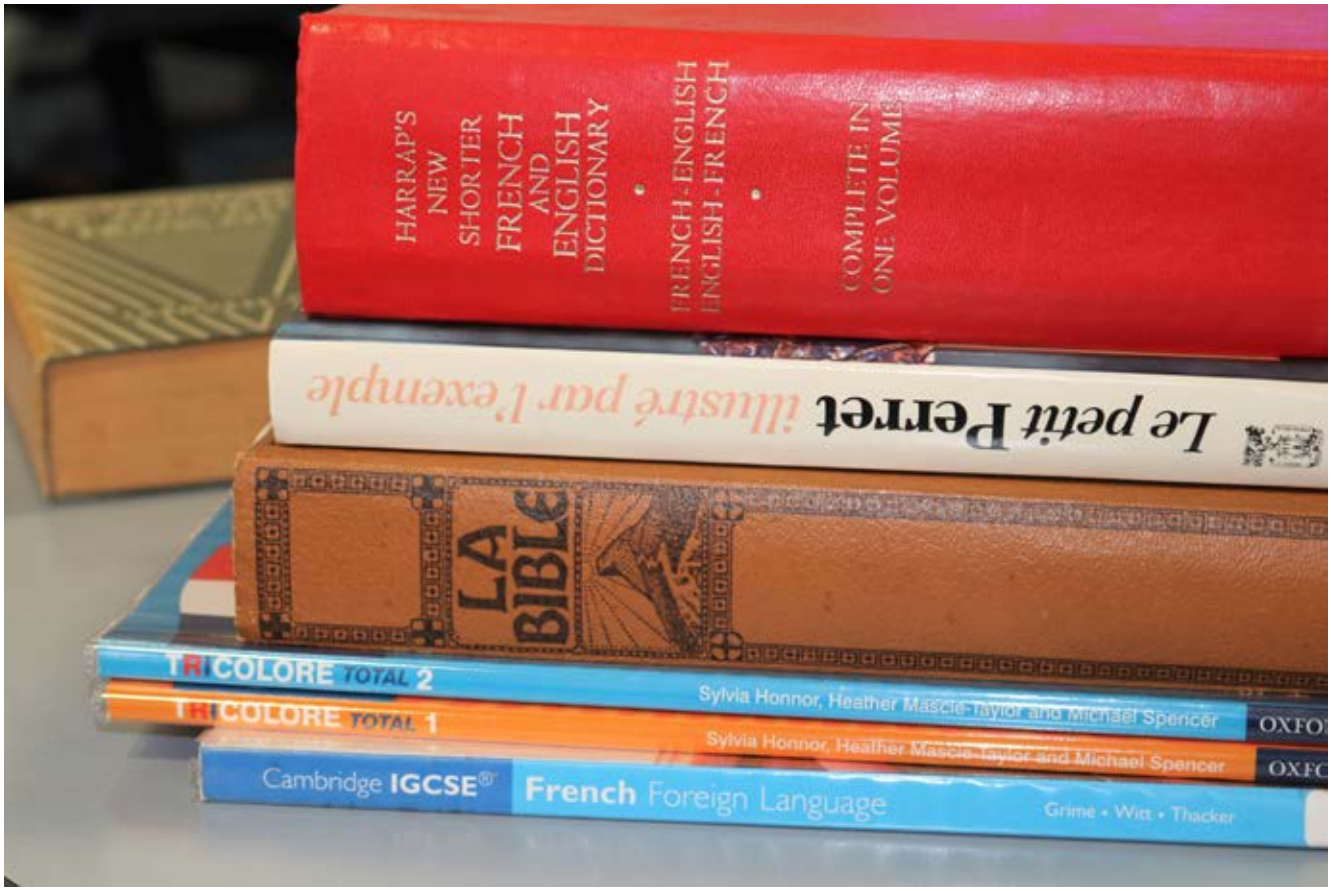
Prerequisite: Year 10 French

This course builds on the foundations learnt in the junior levels of year 9 and 10. The standard achieved by the end of year 11 provides excellent 'survival' skills. There is an emphasis on getting the basics right and achieving a mastery of the major tenses and grammatical structures. This course serves to prepare students for both AS Level French and NCEA Level 2 French. At the conclusion of this course students will be able to:

- Conduct basic and more developed transactions in French,
- Talk about themselves and the world around them,
- Express opinions and, in this third year of study, move towards a more cognitive approach.

This course gives students the linguistic survival skills needed for travelling in Frenchspeaking countries as well as preparing them for both AS Level French and NCEA Level 2 French.

> 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.



Cambridge Pathway

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. 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.

The course is based on 6 topics: Culture, Health & Well-being, Education & Future plans, Community & Society, Our responsibility with the planet and Science & Technology.

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 one third of the course is spent studying 2 major works of French literature. The set works are:

- *No et moi* by Delphine de Vigan
- *Kiffe kiffe demain* by Faïza Guène

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

The course is based on 6 topics: Culture, Health & Well-being, Education & Future plans, Community & Society, Our responsibility with the planet and Science & Technology.

NCEA Pathway

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
- Demonstrate understanding of a variety of spoken French texts on familiar matters
- Give a spoken presentation in French that communicates information, ideas and opinions.

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
- Write a variety of text types in French to convey information, ideas, and opinions in genuine context.

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

Geography

Head of Department: **Mark Kennelly**
BPE, PGDipSci, DipTchg
m.kennelly@kingscollege.school.nz

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.

Year 11

Year 11 Geography towards **NCEA** Level 2

Year 11 Geography towards NCEA provides students with the broad, foundational knowledge needed to support specialisation at Levels 2 and 3.

The **Big Ideas** in Geography are overarching ideas that cover geography teaching and learning. There are four big ideas that we study in Level 1: environments connects people and people connect to environments, environments are shaped by natural processes, knowledge involves the relationship between people and environments, and perspectives and power influence environments.

There are **two internal standards in geography for Level 1**. All the achievement standards are now worth 5 credits each.

Internal standards examine:

1. Demonstrate understanding of the spatial distribution of Population and its impacts: within Australia. (5 credits)
2. Requires students to explore environments using data: Auckland's weather compared two other regions. (5 credits)

Topics to be examined in Term 4:

3. Demonstrate geographic understanding of the sustainable use of an environment: Maldives Islands, Indian Ocean.
4. Describe aspects of a geographic topic at a global scale: Silence, Violence and Tsunamis.

Year 11 Geography towards **CIE** AS Level

Introduction to Geography

This course is a comprehensive introduction to Geography at a global scale. Topics include:

Theme 1:

- Population
- Settlement

Theme 2:

The natural environment: (involves a field trip to Muriwai Beach)

- Coasts
- Rivers
- Plate Tectonics
- Weather Instruments
- Rocks & weathering

Theme 3:

- Economic Development:
- Development
- Food Production
- Tourism
- Energy
- Environmental risks of economic development

Cambridge Pathway

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 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. Internal standards requires students to: analyse an urban issue, i.e. crime in Chicago, conduct directed geographic research at Tongariro and explain aspects of a geographic issue at a global scale, i.e. Malaria.

Total Credits: 19 8 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. 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: 19 8 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
m.stewart@kingscollege.school.nz

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.

Year 11

Year 11 History towards **NCEA** Level 2 and **CIE** AS Level

The Year 11 History course provides students with the opportunity to develop all the skills needed in order to excel in either the AS or Level 2 courses offered in Year 12. These include the ability to write analytically; to interpret and evaluate a range of historical sources as well as undertake research from a choice of possible topics.

