

# St Dominic's Catholic College



## Senior Subjects Guide 2026



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## Staff who can assist in Course selection

Deputy Principal (Curriculum/Year 10 & Year 12)  
Deputy Principal (Year 11)

Mr Philip Jellyman  
Mrs Laura Friend

### Subject Areas

*For more information please see:*

Accounting	Mrs Shaiyad
Art History	Miss Baigent
Biology	Mrs G Taylor
Chemistry	Mrs Bandi
Classical Studies	Mrs Melki
Dance	Ms Rasmussen
Digital Technology/Creative Technology	Mrs Hahn
Drama	Mrs Lambert
Economics/Business	Mr Jellyman
Gateway/Pathways	Ms A Glen
English	Mrs Fernandez
English Language (ESOL)	Mrs E Toua
Food & Nutrition	Ms Barnett
French	Ms D Taylor
Geography	Mrs Roach
History	Mrs Schischka
Japanese	Ms Ito
Mathematics	Ms Rutherford/Mrs Marshall
Music	Ms Liu
Outdoor Education	Miss Townsley
Physical Education/Health	Miss Townsley/Mrs Phillips
Physics	Mrs Corray
Religious Education	Mrs Stepanic
Science	Mrs G Taylor
Social Studies	Ms Evans
Textiles	Mrs Hahn
Te Reo Māori	Ms D Taylor/Ms Jacobs
Tourism	Mrs Schischka
Visual Art/Painting/Photography	Ms Schwalger

### Deans - 2025

Year 10	Mrs Toua
Year 11	Mrs Patolo
Year 12	Mrs Gatland
Year 13	Mrs Phillips
International Dean	Mrs Foley

### Specialist Advisors

Careers Advisor	Mrs Nalter
NCEA / NZQA Co-ordinator	Ms Rutherford

# WELCOME TO YOUR SUBJECT CHOICES FOR 2026

Subject choice is an important process in your school year. You need to consider a number of factors when choosing your subjects for next year. Think carefully about your learning and talk with as many people as you can about the variety of subjects available to you.

This book has a lot of information to help you make informed choices. You will find:

- General points about course selection and career planning.
- Detail about each subject from Year 10 through to Year 13.
- Our curriculum chart so you can plan your subject choice and progression throughout your years at school.

Subject details include:

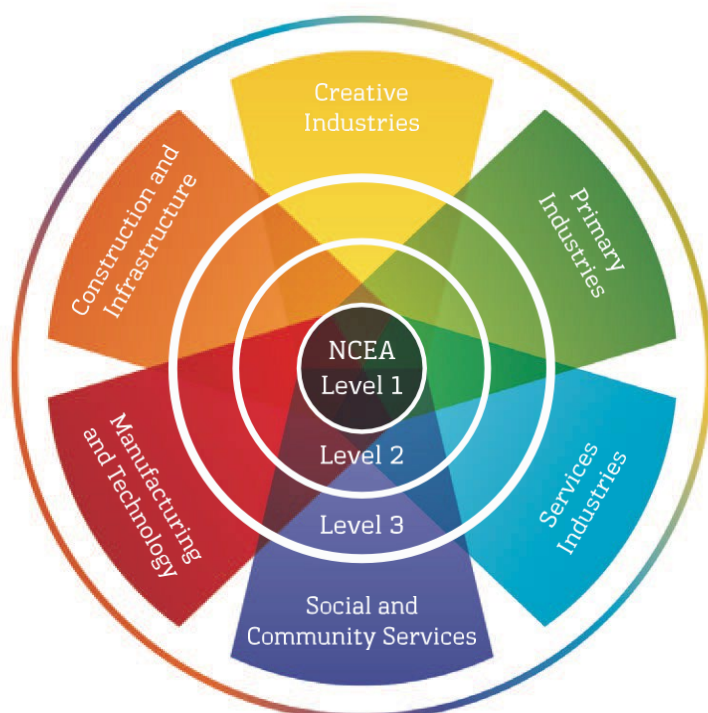
- Entry requirements, which indicate the prior learning or achievement you need to be able to study the subject.
- A contact person who is able to answer your questions about the subject.

## CHOOSING A COURSE

Choose subjects or a course that:

- you are good at.
- will allow you to get the qualifications you need.
- will lead you to the career you have in mind.
- you enjoy and are likely to do well in.
- provide a pathway through to Year 13 and further
- will be broad enough to allow flexibility if you change your mind in the future.
- provide multi-level study to complete the qualifications you need.

## VOCATIONAL PATHWAYS - WHAT SUBJECTS LEAD TO WHAT CAREERS?



To get started visit [careerwise.school](http://careerwise.schoolcareers.govt.nz) or [careers.govt.nz](http://careers.govt.nz) or [occupationoutlook.mbie.govt.nz](http://occupationoutlook.mbie.govt.nz). They all have information on study and career options with extensive information on labour supply and demand in New Zealand.

Achieving success in a Vocational Pathway means that as a student you have developed skills and knowledge in areas that employers value and are relevant to their industries.

If you are aiming for a career in a particular sector, the Vocational Pathways tools can help you to see which subjects and standards you should do to get to where you want to go. If you are undecided on a career, the pathways can help you see how your strengths and interests match up to an amazing range of jobs and study options available.

## HOW MANY SUBJECTS DO I STUDY?

### YEAR 10

9 subjects, which must include English, Mathematics, RE, Science, Social Studies, Physical Education and Health.

You choose 3 other Year 10 subjects; we suggest one from The Arts, one from Technology and the third one from Languages or any other subject area.

### YEAR 11

6 subjects, which must include an English, RE, Mathematics and a Science course plus any 2 other subjects

### YEAR 12

6 subjects, which must include English, and RE. Choose 4 other subjects. You may study subjects at Levels 1, 2 or 3 depending on your results from Year 11.

### YEAR 13

6 subjects including RE at Level 3. Subjects may also be from Level 1 or 2 depending on your results from the previous year.

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Every effort will be made to accommodate students' choices, but it may not always be possible to do so. If there is insufficient demand for a subject it may not run, it may combine with another level or may be allocated less staff contact time. Any clashes will be discussed with you by your Dean.

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# QUALIFICATIONS

All learning leads towards gaining a National Certificate of Educational Achievement (NCEA). Subjects in Year 9 and 10 build the foundations for learning in Year 11 and success in gaining qualifications. All subjects at Level 2 and 3 in the senior school are assessed against achievement or unit standards which are worth credits.

## YEAR 11 DIPLOMA

Year 11 students work towards our St Dominic's Catholic College Year 11 Diploma built around our 4 Strategic Pillars – Special Character, Culture, Achievement and Environment. Each Year 11 course will incorporate 1 NCEA assessment.

### NCEA Level 1

requires 60 credits from Level 1, 2 or 3 plus NCEA Literacy and NCEA Numeracy

### NCEA Level 2

requires 80 credits, of which 60 must be at Level 2 or above plus Level 1 literacy and Level 1 numeracy requirements.

### NCEA Level 3

requires 80 credits, of which 60 must be at Level 3 or above, and 20 credits at Level 2 or above plus Level 1 literacy and Level 1 numeracy requirements.

All NCEA certificates may be endorsed with Merit or with Excellence. You need at least 50 credits at Merit or at Excellence at the same level to earn endorsed certificates. These may be over several years.

Course or subject endorsement is also possible if you achieve 14 credits or more at Merit or Excellence in a particular subject. This must be gained in a single year.