The Year 11 History course examines the crucial period between the two World Wars, from 1918 to 1945. The following topics will be examined:

- **Was the Treaty of Versailles Fair?**
- **To what extent was the League of Nations a success?**
- **How far was Hitler's foreign policy to blame for the outbreak of war in Europe in 1939?**

Students will also undertake a fascinating depth study:

- **Germany, 1918 to 1945**

The following key questions will be examined:

- Was the Weimar Republic doomed from the start?
- Why was Hitler able to dominate Germany by 1934?
- How effectively did the Nazis control Germany?
- What was it like to live in Nazi Germany?

Students also develop their historical research skills by selecting one of the following topics:

- Origins of World War One, 1871-1914
- The Vietnam War, 1965-73
- The Land March, 1975
- The Springbok Tour, 1981

Cambridge Pathway

History – AS Level
Modern Europe, 1750–1921

Prerequisite: 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**
- **The Russian Revolution, 1894-1921**
- **The League of Nations and international relations in the 1930s**

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.

The League of Nations and international relations in the 1930s - this was a period when international relations deteriorated between nations following the onset of the Great Depression. Leading members of the League put their own interests ahead of the League's ideal of collective security and as a consequence the world was plunged into a series of disasters which ultimately lead to the outbreak of the Second World War in September 1939.

History – A Level
International History, 1945–92

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

This A Level course focuses on the following fascinating themes which are examined in two external papers at the end of the year:

- **US-Soviet relations during the Cold War, 1950-91**
- **The spread of communism in East and Southeast Asia, 1945-91**
- **The Holocaust**

> 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.

All of these themes cover periods of History that have shaped the world we live in today. Relations between the United States, Russia and China still determine the course of international relations. In addition, to fully appreciate the Russian invasion of the Ukraine you need to understand how and why the Cold War came to an end in 1989.

In examining the spread of communism in East and Southeast Asia we will focus on a number of fascinating case studies, including the Korean War and its consequences; the involvement of the US in Vietnam and the reasons for their withdrawal; the ways in which the Cold War affected Sino-US relations.

Finally, we examine different historians' interpretations relating to the Holocaust. Areas studied include: Hitler's role in the planning and implementation of antisemitic 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 AS Level and A Level History in the same year.

History – A Level
European History in the interwar years, 1919–41

Prerequisites: History – AS Level (D grade or higher)

This course covers three fascinating periods of history which are examined in two external papers at the end of the year:

- **Hitler's Germany, 1929-41**
- **Mussolini's Italy, 1920-41**
- **The Holocaust**

When examining **Hitler's Germany** 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 evaluate Nazi attempts to create a Volksgemeinschaft (a 'racially pure society') and a totalitarian state in Germany

When examining **Mussolini's Italy** we focus on the beginnings 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 antisemitic 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 AS Level and A Level History in the same year.

NCEA Pathway

History – Level 2

Prerequisites: History – IGCSE (C grade or higher).

Students work towards two external standards and two internal standards.

This course covers the following themes:

- **The October 1917 Russian Revolution**
- **The French Revolution**
- **The invasion of the Waikato**

The October Bolshevik Revolution is seen as one of the most important historical events in world history. Lenin and his Party took control of the Russian Empire and initiated a new political and economic ideology that was to have a profound impact in the years to follow.

The French Revolution, 1774–1789 is seen by many historians as one of the most significant historical events ever. It challenged the established order of society in France and has acted as an inspiration and model for revolutions around the world from the 1800s onwards. It is a truly fascinating period of History and the ideals of liberty, equality and fraternity have shaped today's society.

The invasion of the Waikato in 1863 forever altered the course of New Zealand History. This was the major battle of the New Zealand Wars in which the British government fought the Māori King movement for control of the country.

Total Credits: 23	**14 External, 9 Internal**

History – Level 3

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

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

- **The American Civil War**
- **The Atomic Bomb**

This was fought between the United States of America and the Confederate States of America, a collection of eleven southern states that left the Union in 1860 and 1861. The conflict began primarily as a result of the long-standing disagreement over the institution of slavery. The conflict was the costliest and deadliest war ever fought on American soil, with some 620,000 of 2.4 million soldiers killed, millions more injured and much of the South left in ruin.

The development of the atomic bomb is a fascinating period of History which had a dramatic impact on world events. You will undertake research on a range of differing perspectives regarding how people have viewed the development of this weapon of mass destruction. Very clear guidelines will be given with regard the requirements of each internal assessment standard and the steps you need to undertake when carrying out your research.

Total Credits: 26	**16 External, 10 Internal**

Latin

Head of Department: **Lauren Lethbridge**
BA (Hons), GradDipTchg (Secondary)
l.lethbridge@kingscollege.school.nz

Despite no longer being a widely-spoken language, Latin is still far from dead. Our students have the unique opportunity to learn about the Ancient Romans in their own voices, developing the ability to be 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. Graduates with Latin backgrounds most often thrive in legal and medical occupations, as well as other scientific disciplines.

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. It is an excellent academic challenge while also being interesting and enjoyable to study.

Year 11

Year 11 Latin towards **NCEA** Level 2 and **CIE** AP

Prerequisites: Year 10 Latin.

CIE Latin is a 12-month course normally started in Year 11, and completed with an examination in May of Year 12. Students will then have the opportunity to begin study for the AP course.

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 may include authors such as the Roman poets, Virgil and Ovid, along with prose extracts from writers such as Pliny, Cicero and Caesar.

Cambridge Pathway

Latin – AP *(two-year course)*

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

Advanced Placement Latin is a 2-year course normally started in Year 12 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 literacy Latin passages on a set theme or themes
- The wider context of literacy 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 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."

> "Latin is a subject that, five 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."

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

Marine Science

Head of Department: **Ronel Barlow**
r.barlow@kingscollege.school.nz

Marine Science is the study of our oceans and seas. It is a subject that has elements of biology, chemistry, physics, geography, and geology. Students learn about different forms of life and how they interact with each other. They discover the chemical and physical properties of the oceans and how these impact life. They will also learn about coastlines, the seabed, and how geological processes shape our world. Importantly, they learn how humans interact with the marine world, how we rely on it for food, and how we can reduce the damage we're doing.

There are many reasons for studying marine science. Some people study marine science to help them to progress into a career involved with the marine environment, but many study the subject out of their own interest.

Careers in marine science include tourism, fishing industry (including research, government agencies or private industry) and aquaculture, conservation and the energy industry. Even journalism, where people with an understanding of marine science can raise public awareness about environmental issues and renewable energy sources.

There is no NCEA pathway for Marine Science, however, students may wish to explore this subject in Year 11, especially those who may have considered taking Level 1 Science.

Year 11

Year 11 Marine Science towards CIE AS Level

This course suits students interested in science, but who do not wish to specialise in biology, chemistry or physics.

There are six topics that are completed throughout the year, followed by an examination at the end of the year. Coursework includes formative assessment which does not get added to the final examination result. There are no 'credits' awarded in this course, as is the case for many NCEA subjects.

The content covers

1. The earth and its oceans (including plate tectonics, tides and currents)
2. Seawater (water cycle, properties of seawater)
3. Marine organisms (cells, reproduction, classification, life cycle, migration)
4. Nutrients and Energy (includes photosynthesis and respiration, feeding relationships)
5. Marine ecology (including ecosystems such as rocky shores, mangroves and tropical coral reefs)
6. Human influences on the marine environment

A textbook will be provided by the school, on a loan basis, and all other resources are posted in a dedicated Google Classroom. There will be a local, overnight field trip, where students will explore different coastlines: mangroves, rocky shore and sandy beach characteristics.

Cambridge Pathway

Marine Science – AS Level
Marine Biology and Oceanography

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

King's College pioneered the launch of this groundbreaking CIE course and our students regularly receive awards for coming first in New Zealand.

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.

AS 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.

- Water
- Earth Processes
- Marine interactions
- Biodiversity
- Marine Ecosystems
- Practical skills and Field Trip

Assessment at AS Level involves two examinations including structured questions (Paper 1) and data analysis questions (Paper 2).

> "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."

Mathematics and Statistics

Head of Department: **Jordan Eskra**
j.eskra@kingscollege.school.nz

Mathematics and Statistics education is focused on helping students develop a belief in and understanding of the value of Mathematics and Statistics and its usefulness to them. We want to nurture self-efficacy, foster a sense of personal achievement, encourage a continued interest in Mathematics and Statistics and enable students to cope confidently with the Mathematics and Statistics of everyday life. Mathematics and Statistics are also a core prerequisite or a heavily recommended subject for many tertiary courses.

Regardless of future study choices, students who study Mathematics develop their ability to reason logically and are equipped with a variety of approaches to solving problems. Students who study Statistics develop their ability to process, interpret and report on different types of data and probabilistic models.

> We want our students to develop a belief in the value of Mathematics and Statistics and its usefulness to them – we aim to nurture self-efficacy and to encourage a continuing interest in mathematics.

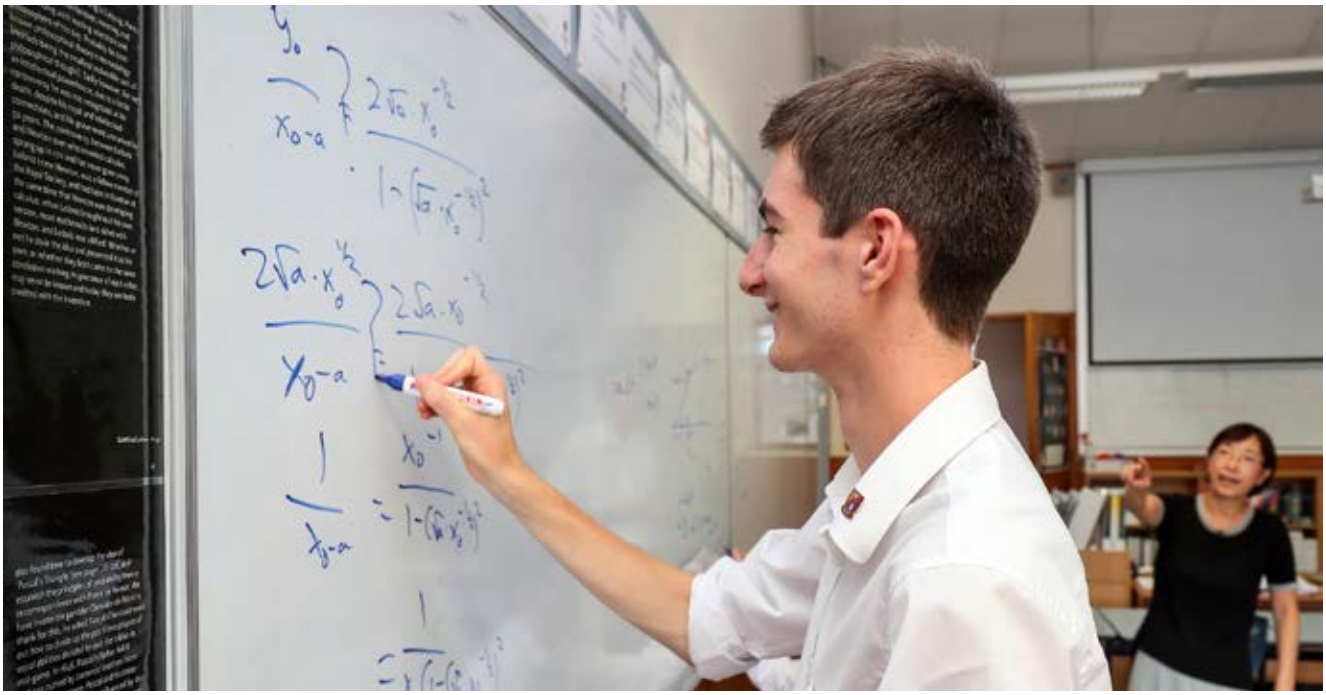
Year 11

Year 11 Mathematics towards **CIE AS Level**

This course offers a comprehensive foundation in mathematical principles, equipping them with essential problem-solving skills and analytical thinking abilities. Studying Year 11 pathway to Cambridge Mathematics not only enhances quantitative reasoning but also lays a solid groundwork for various academic and professional pursuits, fostering a versatile skill set crucial in today's interconnected world. This is the ideal course for students that want to continue to AS Level mathematics.

Year 11 Mathematics towards **NCEA Level 2**

This course focuses on essential mathematical concepts and skills, covering topics such as Number, Algebra, Geometry, and Statistics. It is designed for students who find mathematics challenging or for students that would like to pursue NCEA Level 2 Mathematics. This course provides a solid foundation for practical application in everyday life, statistics and internal assessments.



Cambridge Pathway

Mathematics - Accelerate Programme

Students eligible for the accelerated Mathematics programme will be selected based on their performance, passion for Mathematics, active participation in Mathematics Competitions, Mathematics Peer Tutoring, and the Maths Olympiad, as well as maintaining high A grades. A commitment to pursuing further mathematics in Year 13 is essential. These students, who have demonstrated excellence in IGCSE Mathematics with grades of A or A* in Year 10, will embark on an intensive academic journey. This includes engaging in AS Mathematics during Year 11, followed by A Level Mathematics in Year 12, and Further Mathematics in Year 13. Additionally, they will be expected to undertake the NCEA Scholarship examinations in Year 13.

It is important to note the rigorous nature of this program, which is tailored for students capable of achieving top-notch results at all levels. Students who do not meet the highest standards may be withdrawn from the program at any point. New students aspiring to join the AS Mathematics course in Year 11 must seek approval from the Head of the Mathematics Department (HOD). Their application should include evidence of exceptional academic achievements from their current school.

All Year 9 students at King's College will have opportunities to express interest and apply for acceleration in Mathematics in Year 10. Throughout the year, all students will have opportunities for participation in Mathematics Competitions, Mathematics Enrichment, and Exploration.

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 previous success and a willingness to learn and practise new concepts and techniques. Students entering this course with a C grade will need to engage in a full review and reflection programme from the beginning of the year.

The entry requirements for this course are not open for negotiation.

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. Students choosing to complete this course of study with an AS grade less than a B will need to engage in a full review and reflection programme from the beginning of the year.

The entry requirements for this course are not open for negotiation.

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. The entry requirements for this course are not open to discussion.

NCEA Pathway

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 – Level 3. The course provides students with the opportunity to develop their knowledge, understanding and skills in Mathematics and Statistics, consolidating and extending the basic theory already gained in Year 11, and introducing Calculus and probabilistic models. It is highly recommended that students choosing Mathematics (Calculus) – Level 2 have gained Merit or higher in Level 1 Algebra 91027 and Graphs 91028.