## University Entrance Requirements

NCEA Level 3 certificate including

Minimum of 14 credits in each of 3 subjects from the list of approved subjects and

UE literacy – 10 credits at Level 2 (5 reading, 5 writing). These can be gained from specific standards in a number of different subjects.

UE numeracy – 10 credits Mathematics at Level 1 or higher and

It is worth noting that UE is a requirement for gaining entry to Polytech degree courses as well as University.

## ACADEMIC PROGRESSION

You need to achieve a complete NCEA certificate at each level in order to take a full programme at the next level.

- Year 12 students who have not achieved NCEA Level 1 may take a mixture of Level 2 and Level 1 subjects.
- Year 13 students who have not achieved NCEA Level 2 are not able to take 6 subjects at Level 3 and will do a multi-level programme of learning.

You must check the entry requirements for each subject you want to take and ensure you achieve enough credits to continue it in the following year. Generally, you need to have achieved at least 10 credits in a subject to be allowed to study it at the next level. Some subjects do not have entry requirements. This means that you may choose these subjects without having studied them before. If you have any queries or concerns about entry to a subject, you should discuss this with the contact person listed.

## CAREER EDUCATION

Career Education programmes aim at developing career competencies appropriate for each level. These include self-awareness, exploring opportunities, deciding and acting, skills for job search and the world of work.

- All Year 11 and 13 students take Careers as a subject for one period each week.
- Year 13 students have the opportunity to have an individual interview to assist them in planning their future. There is also a range of career presentations for Year 13 throughout the year.

## CAREER DEVELOPMENT OPPORTUNITIES

- All students are able to make an appointment for a career interview at any time.
- All students have access to a well-stocked career resource room and students have access to on-line career development.
- A range of needs-based STAR courses are available to provide hands on experience and assist with career decision making.
- The Gateway Programme is available to Year 12 and 13 students. This assists students to gain vocational credits while undertaking work experience in a career that they are considering pursuing.
- There is an opportunity for Year 12 and 13 students to dual enrol to study in a Trades Academy or Pathways course.
- Talks on a range of careers and tertiary education opportunities are held throughout the year.

For further information about Career Education or support, please email Ms Beth Nalter  
bnalter@stdoms.ac.nz

## YEAR 10

All students in Year 10 are required to study:

- Religious Education
- English
- Mathematics
- Physical Education and Health
- Science
- Social Studies

Choose THREE more subjects from the following list:

- Accounting/Economics
- Drama
- Dance
- Coding
- French
- Japanese
- Music
- Te Reo – Māori
- Technology – Digital
- Technology – Food
- Technology – Materials
- Technology – DVC
- Visual Art
- Literacy – students will be directed
- English Language

Care should be taken to ensure that option choices lead to further study in the senior school.

## YEAR 11

The main goal of each Year 11 course is to prepare students for Level 2 NCEA in Year 12. Students should think carefully about their Year 11 subject choices since ideally, they should continue with these subjects in Year 12 having developed their understanding Year 11. Most Year 11 courses will offer one NCEA achievement standard (usually worth 5 credits). Students will automatically gain NCEA Level 1 when they gain Level 2 NCEA in Year 12 or 13.

### Numeracy and Literacy

In order to gain any NCEA qualification students must gain NCEA Literacy and Numeracy which are tested separately.

All students in Year 11 are required to study:

- Religious Education
- English or English Language or Practical English
- Mathematics, Maths for Statistics or Combined Mathematics
- Science, Applied Science or Health or Geography or Physical Education
- Careers education

Choose TWO more subjects from the following list:

- Accounting
- Applied Science
- Dance
- Drama
- Coding
- Economics/Business
- French
- Geography
- Health
- History
- Japanese
- Music
- Physical Education
- Science
- Social Studies
- Te Reo – Māori
- Technology – Creative
- Technology – Hospitality
- Technology – Textiles
- Technology – DVC (Graphics)
- Visual Art

In selecting their Year 11 courses, students should think ahead to Years 12 and 13 and ensure that they are not limiting future pathways.

Students who have achieved to a very high standard in a particular subject may apply to their Dean to study a subject at Level 2 in Year 11.



## YEAR 12

All students in Year 12 are required to study:

- Religious Education
- English or Practical English or English Language
- Careers Education

Choose FOUR more subjects from the following list:

- |                          |                                 |
|--------------------------|---------------------------------|
| • Accounting             | • History                       |
| • Art History & Classics | • Japanese                      |
| • Art – Painting         | • Mathematics                   |
| • Art – Photography      | • Music                         |
| • Biology                | • Outdoor Education             |
| • Chemistry              | • Pathways                      |
| • Coding                 | • Physical Education            |
| • Combined Mathematics   | • Physics                       |
| • Dance                  | • Social Studies                |
| • Drama                  | • Statistics                    |
| • Economics              | • Te Reo Māori                  |
| • French                 | • Technology – Digital          |
| • Gateway                | • Technology – Food & Nutrition |
| • Geography              | • Technology – Textiles         |
| • Health                 | • Technology – DVC              |

Subjects may be studied at any appropriate level and multilevel study is possible. Only two Art or DVC portfolio subjects may be studied in one year so as to manage workload.

At Year 12 students will generally be working towards Level 2 for the National Certificate of Educational Achievement. In most subjects there will be a combination of internally and externally assessed standards. For a student to achieve a Level 2 Certificate she must accumulate 80 credits, 60 of which must be from Level 2 Standards plus 20 from Level 1 or 3. She must also have gained NCEA Literacy and Numeracy. It is important to note that to gain University Entrance students must gain 5 reading and 5 writing credits at Level 2 in English as well as NCEA Literacy.

Level 2 certificates may be endorsed if 50+ credits are gained at Merit or Excellence. Single subjects can also be endorsed by gaining 14 or more credits at Merit or Excellence in a single year. Three credits must be from internal assessment and 3 credits from external standards.

Students who have achieved to a very high standard in a particular subject may apply to their Dean to study a subject at Level 3 in Year 12.

## YEAR 13

All students in Year 13 are required to study:

- Religious Education\*
- Careers Education

Choose FIVE subjects from the following list:

- Accounting\*
- Art History\*
- Art – Painting\*
- Art – Photography\*
- Art Sculpture\*
- Biology\*
- Calculus\*
- Chemistry\*
- Classical Studies\*
- Combined Mathematics
- Dance\*
- Drama\*
- Economics\*
- Academic English\*
- French\*
- Gateway
- Geography\*
- Health\*
- History\*
- Japanese\*
- Mathematics\*
- Music\*
- Pathways
- Physical Education\*
- Physics\*
- Practical English
- Statistics\*
- Study
- Technology – Digital \*
- Technology – Food & Nutrition \*
- Technology – Textiles\*
- Technology –DVC\*
- Te Reo Māori \*
- Tourism
- Visual English\*

*\*Approved subject for University Entrance*

Subjects may be studied at any appropriate level and multilevel study is possible.

At Year 13 students will generally be working towards Level 3 for the National Certificate of Educational Achievement. In most subjects there will be a combination of internally and externally assessed standards. For a student to achieve a Level 3 Certificate, she must accumulate 80 credits, 60 of which must be from Level 3 standards. She must also have gained L1 literacy and numeracy (10 credits each).

### STUDY OPTION

Year 13's may choose Study as an option so as to allow more time for independent study and focus with the aim of raising the quality of grades while also reducing stress and anxiety. Students who choose Study as an option must get their course selection checked and signed off by the Careers Advisor, Ms van Hoffen or their Dean.