Total Credits: 20 13 External, 7 Internal

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: 21 17 External, 4 Internal

Mathematics (Statistics and Probability) – Level 3

Prerequisites: Mathematics (Statistics and Probability) – 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: 20 8 External, 12 Internal

Media Studies

Teacher-in-Charge: **Jasmine Johnson**
BA, DipTchg
j.johnson@kingscollege.school.nz

Media Studies teaches students to become savvy media consumers and media creators. It opens doors to a world of creativity, critical thinking and effective communications, giving learners confidence in all types of media use. By Combining theory and practice, students develop production skills in directing, lighting, script writing, cinematography, editing and sound recording at the current industry standard.

At the end of the year, student productions are showcased at the popular King's College Media Screening at Hoyts Cinema; Sylvia Park. This versatile subject can be picked up at any senior year level without having done it before.

Specialist equipment like cameras, microphones, tripods, lights and editing software are provided to Media Studies students to use during the year.

We help students to unleash a range of potential tertiary and career options and get them ready to shape the media landscape of tomorrow.

We are currently planning a trip to USA for 2025 for all Media Studies students.

Year 11

Year 11 Media Studies towards **NCEA** Level 2 and **CIE** AS Level

This introductory course sets students up for both Cambridge and NCEA Media Studies pathways at Years 12 and 13. We focus on enhancing digital media literacy and how media is integral in shaping our world view. The year's central component is the creation of a variety of media content, social media campaigns and gaining confidence with using a range of production tools. Students will study semiotics and learn to how to decode hidden messages in a range of media texts like advertisements, short films, news and social media and how technical elements such as camera, lighting, sound, and editing are used to create meaning.

Production will involve collaboration and learning the craft of planning, storyboarding, lighting, casting, filming, sound mix and editing. Students will also use a range of social media platforms for creating content and experiment with AI.

All students are welcome to take Media Studies for the first time in Year 12 (AS or Level 2). However, this Year 11 Media Studies course is **highly** recommended for a smoother progression into Year 12. Students will have the opportunity to be assessed in both CAIE and NCEA styles so as to enter Year 12 with full confidence in their knowledge and ability.

Field trips include: Film festivals, film screenings, industry-related field trips, Auckland Zoo

A 12.9" iPad Pro and Apple pencil is compulsory at Year 11.

Cambridge Pathway
(A Level over two years)

Media Studies – AS Level

Prerequisites: Completion of Media Studies – Year 11 or English – Year 11

The A Level Cambridge course develops students to become a critical thinker, creative producer and an informed media consumer. The AS course is split between coursework (50%) and examination (50%). Students will showcase their learning journey via a digital portfolio to include:

- Use of blogging and digital tools to capture their learning journey to showcase research, production and critical thinking
- Production projects which include creating a film opening sequence
- Fulfil the role of producer, cinematographer, director, editor, logo designer and wardrobe in producing a film opening film sequence.

The AS examination will include understanding of:

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

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

> "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."

Media Studies – A Level

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

Students use the knowledge they gained producing film openings during AS Level to undertake media productions, creating either a music video, documentary or a short film promotion package.

Coursework will include:

- Producing a short film promotional package which includes a social media page and a postcard advertisement for the short film produced. Students assess the production against key media conventions and theories such as narrative, representation and genre.

For the examination, students will write on:

- Media Debates: Engage with contemporary media issues such as postmodern media, representation, media regulation, ethics and censorship.
- Media Ecology: Explore the nuanced understanding of the dynamic interplay of media, culture and society. We will explore the cultural contexts of media production and ethical implications of media practices.

The A Level Media Studies course sets you up for success in a rapidly changing media landscape. You will be equipped to navigate the complexities of the digital world, preparing you for careers in creative media production, research, content creation and so much more.

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.*

NCEA Pathway

Media Studies – Level 2

Prerequisites: Completion of Media Studies – Year 11 or English – Year 11

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 how the filmmaking formula works in feature length films as well as in short film genre
- 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
- Design, plan and produce a short film in the genre of their choice or a music video 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.

Adobe Creative Suite and/or specialist apps will be provided to Media Studies students.

Total Credits: 21 4 External, 17 Internal

> "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."

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.
- Study the genre of documentary closely and dissect and deconstruct 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, Colenso, Stanley St, Young Shand), Film screenings, Camera and Editing workshops.

Adobe Creative Suite will be provided to Media Studies students.

Total Credits: 24 8 External, 16 Internal

Music

Head of Department: **Emma Featherstone**
BEd Mus, Dip Teach
e.featherstone@kingscollege.school.nz

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 and composition 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.

Year 11

Year 11 Music towards **NCEA** Level 2

Year 11 Music course towards NCEA Music is a practical programme of performance with the study of Rock Music, and contemporary styles. Students will learn to write songs, perform music and work with others to produce performances both at key Performing Arts shows and Community events. The main emphasis is to provide our contemporary musicians an opportunity to develop their skills and talents for life. This course also prepares the students for NCEA level 2 in year 12. Students are expected to be able to play an instrument or sing to support their achievement.

Year 11 Music towards **CIE** AS Level

Introduction to Senior Music

This one-year course prepares students for the CIE Pathway. 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.

Cambridge Pathway

Music – AS Level
Listening and Practical Musicianship

Prerequisites: Music – IGCSE (C grade or higher), or a pass at grade 6 performance and grade 5 Music Theory

5 Music.

This can either be taken as a standalone one-year course, or as the first half of a two-year course, culminating in an A2 Music qualification. Students study a number of set works, work towards either solo or ensemble performances and write two compositions. Students must be learning an instrument, which may be voice, in order to fulfil the performance requirement. A good grasp of music theory is essential.

Music – A Level
Listening and Practical Musicianship

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

Students choose two options from presenting a recital, a composition portfolio and an investigative report.

NCEA Pathway

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**

> "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."

Outdoor Education

Head of Department: **James Reyburn**
BSc, PGCE
j.reyburn@kingscollege.school.nz

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

NCEA Level 2 is not available in this subject.

Outdoor Education – Level 3

Students 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.

Acceptance to this course is dependent on students meeting the departments criteria alongside student applications being signed off by the HoD.

Total Credits: 20 20 Internal

Physical Education

Head of Department: **James Reyburn**
BSc, PGCE
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.

Year 11

Year 11 Physical Education towards **CIE AS Level**

Students will develop their knowledge and understanding through a variety of theory and practical learning activities. This course has both internal/practical 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.
- Training Methods and Performance Improvement – students a range of factors such as diet, injury and exercise and training.
- Global events and societal influences – students learn how factors such as global events (Olympic Games, World Cups), Drugs in Sport, Commercialisation influence performers and society
- Practical performance – students choose two sports/activities that their performance is assessed in.
- Performance improvement plan – students analyse how physiological, psychological and social factors impact performance and how they can improve of strengths and weaknesses.

Year 11 Physical Education towards **NCEA Level 2**

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 in New Zealand during classroom and practical lessons. This course in 50% theory and 50% practical and covers the following topics:

- Describing and demonstrating strategies to enhance Kotahitanga through various contexts
- Demonstrate understanding of societal influences on physical activity and the implications for self and others
- Demonstrating strategies to improve performance
- Demonstrating an understanding of functions of the body as it relates to the performance of physical activity

> 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.

Cambridge Pathway

Physical Education – AS Level

AS Level Sport & Physical Education helps learner to develop theoretical knowledge of physical education and build their skills, tactical awareness and overall performance in sport and physical activity. The course is 50% theoretical and 50% practical and the syllabus encourages performers to:

- Apply the knowledge they gain to real-world examples
- Relate their theoretical learning to physical activities in order to improve and refine how they perform
- Understand and explain global trends in sport and physical education

Key topics include:

- Applies anatomy, exercise physiology and biomechanics
- Skill acquisition
- Performance in physical activity (**two** sports assessed)
- Relate their theoretical learning to physical activities in order to improve and refine how they perform
- Understand and explain global trends in sport and physical education

NCEA Pathway

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

Head of Department: **Bryan Sapsworth**
BSc, DipTchg, GradDipIT
b.sapsworth@kingscollege.school.nz

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.

> 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.

Year 11

Year 11 Physics towards **NCEA** Level 2 and **CIE** AS Level

This first step of the pathway in physics that leads into both AS Physics and NCEA Level 2 Physics is tailored for students who aim to continue their physics education into Year 13 and beyond.

The course is designed to provide a comprehensive foundation in physics, covering a wide range of fundamental topics. These include:

- Motion: Study of objects in motion, understanding velocity and acceleration.
- Forces and Energy: Exploration of different types of forces, work, power, and energy transformations.
- Thermal Physics: Understanding heat, temperature
- Properties of Waves: Examining the nature of waves, including light and sound, and their behaviours in different mediums.
- Electricity: Basic electrical concepts, circuits, and their applications.
- Electromagnetism and induction: Study of magnetic fields and their interactions with electric currents.
- Atomic Physics: Understanding the structure of atoms, radioactivity, and nuclear reactions.
- Space Physics: Exploring concepts related to astronomy and the physics of celestial bodies.

A strong practical component ensures that students gain hands-on experience in conducting experiments, which is crucial for understanding theoretical concepts. Students will do an extended practical investigation and develop their analysis skills.

Students will develop the ability to handle information and solve complex problems, a skill essential for higher-level physics and other scientific studies.

By covering all core areas of physics, this course prepares students for more advanced topics in Year 12 and 13.

For students aspiring to study Engineering or Medicine at a New Zealand university, taking physics in Year 11 is essential. Physics is a compulsory subject for engineering courses and a highly recommended one for medicine.

It is mandatory to take the Year 11 Physics course to continue with physics in Year 12. This ensures that students have the necessary background knowledge and skills to succeed in more advanced studies.

The Year 11 physics course offers a well-rounded and in-depth education in physics, essential for students aiming for careers in engineering, medicine, or other science-related fields. The course emphasises theoretical understanding, practical skills, and problem-solving abilities, laying a strong foundation for future academic and professional pursuits in physics.

Cambridge Pathway

Physics – AS Level

Prerequisites: Physics – IGCSE (C grade or higher).

Cambridge AS Level Physics forms the first half of a two-year pre-university Physics course.

Cambridge AS Level Physics requires students to demonstrate knowledge with understanding of Physics topics, to be able to handle, apply and evaluate information and to demonstrate experimental skills.

AS Physics challenges students to problem solve. Which is daunting at first but through perseverance this discomfort can be overcome. Students enjoy this course due to the interesting topics covered and the extra time available when compared to IGCSE. Measurement and errors.

- Kinematics
- Dynamics
- Forces
- Work, Power and energy
- Materials
- Superposition
- DC circuits
- Nuclear and particle physics.

There is a strong practical component to this course and students will sit a practical examination.

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
- Medical Physics
- Astrophysics.

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: 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: Up to 23 12 External, up to 11 Internal

Physics – Level 3
Practical Physics

Prerequisites: Physics – Level 2 (At least 14 credits with at least 12 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 (this is optional for students wishing to do Engineering).

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: Up to 22 Up to 16 External, 6 Internal

Psychology

Teacher-in-Charge: **Mark Johnston**
Med (Hons), BBus.Ed (Hons)
m.johnston@kingscollege.school.nz

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

This AS course is only available to Year 13 students.

The AS Level content includes four approaches to psychology with each having three core studies.

1. Biological:

- **Dement and Kleitman** (1957) – which is a study using a range of methods to investigate the relationship between dream content and eye movement
- **Hasset et al.** (2008) – looks at toy preferences in monkeys with 'boys toys' and 'girls toys'. Psychology being investigated was sex differences, socialisation, play and the role of hormones.
- **Holzel et al.** (2011) – looks at how training in mindfulness changes brain structure. Psychology being investigated was mindfulness and localisation of function.

2. Cognitive:

- **Andrade** (2010) – which suggests that doodling can improve concentration and memory of a conversation
- **Baron-Cohen et al.** (2001) – which investigates how a lack of a 'theory of mind' in adults with Asperger's Syndrome or autism can result in problems recognising emotions.
- **Pozzulu et al.** (2011) – explores child eyewitnesses' ability to identify the perpetrator of a crime using line-ups. Psychology being investigated was false positive responses and eyewitness testimony.

3. Learning:

- **Bandura et al.** (1961) – which is based on social learning theory and looks at the effect on children's behaviour of seeing an adult behaving aggressively.
- **Fagan et al.** (2014) – explores the use of positive reinforcement training for a trunk wash in elephants to improve their welfare. Psychology being investigated was operant conditioning, reinforcement and behaviour chaining
- **Saavedra and Silverman** (2002) is a case study of a young boy with a phobia for buttons and the use of classical conditioning to help reduce his fear and disgust

4. Social:

- **Milgram** (1963) – which based on the conflict between individual conscience and obedience to authority and considers how far a person would obey instructions which involved hurting another person.
- **Perry et al.** (2015) – investigates the effects of empathy and the social hormone oxytocin on social cues and personal space. Psychology being investigated was interpersonal distance, social hormones and empathy.
- **Piliavin et al.** (1969) looks at how bystanders behave in real-life situations and factors that affect their desire to help, including diffusion of responsibility

In addition you will learn about features of the research process and data and data analysis and consider ethical and methodological issues.

AS level Psychology can open up a range of careers and tertiary education courses in psychology, social sciences, economics, business and media studies.

AS Level 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 course addresses the nature-nurture debate with the focus on contemporary psychology in considering the relative contributions of each influence.

Those that study psychology will find that they are able to apply their understanding of human behaviour to numerous situations and use their knowledge in their everyday life.

This course is externally assessed with two exams worth 50% each.

Religious Studies

Teacher-in-Charge: **Gareth Walters**
B.A. (Hist/Eng.), Postgrad Dip.Tch; B.App. Theol.
G.Walters@kingscollege.school.nz

Teacher-in-Charge: **Antony Horacek-Glading**
A.Horacek-Glading@kingscollege.school.nz

Teacher-in-Charge: **Teena Tamati**
T.Tamati@kingscollege.school.nz

We are excited to be offering students the opportunity to study faith and religion at Year 11 ICGSE, NCEA Level 2 and Cambridge AS, here at King's College. In a world where faith and religion play such a significant part in people's worldviews, ethical decision-making and day-to-day lives, we think the opportunity to study this subject in an academically-rigorous way, will broaden and deepen students' understanding of belief and practice, but also the myriad of complex issues we all face today.

Year 11

Year 11 Religious Studies towards **NCEA** Level 2 and **CIE** AS Level

Faith, Theology and Ethics

In 2025, we will be providing an open entry course for all students interested in the beliefs, teachings and ethical applications of Judaism, Christianity and Islam. The course will cover all key aspects of beliefs and teachings for each of the above faiths. Students will engage with sacred texts, learning how to interpret them, and understand their theological implications and how these all inform worldview and ethics.

This course provides dual pathway options for 2026. Students completing this course can opt for either NCEA level 2 Religious Studies or AS and AS/A level papers in Biblical Studies. Note, that all later courses for NCEA level 3 and A level provide University Entrance.

Cambridge Pathway

Biblical Studies – AS Level

The Four Gospels and *The Development of Christianity* will be assessed in the AS Level examinations, in two papers.