### NEW ZEALAND NZQA SCHOLARSHIP AWARD

Scholarship is available to high achieving Year 13 students. It is a monetary award and does not attract credits. Students may enter in one or more Scholarship Standards. The NZ Scholarship Certificate is awarded to students who have achieved the 'Scholarship Standard in 3 or more subjects. Scholarship is available for most subjects. Selection for Scholarship is based upon teacher assessment of a student's capability in a particular subject, in conjunction with student choice, commitment and proven track record. Students can discuss Scholarship entry with the relevant Head of Department, or Mr Jellyman

Accounting is the process by which it is possible to make decisions about a business. You do this by collecting and organising financial information. The skills you will develop from taking this subject are:

- Literacy
- Numeracy
- Communication Skills
- Self - Management
- Information Skills
- Problem Solving

These skills will make it easy for you to get into a number of well-paid careers worldwide. You will also become better at managing your own finances with your new found budgeting skills early in life. Take this subject if you enjoy working with figures and want to be able to find work in a wide number of fields.

Accounting is offered as an option at Years 10, 11, 12 and 13.

You will also use Banger High, a simulated online banking system to achieve financial literacy in a virtual economy.

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## YEAR 11 ACCOUNTING

Entry requirement:	Open, Year 10 Accounting is an advantage but not compulsory.
Credits:	5 Level 1 credits
Course outline:	This course is an introduction to the role of accounting as a financial language. It has a combination of learning for Level 1 and Level 2 ANCEA. You will have opportunities to apply your financial knowledge and skills to business situations.
Assessment:	1 Internal assessment – 5 credits

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## ACCOUNTING LEVEL 2

Entry requirement:	Open but Year 11 Accounting is an advantage.
Credits:	Up to 16 Level 2 credits
Course outline:	This course has a combination of external and internal assessments which build on your knowledge and skills from Level 1. Further credits may be available.
Assessment:	2 Internal standards 7 credits, 2 external standards worth 9 credits

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## ACCOUNTING LEVEL 3

Entry requirement:	Open but preference to students with previous study
Credits:	Up to 21 Level 3 credits
Course outline:	Your course work will focus on accounting entries for partnership and company forms of business entities which will include accounting for production costs, job costing, budgeting and manufacturing accounts. This will help you to think critically and analyse company reports like a professional.
Assessment:	2 External standards 9 credits, 2 internal standards worth 8 credits. Further credits may be available

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## FUTURE AREAS OF INTEREST AND STUDY

Accounting is a useful subject for students wishing to gain tertiary qualifications or pursue a career in Business Administration, Management Accounting, Financial Accounting, Auditing and Tax Accounting.

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# ART HISTORY

Contact Teacher: Miss Baigent

What is Art History?

In a world saturated by images the study of Art History can help you to bring meaning to your visual experiences. Studying Art History is like opening a window to other worlds, times and cultures. It develops critical thinking skills to help you analyse, interpret clues and understand ideas and values of the time and society specific art works were made in. It encourages you to see the world with new perspective. It will help your literacy skills, including independent research and writing but with a tangible visual base to inspire you. An added bonus is we get to see the drawings, prints, paintings, sculptures, architecture and objects we study by visiting local galleries or when you embark on international travel!

Students of Art History develop skills and knowledge to support them in a huge variety of further education and professions as it improves their ability to conceptualise, investigate theories and communicate those ideas soundly. Studying Art History could set you up for careers as curators, lawyers, artists, journalists, teachers...the future is open!

Art History is a University subject that can be studied as part of a Bachelor of Arts/Humanities or Fine Arts or conjoint Degree.

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## ART HISTORY & CLASSICAL STUDIES LEVEL 2

Entry requirement: Demonstrated ability in written English at Level 1

Credits: Up to 22 Level 2 credits

Course outline: Students will study the people, places and ideas of Ancient Greece and how they influence us today. This is an interdisciplinary subject combining literature, art, history and mythology – including gods, heroes and monsters. They will closely examine how and why art works are made to convey meaning. Students will develop the ability to analyse stylistic characteristics of art works in a range of media and relate contextual influences to art production. A compulsory fieldtrip will take place to evaluate the influence of classical architecture on Auckland buildings for an internal assessment.

Assessments: Internal credits 14, External 4 credits. Assessment against some standards may be optional.

Costs: Field trip approximately \$25

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## ART HISTORY LEVEL 3

Entry requirement: Open Entry at teacher discretion – L2 Art History or Visual Arts beneficial & adequate literacy needed

Credits: Up to 24 Level 3 credits – based on individual needs

Course outline: Students gain an opportunity to develop critical engagement with Art through a variety of lenses. They will develop an understanding of styles and symbolism, as well as the role of media and technique in the process of art making. Evaluating the influence of different contexts (political, social, historical, aesthetic, personal etc) on the development of art across several timeframes is a key part of the course.

Topics covered include: The late Renaissance; 21<sup>st</sup> century diversity and art from the Pacific, and a guided inquiry into an art topic of your own choice.

This course involves researching and writing about art in detail. Inquiry and critical thinking are important skills we will develop and extend as we engage with theory in relation to the art objects we study.

Assessments: Internal 12 credits, external 8 credits. Assessment against some standards may be optional

Costs: Gallery Visit approximately \$10.

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# BIOLOGY

Contact Teacher: Mrs Taylor

Biology is the study of life. It involves people investigating things as diverse as the social antics of the pukeko, the evolution of humans and their ancestors, the migration of whales, the reproductive behaviour of plants and the anatomy and physiology of the human body. Coupled with technology, it provides fascinating avenues for research into the treatment of human diseases, production of genetically modified plants for disease resistant crops and the development of vaccines and therapies. A good understanding of our environment and the ways in which humans interact with it is essential for informed decision-making about the future of our planet. The need for scientific literacy in the 21<sup>st</sup> Century is paramount

## BIOLOGY LEVEL 2

Entry requirement:	Satisfactory completion of the Year 11 Science Biology topics.
Credits:	20 credits
Course outline:	This course includes 2 practical investigations, (patterns within an ecological community and osmosis), the study of cells, gene expression, and Mendelian and population genetics. This course will provide a solid base for the Level 3 Biology course the following year.
Assessments:	3 External assessments 12 credits, 2 internal assessments, 8 credits
Costs:	Level 2 Biology workbook \$25, Rocky Shore trip approximately \$20

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## BIOLOGY LEVEL 3

Optional/Approved

Entry requirement:	Achieved or above in at least 3 Level 2 Biology Standards, however able students may start at this level, after consultation with the Subject Leader Science
Credits:	18 credits
Course outline:	This course includes a practical investigation, research into contemporary biological issues, the study of animal and plant behaviour, human evolution and modern techniques in Biotechnology.
Assessments:	2 External assessments 9 credits, 4 internal assessments 12 credits
Costs:	Level 3 Biology workbook = \$20. Trips to Tiritiri Matangi, Auckland Zoo approximately \$80 in total

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# CHEMISTRY

Contact Teachers: Mrs Bandi/Mrs Caldas

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Chemistry is the study of the nature and behaviour of substances. This study involves understanding our modern world (e.g. plastics, food additives, fuels, agriculture, etc.). It is important for careers in the health sciences, engineering, biochemistry, veterinary science, wine science, food technology, forensics and medical research.

Level 2 Chemistry is essential to underpin Level 3 Chemistry. Students must aim to Achieve at least two of the three External papers, and one External at Merit level or higher.

Both Level 2 & 3 Chemistry require strength in calculations. Learners will develop a good ability in written English as explanations and discussions of chemical concepts is required.