The themes covered include:

- The historical, social, religious, and philosophical background to the Gospels:
- The main questions and ideas raised by biblical criticism.
- Authorship, date, provenance and main themes of the gospels.
- The main events in the gospels: including birth, baptism, temptations, teachings, miracles and mighty works, crucifixion and resurrection.
- Early development, thought and practice of the church.
- Expansion of the Christian Faith throughout the Near East and beyond.
- Pauline understanding of the complexities of church life specifically in Corinth.
- The tensions between Christian and non-Christians in the Greco-Roman world.

Candidates will be required to complete two internal written assignments each term based on material covered in the course, **except** in Term 3, where this will be replaced by a single essay and one internal examination.

The final external exam occurs in Term 4, where candidates will have to complete the two papers by answering *The Four Gospels*, a series of short passage questions (3 of 4), compulsory question, and structured questions (2 of 3). *The Development of Christianity*, structured questions (2 of 4).

Note: This is a stand-alone paper. Candidates beginning this course are not expected to have studied Divinity or Religious Studies previously.

NCEA Pathway

Religious Studies – Level 2

Year 12 Religious Studies looks in depth at three curriculum topics, key beliefs within two religious traditions, contemporary social action and significant theme in the Gospel. Each of these topics is taught and assessed within a 10-week time frame and is linked to an NZQA Achievement Standard as specified below. This course offers a total of 18 internal credits.

The topics taught and assessed are:

- Explain the key beliefs within two religious traditions in relation to a significant religious question
- Explain how a contemporary social action derives from the ethical principles of a religious tradition
- Explain a significant theme in a sacred text within a religious tradition.

Total Credits: 18 18 Internal

Religious Studies – Level 3

Year 13 Religious Studies is accredited as a university entrance subject. This means that it looks in depth at three curriculum topics, religious traditions in New Zealand, comparing and contrasting worldviews and examining ethical issues that the Christian Church may respond to. Each of these topics is taught and assessed within a 10-week time frame and is linked to an NZQA Achievement Standard as specified below. This course offers a total of 18 internal credits.

- Analyse the key beliefs of a religious tradition and a secular world view in relation to ultimate questions
- Analyse the response of a religious tradition to a contemporary ethical issue.
- Analyse a religious tradition(s) in Aotearoa New Zealand.

Total Credits: 18 18 Internal

Spanish

Head of Department: **Maria Lamberto**
Licenciatura en Filosofia (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.

Year 11

Year 11 Spanish towards **CIE** AS Level and **NCEA** Level 2

Prerequisite: Year 10 Spanish.

This course builds on the foundations learnt in the junior levels of year 9 and 10. The standard achieved by the end of year 11 provides excellent 'survival' skills. There is an emphasis on getting the basics right and achieving a mastery of the major tenses and grammatical structures. This course serves to prepare students for both AS Level Spanish and NCEA Level 2 Spanish.

At the conclusion of this course students will be able to:

- Conduct basic and more developed transactions in Spanish,
- Talk about themselves and the world around them,
- Express opinions and, in this third year of study, move towards a more cognitive approach.

This course gives students the linguistic survival skills needed for travelling in Spanish speaking countries as well as preparing them for both AS Level Spanish and NCEA Level 2 Spanish.

Cambridge Pathway

Spanish – AS Level
Spanish Language

Prerequisites: 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. Within the context of the set topics:

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

The course is based on 6 topics: Culture, Health & Well-being, Education & Future plans, Community & Society, Our responsibility with the planet and Science & Technology.

Spanish – A Level
Spanish Language and Literature

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

This course is academically demanding but very rewarding – approximately one third of the course is spent studying 2 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 2025 the set works are:

- *El coronel no tiene quien le escriba* by Gabriel García Márquez
- *La casa de Bernarda Alba* by Federico García Lorca.

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, summarize, adapt, present and discuss given materials.

> "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."

NCEA Pathway

Spanish – Level 2
Spanish Civilisation and Language

Prerequisites: Spanish – IGCSE (C grade or higher).

Following on from the Year 11 course, students will:

- 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.
- Demonstrate understanding of a variety of spoken Spanish texts on familiar matters
- Give a spoken presentation in Spanish that communicates information, ideas and opinions.

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
- 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
- Write a variety of text types in Spanish to convey information, ideas, and opinions in genuine contexts.

Total Credits: 19 10 External, 9 Internal

Te Reo Māori

Head of Department: **Amanda Thompson**
a.thompson@kingscollege.school.nz

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.

Year 11

Year 11 Te Reo Māori towards **NCEA** Level 2

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

This course builds on Te Reo Māori and Maoritanga at Year 9 and Year 10. Students develop a strong foundation to enable them to express their thoughts in te reo Māori with accuracy, fluency, cultural integrity and gain an understanding of language revitalisation. Emphasis is placed on developing strong foundations of the language through building vocabulary and mastering basic grammatical structures. At this level students will be able to:

- Communicate about themselves, important experiences, past events, people and places significant to their identity.
- Interact with others in te reo Māori to find out about personal information and important experiences.
- Acknowledge others in te reo Māori
- Show understanding of possessives structures.

There is no Cambridge Pathway available for Te Reo Māori.

NCEA Pathway

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

> “Te Reo emphasises the inseparable links between language, culture and identity. As students learn Te Reo Māori, they also deepen their knowledge and understanding of tikanga Māori.”

Technology and Design

Head of Department: **Gary Burton**
BSc (Hons), PGCE Des Tech
g.burton@kingscollege.school.nz

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.

Year 11

Year 11 Design and Technology towards **NCEA** Level 2 and **CIE** AS Level

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

The students gain skills in three main areas:

- Designing products, including high quality sketching and Architecture.
- Design process including evaluation of products and outcomes.
- Manufacturing process including welding, lathe work, glasswork and timber in the Kelley Technology Centre.

This course gives all students the opportunities that lead to both Level 2 and AS Level Design and Technology as well as Architecture Design, providing students with hands-on experience and a good base knowledge of materials and processes.

Cambridge Pathway

Design and Technology – AS Level

Prerequisites: Design and Technology – IGCSE (C grade or higher) 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.

Design and Technology – A Level

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

There are two options available for this course: Architectural Design or Product Design.

Architectural Design:

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:

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 – IGCSE (C grade or higher).

This course is for those students who have found an area of interest after sampling the wider Year 11 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 4 External, 18 Internal
Plus Optional Internal Credits

Product Design – Level 2

Prerequisites: Design and Technology – IGCSE (C grade or higher) or Art – IGCSE (C grade or higher).

This is an advanced version of the classic design and build project that is carried out at in Year 11.

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: 20 4 External, 16 Internal

Architectural Design – Level 3

Prerequisites: Design and 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 Arts (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

> 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.

Product Design – Level 3

Prerequisites: Design and 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 Arts (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 Arts component which involves the design of a corporate identity and logo to accompany their product.