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## CHEMISTRY LEVEL 2

Entry requirement:	Satisfactory completion of the Year 11 Science Chemistry topics
Course outline:	Chemistry is about the physical world around us, the matter it is made of and the ways they react and change into different substances. Practical work will be carried out on a regular basis and students enjoy this aspect. This course is essential for learners intending to take Level 3 Chemistry.
Assessment:	3 internal assessments; 9 credits, 2 external assessments. Total credits 18.
Costs:	Workbook bundle which contains experiments, course notes and wide range of learning activities that costs approximately \$28.

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## CHEMISTRY LEVEL 3

Entry requirement:	Achieved or above in at least three L2 Chemistry standards or with Chemistry teacher recommendation. Chemistry teacher recommendation.
Course outline:	Chemistry is everywhere – it is about life, our food and clothing, the air we breathe...! The topics covered expand and extend the concepts introduced in Level 2 Chemistry to prepare for tertiary level study. Practical work continues to be an important and integral component of the course.
Assessment:	Total credits 19 (or 24 if attempting scholarship) 3 internal assessments, 9 credits and 2 external assessments, 10 credits.
Costs:	Workbook bundle which contains experiments, course notes and wide range of learning activities that costs approximately \$28.

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# CLASSICAL STUDIES

Contact Teacher: Mrs Schischka & Miss Melki

## CLASSICAL STUDIES & ART HISTORY LEVEL 2

Entry requirement:	Demonstrated ability in written English at Level 1
Credits:	Up to 18 – 22 Level 2 credits
Course outline:	Students will study the people, places and ideas of Ancient Greece and how they influence us today. This is an interdisciplinary subject combining literature, art, history and mythology – including gods, heroes and monsters.
Assessments:	Internal credits 10-14, External 8 - 12 credits. Assessment against some standards may be optional.
Costs:	Field trip approximately \$25

## CLASSICAL STUDIES LEVEL 3

Classics is the study of ancient civilisations, primarily Ancient Greece and Ancient Rome. In level 3, the primary focus is Epic literature; the stories of heroes and their adventures. We use these stories to learn about the historical context of the time and how these stories have influenced later cultures. Although classics is heavily rooted in the past, the exploration of these stories develops an analytical mind and the ability to argue different perspectives, the study also imparts empathy on its learners as there is so much to learn about what has already happened that can teach us how to act today.

Entry Requirement:	Open entry at teacher discretion. Strong literacy skills demonstrated ability in written English and comprehension is required. Having done History or Art History/Classics at Level 2 will help.
Credits:	16-20 Level 3 credits
Course Outline:	<ul style="list-style-type: none"><li>Students will study Virgil's <i>Aeneid</i>, the story of how Aeneas has to flee from his home that has been destroyed in the Trojan war and meet his fate to reach Italy and spark the creation of Rome. They will explore historical events that connect to the story and the political message behind it.</li><li>Students will also explore three stories (Homer's <i>Odyssey</i>, Virgil's <i>Aeneid</i>, Philip Pullman's <i>His Dark Materials</i>) that tell of a hero's descent into the underworld. They will explore their similarities and differences to understanding the lasting influences of the classical world.</li><li>Students may also have the chance to engage with Homer's <i>Iliad</i>, the story of the Trojan war and its hero Achilles, partly through the film <i>Troy</i>.</li></ul>
Skills:	Source analysis and interpretation, Critical thinking, Cross-referencing sources, Critical and analytical essay writing
Assessment:	2 internal assignments worth 6 credits each, 1-2 external assignments worth 4 credits each. Second external to be discussed with teacher.

# DANCE

Contact Teacher: Ms Rasmussen

Dance is expressive movement that has intent, purpose and form. In dance education, students integrate thinking, moving and feeling. They explore and use dance elements, vocabularies, processes and technologies to express personal, group and cultural identities, to convey and interpret artistic ideas and to strengthen social interaction. Students develop literacy in dance as they learn about, and develop skills in performing, choreographing and responding to a variety of genres from a range of historical and contemporary contexts.

## YEAR 11 DANCE

Entry requirement:	Open
Credits:	5 Level 1 NCEA credits
Course outline:	Students will extend their dance technique on a variety of dance styles, choreography skills and performance skills. They learn to understand and respond to dance performances and demonstrate understanding of dance elements.
Assessment:	Involves both practical (which are performed and videoed) and written assessment activities that are assessed during the year. For assessment purposes, students will perform in the school dance show, which is held during Term 3.
Costs:	To prepare for written assessment, the students may attend a live dance performance throughout the year. Parents and caregivers will be informed in writing of school trips to see live performances and of any extra costs involved.

## DANCE LEVEL 2

Entry requirement:	Usually St Dominic's Year 11 Dance Diploma or Head of Department approval
Credits:	Up to 20 credits.
Course outline:	Students learn to communicate and explore movement in a variety of ways through dance, and by choreographing and developing performance skills. Each student has the role of dancer and choreographer. They learn to analyse and respond to dance performances and demonstrate knowledge of choreographic processes and influences on a dance style.
Assessment:	Involves both practical (which are performed and videoed) and written assessment activities that are assessed both during the year and in an end of year examination. Students will be expected to attend both the technical and dress rehearsals prior to their performances at YouDance Youth Festival and in the school dance show.
Costs:	A black t-shirt and leggings are required for NCEA assessments. The teacher may arrange for students to attend live dance performances throughout the year. Parents and caregivers will be informed in writing of school trips to see live performances and of any extra costs involved.

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## DANCE LEVEL 3

Entry requirement:	Essentially Level 1 and/or Level 2 Dance, NCEA Level 1 literacy or Head of Department approval.
Credits:	Up to 20 credits.
Course outline:	Students learn to communicate through movement in sophisticated and subtle ways by refining dance technique, choreography and performance skills. Each student has the role of dancer and choreographer. They learn to analyse and critique dance performances and dance performance practices.
Assessment:	Involves both practical (which are performed and videoed) and written assessment activities that are assessed both during the year and in an end of year examination. Students will be expected to attend both the technical and dress rehearsals prior to their performances at YouDance Youth Festival and in the school dance show.
Costs:	A black t-shirt and leggings are required for NCEA assessments. The teacher may arrange for students to attend live dance performances throughout the year. Parents and caregivers will be informed in writing of school trips to see live performances and of any extra costs involved.

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# DRAMA

Contact Teacher: Mrs Lambert

Senior Drama offers a wide range of benefits, from developing essential communication and teamwork skills to fostering creativity and critical thinking. It can also enhance confidence and provide a solid foundation for various careers, both within and outside the arts. Drama develops communication, interpersonal, problem solving, time management and organisational skills. Students build self-confidence, creativity, critical thinking and learn to communicate in public situations with flair. Not only can drama lead to pathways in performing arts and arts-related careers, but the skills students learn in drama are transferable and highly valued in various other industries. Drama enables students an opportunity for personal growth, building their emotional intelligence, self-discipline and perseverance.

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## YEAR 11 DRAMA

Year 11 Drama Students will:

- Investigate the forms and purposes of drama in different historical or contemporary contexts, including Theatre Aotearoa.
- Select and use techniques, conventions, and technologies in a range of dramatic forms.
- Research, evaluate, and refine ideas in a range of dramatic forms to develop drama.
- Perform and respond to drama and make critical judgments about how elements, techniques, conventions, and technologies are used to create form and meaning in their own and others' work.

Entry requirement:	None, but Year 10 Drama will be an advantage.
Credits:	5 NCEA internally or externally assessed credits.
Course Outline:	In this course students will focus on the techniques, elements, conventions and technologies of drama. They will develop practical drama performance skills and self-confidence through drama improvisation, scripted drama and devised drama. They will develop knowledge of theatre form through and in-depth study and performance of Theatre Aotearoa, Melodrama or Elizabethan Drama. They will also write and reflect on live viewed Drama performances, to develop ideas and practical knowledge of stagecraft and theatre technologies.
Assessment:	5 Level 1 NCEA internally or externally assessed credits.
Note:	As part of the Level 1 St Dominic's Catholic College Diploma, this course will also consist of three other assessments. This may include but is not limited to, scripted drama, devised drama, theatre form and response to live drama performance.

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## DRAMA LEVEL 2

Year 12 Drama Students will: • Research the purposes of production, performance, and technologies of drama in a range of contexts, including Theatre Aotearoa • Explore how drama reflects our cultural diversity. • Select and refine the use of techniques, conventions, and technologies in specific dramatic forms. • Research, critically evaluate, and refine ideas to develop drama in specific dramatic forms. • Rehearse and perform works in a range of dramatic forms. • Respond to and make critical judgments about rehearsal processes and performances

Entry requirement: None, but Year 10 and or Year 11 Drama will be an advantage.

Credits: 18 Level 2 NCEA credits

Course outline: In this course students will extend their focus on the techniques, elements, conventions, and technologies of drama. They will extend practical Drama performance skills through Drama improvisation, scripted drama and devised drama. They will continue to develop knowledge of theatre form through an in-depth study on Theatre Aotearoa, or 20<sup>th</sup> Century Theatre. They will also critique and reflect on live viewed drama performances, to develop ideas and extend knowledge of stagecraft and theatre technologies.

Assessment: This course comprises of 3 internally assessed and one externally assessed Achievement Standard. This course is designed to allow students to complete a Level 2 NCEA Certificate in Drama.

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## DRAMA LEVEL 3

Year 13 Drama Students will: • Research, analyse, and critically evaluate how drama, including Theatre Aotearoa, interprets, records, or challenges social and cultural discourse. • Research, analyse, and integrate elements, techniques, conventions, and technologies in dramatic forms for specific purposes. • Research, critically evaluate, and refine ideas to create original drama work. • Analyse, rehearse, and perform works in a range of dramatic forms, assuming a variety of artistic or technical responsibilities. • Reflect on and critically evaluate a wide range of works and performances.

Entry requirement: Pre-requisite: either Year 10, Year 11 and/or Year 12 Drama.

Credits: 18 Level 3 NCEA credits.

Course outline: In this course students will intensify their focus on the techniques, elements, conventions, and technologies of drama. They will extend and solidify a higher level of practical drama performance skills through drama improvisation, scripted drama and devised Drama. They will extend knowledge of theatre form through and in-depth study on Theatre Aotearoa, or 20<sup>th</sup> Century Theatre. They will critically analyse and reflect on live viewed Drama performances, to refine their understanding of stagecraft and theatre technologies.

Assessment: This course comprises of 3 internally assessed and one externally assessed Achievement Standards. This course is designed to allow students to complete a Level 3 NCEA Certificate in Drama.

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*NB: For all courses students will be required to attend one or two live professional drama productions. For NCEA this is a requirement to be able to sit the external examinations and meet NZ Curriculum requirements. All trips will be arranged by the Subject Leader, and students will be required to pay for the performances they attend. This amount will be approximately \$20-\$30 per performance (TBC).*

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Economics is the study of how governments, businesses, households and people make decisions about how to allocate and use their scarce resources. Economic ideas are used by governments, businesses and individuals to help make decisions. The economy affects every citizen whatever their age, wherever they live. Economists work on issues such as the impact of artificial intelligence on the future of work, the role of the financial system in combatting climate change, and the value of diversity in decision making. They think about the impact of mental health, crypto-currencies and driverless cars on jobs, growth, inflation and wellbeing. As a result, economics is a useful and interesting subject for anyone interested in business, business management and politics.

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## YEAR 11 ECONOMICS & BUSINESS

Entry Requirement:	Open
Credits:	5 Level NCEA 1 credits
Course outline:	<p>This course focuses on consumer, producer and government decisions, the factors affecting them and their effect on each other. It introduces students to the main economic concepts including the market forces of demand and supply and government involvement in the economy. Economics has a strong relationship to the real world and leads to a better understanding of business, politics and law. Students will also set up and run a small business, applying business and economic concepts to the real world.</p> <p>The major sections of the course are:</p> <ul style="list-style-type: none"><li>• Producers' decisions and production</li><li>• Consumers' decisions</li><li>• Market forces</li><li>• Government decisions</li><li>• Carrying out a business activity</li></ul>
Assessments:	1 internally assessed NCEA assessment, plus common assessment tasks

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## ECONOMICS LEVEL 2

Entry Requirement:	60 credits in Level 1 NCEA
Credits:	Up to 22 Level 2 credits
Course Outline:	<p>This course considers the major economic issues affecting the economy, how we can analyse them, economic models, effects and government policy to influence the economy. It is closely aligned to looking at current economic and political issues affecting New Zealand today.</p> <p>Economic issues:</p> <ul style="list-style-type: none"><li>• Unemployment</li><li>• International trade</li><li>• Economic growth</li><li>• Inflation</li><li>• Government policy</li></ul>
Assessments:	<p>The work done through the year will be assessed in two different ways:</p> <p>External assessment – an exam sat at the end of the year - 3 standards 12 credits</p> <p>Internal assessment – 2 internal assessments are carried out during the year - 10 credits</p>

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## ECONOMICS LEVEL 3

Entry Requirement:	60 credits in Level 2 NCEA
Credits:	Up to 20 Level 3 credits
Course outline:	<p>Economics has a strong relationship to the real world and leads to a better understanding of business, politics and law. This course investigates both micro-economics – how firms and markets operate and macro-economics – how the economy as a whole operates as well as government policies to influence both.</p> <p>Key ideas:</p> <ul style="list-style-type: none"><li>• The operation of a market system, market structures and decision making by firms.</li><li>• Market failure and the case for government intervention - how and why the government intervenes in the economy.</li><li>• The economy as a whole including fiscal and monetary policy, balance of payments, employment and economic growth.</li></ul>
Assessments:	<p>The work done through the year will be assessed in two different ways:</p> <p>External assessment – an exam sat at the end of the year - 2 standards, 10 credits</p> <p>Internal assessment – two assessment activities carried out during the year - 2 standards, 10 credits</p>

**Ko te reo te tuakiri, ko te reo tōku ahurei, ko te reo te ora.**

*Language is my identity; language is my uniqueness; language is life.*

English is the study, use and enjoyment of the English language and literature through a multicultural lens. Success in English is fundamental to success across the curriculum because in all areas of study students need to be able to understand and respond to what they read, and to express themselves with confidence, accuracy, and impact. All courses of English are structured around two strands; understanding meaning through listening, reading, and viewing; and creating meaning through speaking, writing, and presenting.

At each level students will be able to comprehend and create texts, engage in critical analysis, read for pleasure, and connect through story telling using a range of written, oral and visual texts. They will also have a wide range of writing, speaking, and presenting tasks in which to showcase their skills.

Each student should select an English course that meets her individual needs and provides the credits for Literacy and University Entrance, with a focus on navigating pathways and developing agency to help shape the future. Te whakaterere ara me te whakawhanake kahawhiri hei tautoko i te tāraitanga o āpōpō.