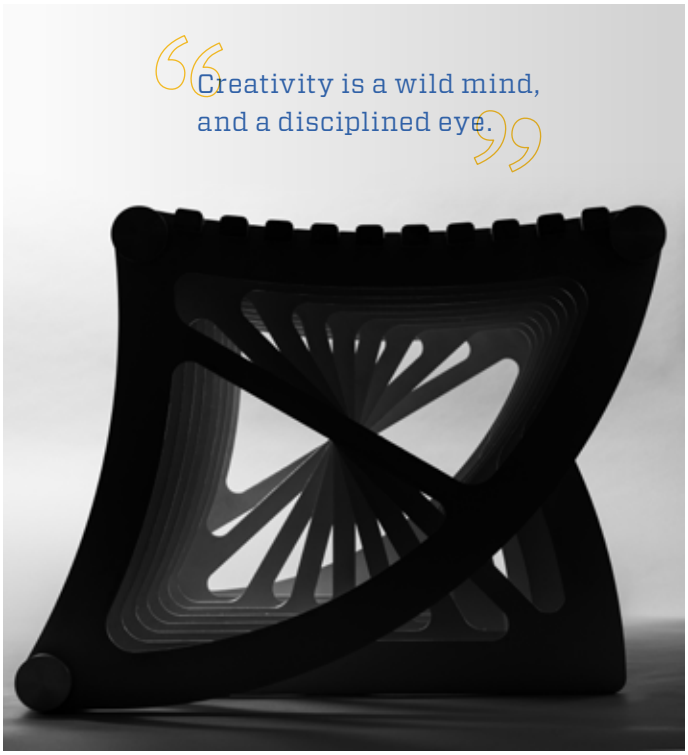
Total Credits: 24 4 External, 20 Internal

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


Creativity is a wild mind,
and a disciplined eye.

Visual Arts

Head of Department: **Jay Pressnell**
MDES, BA (Hons), PGCE In Art & Design Education
j.pressnell@kingscollege.school.nz

Visual Arts and Design is an ever-evolving creative discipline which lies at the heart of everything we respond to and make in a fast paced world. So many aspects of life are influenced by Art & Design's visual response - not just from our cultural histories and technological futures, but also through communication and advertising, the film and gaming industry, where the ability to tell stories and visualize exciting narratives and worlds are vital to their success. The new horizons which explore the exciting possibilities of Virtual and Augmented Reality, Artificial Intelligence, Special Effects and Animation, through to interactive online social media campaigns, Immersive Spaces and architecture, to fashion, landscape, portraiture and personal identity. The study of Art & Design enables students to critically analyse, develop their creative thinking skills, lean new artistic conventions and learn how to put these to use within their own individual projects.

In the Visual Arts Department, students advance via a journey that allows them to specialise in a variety of disciplines at senior level: Design, Painting and Photography, with Animation and Special Effects being incorporated in the depth of learning as they develop their skills and knowledge from the junior school and prepare themselves for tertiary/industry pathways. Courses in Art & Design enable students to work in a variety of traditional art making ways alongside digital media to creatively explore ideas and give them the best opportunity to respond to the changing world around them.

A 12.9" iPad Pro and Apple pencil is a requirement in Visual Arts. A MacBook Pro is highly recommended for those senior students in Design and Photography who wish to focus on a digital outcome. All students in art will have access to the Adobe Creative Suite.

> Te toi whakairo, ka ihiihi, ka wehiwehi,
> ka aweawe te ao katoa.
> Artistic excellence makes the world sit
> up in wonder.

Year 11

Year 11 Art and Painting towards **NCEA** Level 2 and **CIE** AS Level

In this course, students will develop practical art making skills and creative thinking techniques to create a body of work which focuses on the development of knowledge and visualization of Maori and Pasifika cultural artforms, exploring ideas around heritage, ancestry, Matauranga Maori principles, looking at natural forms and native New Zealand wildlife species through Painting, Drawing, Printmaking etc on a variety of scales.

The course involves students producing an exciting workbook of ideas and practical material experimentation, and also creating final resolved artworks. There are numerous trips to various locations to support idea development as well as experiencing a wealth of visiting artists and designers. This course is vital to those students interested in developing their drawing, illustration and painting skills.

This is also a folio based subject where students produce resolved artworks, but also developing a rich workbook showing idea development and material play and experimentation, creating works for their own themes.

Year 11 Photodesign towards **NCEA** Level 2 and **CIE** AS Level

This course is vital for those interested in Design, Photography and Animation. It provides students with foundational skills in Design for advertising, creating promotional material for a media campaign, with a focus on local histories, narratives and places, looking at cultural heritage, natural history and people of Aotearoa.

Students will develop practical design skills around communication graphic design for digital outcomes as well as print-based media and digital media and animation.

Students will learn higher level Adobe Photoshop techniques and understand how interactive and immersive design works in a commercial world through designing Posters, Zines, Interactive Projections and Animations etc as a way of promoting their company themes.

This is also a folio based subject where students produce resolved artworks, but also developing a rich workbook showing idea development and material play and experimentation, creating design assets for their own brand or company.

Both courses above will look to engage in collaborative ways with other departments, engage in external community/local/national projects and create opportunities for trips and visits from artists/designers and creative practitioners.

> Art is an adventure into an unknown world, explored by those willing to take risks.

Cambridge Pathway

Art and Design (Multiple Media) – AS Level

Prerequisites: Art – Level 1 (12 or more credits) or Art - IGCSE (C grade or higher) even at Year 13.

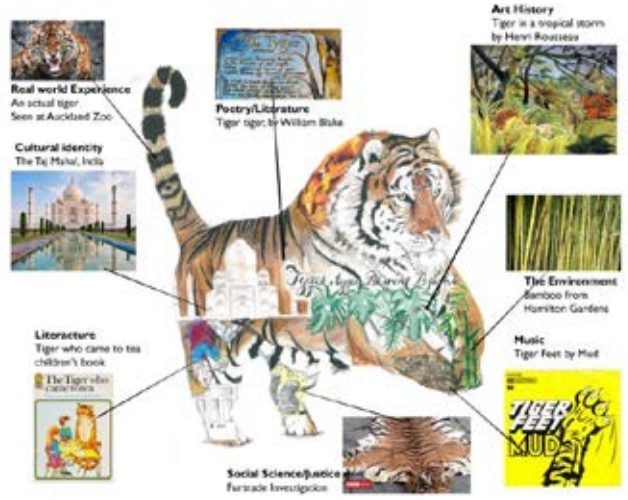
This course encourages students to explore a variety of manual and/or digital media and processes, according to their preference and area of work. Throughout the year students complete two separate projects that follow a similar structure: foundation research, conceptual exploration, and development to a final response. This course encompasses all areas of Visual Arts & Design, and students may choose to focus on one or several of the following:

- Painting
- Photography
- Design
- Illustration (manual or digital)
- Animation
- Spatial Design

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

Those focused on a digital outcome, Design or Photography will need their own Mirrorless or DSLR Camera.

Adobe Creative Suite will be provided to all students working in a digital medium.



Art and Design (Multiple Media) – A Level

Prerequisites: Art and Design – AS Level (D grade or higher).

This is an exciting and challenging course that builds on the research experience and explorative techniques acquired in the AS course. Students are encouraged to work independently to develop a personal creative response to a chosen topic of interest.

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

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

The A Level course is divided into a practical and written component, which are both externally assessed by Cambridge. There is no examination in A-Level Art and Design.

Those focused on a digital outcome, Design or Photography will need their own Mirrorless or DSLR Camera.

Specialist design apps and/or Adobe Creative Suite will be provided to students working in a digital medium.

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

> We value the process, embracing both expected and unexpected outcomes.

NCEA Pathway

Visual Arts (Photography) – Level 2

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

This a dynamic and engaging course for all those that enjoy Photography, Film and storytelling. This course covers the basic principles of the photographic and moving image process including:

- Photographic Professional/Film practice
- Idea Development and Creative thinking
- Camera Skills and process for digital moving image and print.

Students will complete two internal assessments during the year which develop their ideas and focus on camera conventions, alongside a portfolio (two x A1 boards or a 2 minute digital folio) that is due at the start of term 4. The digital folio should include a combination of stills and moving sequences with audio.