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## YEAR 11 ACADEMIC ENGLISH

Entry Requirement: Year 10 English teacher recommendation based on satisfactory Year 10 performance  
Credits: 5 Level 1 credits (external)  
Course Outline: Students will study the language and the impact of written, ORAL and visual texts. They will be exposed to a range of writing styles, reading and speaking. At this level, students are expected to show understanding of aspects of language and literature, and to develop and structure ideas in their writing.  
This is a preparatory course for Level 2 English in 2026.

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## YEAR 11 PRACTICAL ENGLISH

Entry Requirement: Year 10 English teacher recommendation based on satisfactory Year 10 performance.  
Credits: 5 Level 1 credits (external)  
Course Outline: The aim of this course is to improve all-round and literacy language skills. Students will be provided with extra assistance towards the improvement of their basic literacy levels. Assessment will cover three skill areas: writing, speaking and reading.  
This is a preparatory course for Level 2 English in 2026. Individualised Learning programmes are offered in this course.

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## LEVEL 2 ACADEMIC ENGLISH

Entry Requirement: Year 11 English teacher recommendations and 5 English credits gained at Level 1 with Merit or higher  
Credits: 18 Level 2 credits  
Course Outline: Students will study the language and impact of written texts. They will be involved in research, learning a few writing styles, reading and speaking. At this level, students are expected to analyse significant aspects of language and literature.  
Assessment: Internal and external assessments  
This course leads to Academic English Level 3 for students who meet the required prerequisites.  
This course covers the University Entrance criteria.

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## LEVEL 2 PRACTICAL ENGLISH

Entry Requirement: Year 11 English teacher recommendations and 5 English credits gained at Level 1  
Credits: A minimum of 14 Level 2 credits  
Course Outline: The aim of this course is to improve all round language skills. Students will be provided with extra assistance towards the improvement of their literacy levels. Students will study the language and impact of written and visual texts. They will be involved in writing, viewing, reading and presenting. At this level, students are expected to analyse significant aspects of language and literature. Individualised learning programmes are offered in this course, which is designed to be flexible.  
Assessment: Internal and external assessments  
This course leads to Academic or Practical English at Level 3, depending on meeting the set pre-requisites for each course. A minimum of 8 credits earned in this course count towards University Entrance.

### LEVEL 3 ACADEMIC ENGLISH

Entry Requirement:	A minimum of 10 English credits at Level 2
Credits:	18 Level 3 credits
Course Outline:	Students will study the language and impact of written and texts. They will be exposed to a range of writing styles, reading, research, presenting and speaking. At this level, students are expected to develop a critical response to aspects of language and literature.
Assessment:	Internal and External assessments Credits earned in this course count towards University Entrance.

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### PRACTICAL ENGLISH LEVEL 3

Entry Requirement:	At least 6 English credits at Level 2
Credits:	A minimum of 14 Level 3 credits or a combination of Level 2 and 3 credits
Course Outline:	The aim of this course is to improve all round language skills as students will be provided with extra assistance towards the improvement of their literacy levels. Students will study the language and impact of written and visual texts. They will be exposed to writing, reading, viewing, research and presenting. At this level, students are expected to develop a critical response to aspects of language and literature. Individualised learning programmes are offered in this course.
Assessment:	Internal and external assessments. 8 credits earned in this course count towards University Entrance.

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## ENGLISH LANGUAGE

Contact Teacher: Mrs Toua

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### ENGLISH LANGUAGE FOUNDATION

Entry Requirements:	New migrant or international students may be recommended to do this course after student assessment results. They must sit at the English Language Learning Progressions (ELLP) foundation stage or stage 1.
Course Outline:	The aim of this course is to develop basic English speaking, listening, writing and reading language skills.

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### ENGLISH LANGUAGE INTERMEDIATE

Entry Requirements:	Migrant or international students may be recommended to do this course after student assessment results. They must sit at the English Language Learning Progressions (ELLP) stage 1 or stage 2.
Course Outline:	The aim of this course is to be introduced to English subject skills such as text analysis, essay writing, and speech performance, whilst also developing intermediate level English Language skills.

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### ENGLISH LANGUAGE LEVEL 1

Entry Requirements:	Students must sit at the English Language Learning Progressions (ELLP) stage 2 or above.
Credits:	Up to 15 level 1 credits <i>*credit opportunity may vary dependant on student ability and level</i>
Course Outline:	The aim of this course is to assist students in gaining their NCEA co-requisite for literacy and prepare for NCEA level 2 assessments the following year. Students will study the language and impact of written and oral texts. They will be involved in writing and presenting. At this level, students are expected to analyse aspects of language and literature.
Assessment:	Internal assessment 5 credits, external assessment 10 credits. Individualised learning programmes are offered in this course.

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### ENGLISH LANGUAGE LEVEL 2/3

Entry Requirements:	Students must sit at the English Language Learning Progressions (ELLP) stage 2 or above.
Credits:	Up to 17 level 2 credits <i>*credit opportunity may vary dependant on student ability and level</i>
Course Outline:	This is a two-year course to be taken from the start of year 12 until the end of 13. The aim of this course is to assist students in gaining their UE Literacy and meet the University of Auckland Academic English Language Requirement (AELR). Students will study the language and impact of written and oral texts. They will be involved in writing and presenting. At this level, students are expected to analyse aspects of language and literature.
Assessment:	Internal assessment 13 credits, external assessment 4 credits. Individualised learning programmes are offered in this course.

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## GATEWAY

Contact Teacher: Ms A Glen

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Entry Requirements:	Good record of attendance, well presented, reliable students. Must be independent learners, be able to manage their other subjects and catch up on anything missed on the days that Gateway requires them to be away from school.
Credits:	Each student has an independent plan which will carry at least 20 credits at the relevant level for their school year
Course outline:	Gateway is open to Year 12 and Year 13 students who wish to explore a particular industry, whilst gaining credits towards NCEA and also towards a professional qualification. There is also an element of work experience at a placement arranged by the Gateway Department. The list of industries that are open to Gateway includes, but is not limited to: Retail, Hospitality, Early Childhood Education, Hairdressing, Computing, Design, Apparel & Textiles, Health, Business Administration, Air NZ, Aviation, Animal care, Animation, Film, Radio, Beauty, Hairdressing, Journalism.
Cost:	There is no extra cost to students or their families.
Assessment:	Usually takes place at an external provider who is able to teach and assess the material from the relevant Industry Training Organisation.

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## GEOGRAPHY

Contact Teacher: Mrs Roach

Geography explores the interaction between people and the environment. It seeks to identify issues and analyse solutions using a social, economic and environmental lens. Students use a variety of resources and develop a set of skills to help them better understand the world we live in and how we affect this world.

- Practical skills using fieldwork, maps, graphs, statistics, photographs and diagrams
- Communication, organisation, research, analysis
- Identify points of view, decision making and problem solving
- Co-operating with others
- Thinking spatially

Although skills and concepts are developed from Level 1 to Level 3, it is possible to start studying Geography at any of the levels. Throughout each course, time will be spent developing geographic skills, knowledge and understanding. Research and classroom teaching will be used in the study of geographic issues and processes at local, national and global levels.

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### YEAR 11 GEOGRAPHY

Alternative for Science requirement

Entry Requirement:	Open
Credits:	5 Level 1 NCEA credits
Course outline:	World geography and country studies, environmental investigation, earthquakes and volcanoes, population studies.
Assessment	1 external achievement standard
Costs:	\$25 Workbook Geo Skills 1.4,
Field trip:	Local \$10

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### GEOGRAPHY LEVEL 2

Entry requirement	Either to have successfully completed the Level 1 Geography course or achieved 8 credits or more in Level 1 English
Credits:	Up to 19 Level 2 credits, including Literacy, Numeracy and UE Reading and Writing
Course outline:	World geography 2, Global study of malaria, Auckland's urban growth and housing crisis, South African townships.
Assessment:	1 External achievement standard, 4 internal achievement standards
Costs:	\$25 Workbook Geo Skills 2.4 and \$5 workbook
Field trip:	Around Auckland \$20

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### GEOGRAPHY LEVEL 3

Entry requirement	Either have successfully completed the Level 2 Geography course or gained Level 1 Numeracy and Level 2 Literacy credits
Credits:	19 Level 3 credits, including UE Reading and Writing
Course outline:	Coral reefs, Local research study (individual choice), Music festivals and Tourism development in Rotorua
Assessment:	3 Internal achievement standards, 2 external achievement standards
Costs:	\$25 Geo Skills 3.4
Field trip	Rotorua \$250 (optional)

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## He oranga ngākau, he pikinga waiora

*Positive feelings in your heart will raise your sense of self-worth.*

Health learning connects our identity, mental, emotional, spiritual, and physical wellbeing with the areas in which we live, work and play. Students will discuss and explain how various concepts impact on our lives and build strategies for future wellbeing. The key concepts that underpin learning in Health education are Hauora, Social Justice, Attitudes & Values, Socio-ecological perspective, and Health Promotion.

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### YEAR 11 HEALTH

Entry Requirement: Open

Credits: 5 Level 1 Health credits

Course Summary: This course is focused on promoting health at the individual level. Learning about manaakitanga, whanaungatanga, and hauora are interwoven with social justice and the interconnected nature of personal, interpersonal, and societal aspects. Key learning themes for the year are relationships & sexuality, mental health and food & nutrition.

This course involves studying the following aspects:

- Taking action to enhance own wellbeing.
  - Understanding and demonstrating interpersonal skills for wellbeing.
  - Health issues related to social justice.
  - Developing understanding of how a health issue will impact on wellbeing.
  - Health issues generally consist of alcohol, misuse body image and social media
- 

### HEALTH LEVEL 2

Entry Requirement: Open to all Year 12 students who are interested in health-related issues.

Credits: Up to 19 level 2 credits.

Course Summary: This course is focused on health promotion, resilience and understanding adolescent health issues. A variety of activities are used to gain knowledge about factors that impact on teenagers' wellbeing and create awareness of how to improve wellbeing for the individual and community.

This course involves studying the following aspects:

- Internal: Taking action to enhance a community's well-being.
- Internal: Understanding and explaining factors that influence a person's ability to manage change and be resilient.
- External: The focus is on adolescent health issues and explaining factors, consequences, and strategies.

Optional External Standard

- Interpersonal issues relate to bullying, intimidation, harassment.
  - Adolescent issues relate to stress management. Sexual and reproductive health, drug misuse, mental health, influences of body image, food related issues, enhancement of relationships.
- 

### HEALTH LEVEL 3

Entry Requirement: Open to all students studying NCEA Level 3 and have an interest in Health education.

Credits: up to 19 Level 3 credits.

Course Summary: This course builds on the knowledge developed in Level 1 and 2 Health. Specifically key concepts involve understanding the determinants of health, various ways to manage a health issue such as anxiety, and how ethical based decisions impact on wellbeing.

This course involves studying the following aspects:

- Internal: Analyse a New Zealand health issue
  - Internal: Evaluate health practices currently used in New Zealand
  - Internal: Analyse a contemporary dilemma or ethical issue in relation to well-being
  - External: Examine an international health issue
-

“The more you know about the past, the better prepared you are for the future” Theodore Roosevelt. History is a study of people and ideas from the past. It is creative, thought provoking and helps us to think clearly about the future. History teaches us the skills of research and the ability to think about a wide variety of issues.

History will teach you to:

- Research and think critically about a wide variety of historical events
- Examine different perspectives on historical events
- Interpret sources including: Newspapers, Statistics, Maps, Cartoons, Graphs, Photographs, Diaries, Films, Oral tradition, and other documents.
- Identify fact from opinion, and identify propaganda and bias

These History skills are easily transferred into all areas of everyday life and they will help you in a variety of careers.

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## YEAR 11 HISTORY

Entry Requirement: Good English language skills

Course outline: In Year 11 History students learn to understand today's world by examining the problems, conflicts and protest movements of the recent past. Topics studied previously include Women's Suffrage, World War 1, Rwandan Genocide, Ancient Egypt.

Students will:

- research a variety of topics from World History and Aotearoa/New Zealand History
- examine historical events and describe their significance
- investigate contrasting perspectives of people that were involved in events from World History
- develop the skills of resource interpretation and essay writing

Assessment: 5 NCEA Level 1 Literacy credits, common assessment tasks related to key skills.

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## LEVEL 2 HISTORY

Entry Requirement: Open - but completion of any Level 1 humanities subject with English language skills will be an advantage.

Credits: 23 Level 2 credits

Course outline: Topics that have been studied previously include The Invasion of Parihaka, Russian Revolution, Mau Movement, Salem Witch Trials, Vietnam War.

Students will:

- develop understanding of important historical concepts.
- complete a research inquiry
- complete a report that examines significance to New Zealand
- investigate contrasting perspectives
- develop skills for essay writing and source analysis.

Assessment: NCEA Level 2 credits. 14 Internal Assessment credits and 9 External credits

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## LEVEL 3 HISTORY

Entry Requirement: Open - but completion of L2 History or Art History/Classics is an advantage. Strong English Language skills are required.

Credits: Up to 24 Level 3 credits

Course outline: Students will examine historical events from both World History and New Zealand History. Topics studied previously include Te Kaitiaki and The Invasion of the Waikato, The French Revolution, The Cold War and conspiracy theories.

Students will:

- use primary and secondary sources to research and make conclusions
- analyse historical perspectives and viewpoints
- analyse causes and consequences
- engage with historical sources

Assessment: Up to 15 internal credits, 9 external credits.



French, Japanese and Te Reo Māori at Senior Level.

Language courses at senior levels provide students with the opportunity to continue their journey of linguistic and intercultural specialisation within their chosen language.

In previous eras, speaking a second language was a unique skill that would lead to translating, interpreting or teaching. Whilst these careers are still readily available, the globalisation of world economies and the lifting of international trading tariffs, mean that speaking a second language has become a necessity, rather than a luxury. These shifts are compounded by the changing nature of the workforce, wherein an individual may change careers several times within a working lifetime, or even remotely from abroad. Senior languages courses, therefore, are practical additions to courses within the fields of humanities, sciences, economics or the arts, and are an opportunity for French and Japanese graduates to earn a comparatively higher salary with often generous conversion rates.

The Languages Department at St Dominic's Catholic College offers three languages at senior level: French, Japanese, and Te Reo Māori. All can be studied from Year 11 up to and including Scholarship level, and mastery of the previous level is essential.

Senior Language courses involve using language confidently and effectively to express and justify their own ideas and opinions, and support or challenge those of others, taking into account the cultural philosophies of the country in question. All languages are subjects approved for University Entrance.

## FRENCH

### YEAR 11 FRENCH

Entry requirements:	Year 10 French
Credits:	5 Level 1 credits
Course outline:	Students will continue to develop skills acquired in Years 8-10, with a focus on travel, daily life in France, school life and entertainment.
Assessment:	5 NCEA Level 1 credits, External assessment
Costs:	\$20 <i>This is Language</i> subscription; Possible trip to <i>Rialto Cinema</i> .