The Adobe Creative Suite and specialist design apps will be provided to all photography students.

Students are required to have a digital SLR or mirrorless camera.

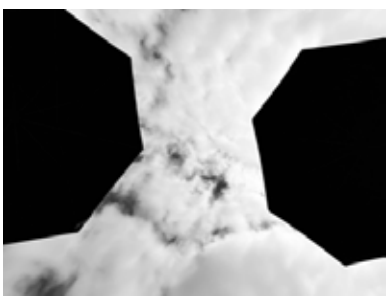
Total Credits: 20	12 External, 8 Internal












Visual Arts (Painting) – Level 2

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

Students have freedom to choose their own themes (with the guidance of their teacher), and continue to develop their individual painting style while experimenting with varied mediums and techniques. Students are encouraged to express themselves through paint and draw from personal experience, culture, relationships, and all things important to them.

Drawing is a large component of this course, and students must be confident in this area.

Students will learn:

- Process is just as important as the outcome
- Painting is not just done with a brush
- Art theory supports all practical outcomes

Total Credits: 20 12 External, 8 Internal

Visual Arts (Graphic Design) – Level 2

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

This exciting new design course allows students to create a futuristic company that exists in the 2070. Students will create the promotional material which moves into the field of interactive/immersive design, Virtual Reality, Animation and Communication Graphics for social media. Students will further their development in using the Adobe Creative Suite to produce engaging and unique design concepts, fast paced motion graphics and Mixed Reality experiences, using audio/visual skills to create a digital showreel of their future based company. They will create:

- Logo design
- Interactive APPs with Motion Graphics
- Immersive Poster designs in Virtual Reality
- Animated Billboard Designs

The Adobe Creative Suite and specialist design apps will be provided to all design students.

Total Credits: 20 12 External, 8 Internal

Visual Arts (Photography) – Level 3

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

This course is a must for all those students who wish to extend their experience in Photography, Film and storytelling. This course develops student ability to create engaging photographic and moving image outcomes including:

- Photographic Professional/Film practice
- Idea Development and Creative thinking
- Camera Skills and process for digital moving image and print.

This design course is divided into two parts:

- One Internal assessment: Photography/Moving Image Artist model research and developing a theme/idea.
- One External assessment: 3 x A1 Portfolio board or 3 minute Digital Folio.

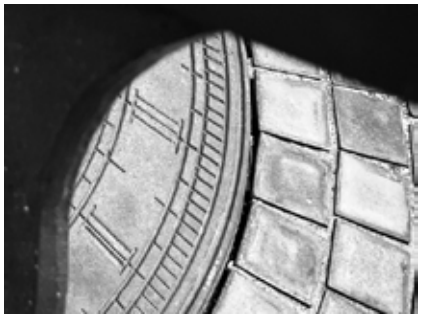
The digital folio should include a combination of stills and moving sequences with audio.

The Adobe Creative Suite and specialist design apps will be provided to all photography students.

Students are required to have a digital SLR or mirrorless camera.

Total Credits: 18 14 External, 4 Internal



Visual Arts (Painting) – Level 3

Prerequisites: Visual Arts (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 will develop an individual body of work, learning to work independently. They will generate, analyse and clarify ideas to show an understanding of processes and materials, while learning new techniques in a drawing study within painting.

This course will allow students to freely express themselves though the medium of paint. Students must show an extension of these qualities in their individual portfolio (3 x A1 boards, externally assessed). Drawing is an essential skill requirement for students applying for this course.

Students will learn:

- To explain why and how art works are made, viewed and valued
- To analyse methods and ideas from established practice
- How to build and present an original body of work

Scholarship is taught in this course and other internal assessments are available if students wish to extend their learning.

Total Credits: 18 14 External, 4 Internal

Visual Arts (Graphic Design) – Level 3

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

This exciting design course takes students on a journey into Interactive and Immersive Design, as well the world of Special Effects, Projection, Animation and Virtual Reality. The storytelling and world building component is vital for creating unique and engaging design works which enable students to experience a huge range of digital technologies aimed at the Film, Design and Gaming Industry.

Students will learn new skills, using the Adobe Creative Suite and other digital software to create immersive design work which can be experienced and viewed outside and as part of their final external digital showreel. Students will be encouraged to develop their own narratives and visualise them in a variety of ways through exciting learning in the areas of communication design, motion graphics, VR, AI and moving image. Students will study one internal assessment and one external assessment in the shape of a 3 minute digital showreel.

The Adobe Creative Suite will be provided to all students.

Total Credits: 18 14 External, 4 Internal



Contacts

Deputy Head – Academic	Mr Geoff Smith	g.smith@kingscollege.school.nz
Careers Director	Mr Riki Apa	r.apa@kingscollege.school.nz
Head of Academic Achievement and Timetabling	Mr Paul Haines	p.haines@kingscollege.school.nz
Head of Admissions	Mr Graeme Syms	g.syms@kingscollege.school.nz
Head of Assessment	Mr Gavin Parratt	g.parratt@kingscollege.school.nz

Head of Subject Curriculum

Accounting	Mrs Sharon Lofroth	s.lofroth@kingscollege.school.nz
Art History	Mr David Parr	d.parr@kingscollege.school.nz
Biology	Mrs Ronel Barlow	r.barlow@kingscollege.school.nz
Business Studies	Mrs Sharon Lofroth	s.lofroth@kingscollege.school.nz
Chemistry	Mr Ajaz Haq	j.southern@kingscollege.school.nz
Classical Studies	Mrs Lauren Lethbridge	l.lethbridge@kingscollege.school.nz
Computer Science	Mr Jacob Samuel	j.samuel@kingscollege.school.nz
Dance and Drama	Ms Emma Featherstone	e.featherstone@kingscollege.school.nz
Economics	Mr Mark Johnston	m.johnston@kingscollege.school.nz
English	Ms Nikki Bentley	n.bentley@kingscollege.school.nz
French	Ms Maria Lamberto	m.lamberto@kingscollege.school.nz
Geography	Mr Mark Kennelly	m.kennelly@kingscollege.school.nz
History	Mr Mike Stewart	m.stewart@kingscollege.school.nz
Latin	Mrs Lauren Lethbridge	l.lethbridge@kingscollege.school.nz
Marine Science	Mrs Ronel Barlow	r.barlow@kingscollege.school.nz
Mathematics	Mr Jordan Eskra	j.eskra@kingscollege.school.nz
Media Studies	Mrs Jasmine Johnson	j.johnson@kingscollege.school.nz
Music	Ms Emma Featherstone	e.featherstone@kingscollege.school.nz
Outdoor Education	Mr James Reyburn	j.reyburn@kingscollege.school.nz
Physical Education	Mr James Reyburn	j.reyburn@kingscollege.school.nz
Physics	Mr Bryan Sapsworth	b.sapsworth@kingscollege.school.nz
Psychology	Mr Mark Johnston	m.johnston@kingscollege.school.nz
Spanish	Ms Maria Lamberto	m.lamberto@kingscollege.school.nz
Te Reo Māori	Ms Amanda Thompson	a.thompson@kingscollege.school.nz
Technology and Design	Mr Gary Burton	g.burton@kingscollege.school.nz
Visual Arts	Mr Jay Pressnell	j.pressnell@kingscollege.school.nz

Notes

KING'S
COLLEGE

Golf Avenue | PO Box 22012 | Ōtāhuhu | Auckland 1640 | New Zealand
P +64 9 276 0600 | F +64 9 276 0670 | www.kingscollege.school.nz