### FRENCH LEVEL 2

Entry requirements:	Successful pass of Year 11 French
Credits:	19 credits with optional 5 credits to total 24.
Course outline:	Students will learn to communicate about global issues that affect their and others' futures, through politics, film and news articles.
Assessment:	Internal 9 credits, External 10 credits
Costs:	Possible trip to <i>Rialto Cinema</i> .

### FRENCH LEVEL 3

Entry requirements:	Level 2 French
Credits:	19 credits with optional 5 credits to total 24.
Course outline:	Students will learn to speculate about possibilities, and acquire skills needed to form a balanced and objective opinion on unfamiliar issues through film and literature.
Assessment:	Internal 9 credits, External 10 credits
Costs:	Possible trip to <i>Rialto Cinema</i> .

## JAPANESE

As a Pacific-Asiatic language, Japanese at St Dominic's College focusses on the cultural and linguistic skills required to interact effectively and appropriately with a range of people within numerous contexts, in fields of education, work, tourism and social scenarios. Senior Japanese provides numerous opportunities for naturalised interaction, offering both exchange programmes as well as opportunities to test their skills during visits from our sister schools in Japan.

### YEAR 11 JAPANESE

Entry requirements:	Year 10 Japanese
Credits:	5 credits
Course outline:	Learn more complex language and communicate beyond the immediate context of Japanese daily life, family members, school life, travel and entertainment
Assessment:	NCEA external assessment
Costs:	Workbook \$10, possible online subscription

## JAPANESE LEVEL 2

Entry requirements:	15 credits Level 1
Credits:	19 credits with an optional 5 credits in a speaking portfolio
Course outline:	Express own ideas and opinions fluently in Japanese. School system in Japan, rules, uniform, timetable, club activities
Assessment:	Internal 9 (+5) credits, external 10 credits
Costs:	Workbook \$10, possible online subscription

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## JAPANESE LEVEL 3

Entry requirements:	15 credits Level 2
Credits:	19 credits with an optional 5 credits in a speaking portfolio
Course outline:	Explore the views of others, to develop and share personal perspectives and analyse how the use of the target language expresses cultural meaning in Japanese i.e.: in environment issues, Youth problems in New Zealand.
Assessment:	Internal 9(+5) credits, External 10 credits
Costs:	Workbook \$10 possible online subscription

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## TE REO MĀORI

### TE REO MĀORI YEAR 11

Entry requirements:	Year 10 Te Reo Māori
Credits:	5 credits
Course Outline:	Year 11 Te Reo Māori consolidates the four skills of listening, reading, speaking and writing whilst integrating <i>tikanga</i> and <i>karanga</i> , to begin building a thorough understanding of Te Ao Māori.
Assessment:	TBC including external examination

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### TE REO MĀORI YEAR 12 AND 13

Offered through the Correspondence School – Te Aho o Te Kura Pounamu in 2020. Approval from HOD Languages and TIC Te Reo Māori required.

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# MATHEMATICS

Contact Teachers: Ms Rutherford/Mrs Marshall

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## YEAR 11 MATHEMATICS

Entry requirements:	Working at Early Level 5 or higher for Algebra
Credits:	Up to 6 credits
Course outline:	An NCEA course covering a range of topics. This course is appropriate for students wishing to study a full Level 2 Mathematics course in Year 12. This course leads to further Mathematics at Level 3. A Maths with Calculus course.
Assessment:	Internal assessment up to 6 credits
Equipment:	NZQA approved Scientific calculator and/or Casio Graphics calculator Mobile phones are not allowed to be used as calculators during any assessments
Cost:	Resources/Workbooks up to approximately \$30

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## YEAR 11 MATHEMATICS FOR STATISTICS

Entry requirements:	A reasonable to good level of achievement in Year 10 Mathematics
Credits:	Up to 5 credits
Course outline:	An NCEA course. This course is appropriate for students who may wish to study Statistics at Level 2 in Year 12 and 13.
Assessment:	Internal assessment up to 5 credits
Equipment:	NZQA approved Scientific calculator and/or Casio Graphics calculator Mobile phones are not allowed to be used as calculators during any assessments
Cost:	Resources/Workbooks up to approximately \$30

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## YEAR 11 COMBINED MATHEMATICS

Entry requirements:	An NCEA course for students who have not mastered the skills and knowledge required in Mathematics beyond Curriculum Level 4
Credits:	Up to at least 4 credits

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Course outline:	An NCEA course covering a range of topics. It is a course that caters for those students who are aiming to develop confidence in Mathematics and further consolidate their skills and understanding. Students who have completed this course may go on to complete the Alternative Mathematics course in Years 12 and 13.
Assessment:	Internal achievement standards up to 4 credits
Equipment:	A scientific calculator is compulsory. Mobile phones are not allowed to be used as calculators during any assessments
Cost:	Resources/Workbooks up to approximately \$30

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## **MATHEMATICS LEVEL 2**

Entry requirements:	A minimum of 6 NCEA Level 1 Mathematics credits.
Credits:	Up to 15 Level 2 credits
Course summary:	A full NCEA Level 2 course covering Algebra, and Calculus. This course is appropriate for students wishing to study a full Level 3 Mathematics course. This course has an Algebra focus but still requires a reasonable level of reading and writing in English in order to obtain a Merit grade or better. The course leads to the Maths with Calculus Level 3 course.
Assessment:	Internal assessment up to 6 credits, external assessment up to 9 credits
Equipment:	NCEA approved Graphics calculator is compulsory Mobile phones are not allowed to be used as calculators during any assessments
Cost:	Resources/Workbooks up to approximately \$30

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## **STATISTICS LEVEL 2**

Entry requirements:	At least 5 NCEA Level 1 Mathematics credits from a 2024 Level 1 course
Credits:	Up to 13 Level 2/3 credits
Course outline:	A full NCEA Level 2 course. This course is appropriate for students wishing to study a full Level 2 Mathematics course in Year 12 with less of an emphasis on Algebra. This course has a statistics focus and therefore a good level of competence in reading and writing in English is required. Maths with Statistics would be the follow on Level 3 course.
Assessment:	Internal assessment up to 9 credits, and up to 4 external credits
Equipment:	NZQA approved Graphics calculator and a laptop is compulsory. Mobile phones are not allowed to be used as calculators during any assessments
Cost:	Resources/Workbooks up to approximately \$30

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## **COMBINED MATHEMATICS FOR YEAR 12**

Entry requirements:	An NCEA course suitable for those who have studied either 1ALM or 1MAS in Year 11.
Credits:	Up to 11 Level 2/3 credits.
Course summary:	This is designed to be a flexible course. It is a course that caters for those students who are aiming to develop confidence in Mathematics and further consolidate their skills and understanding. Students who have completed this course may go on to complete the Combined Mathematics course in Year 13.
Assessment:	Internal assessment with the number of credits offered varying according to student need.
Equipment:	NZQA approved scientific calculator. Mobile phones are not allowed to be used as calculators during any assessments
Cost:	Resources/Workbooks up to approximately \$20

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## **CALCULUS LEVEL 3**

Entry requirements:	A minimum of 14 credits from NCEA Level 2 Achievement Standards, with at least a Merit in Algebra AS2.6 and Calculus AS2.7.
Credits:	Up to 21 Level 3 credits
Course summary:	This course is intended for students who wish to continue studying Mathematics at a Tertiary or University level or those who enjoy the challenge of higher Mathematics. Topics covered are Trigonometry, Differentiation, Integration, and Complex Numbers.
Assessment:	Internal assessment up to 4 credits, external assessment up to 17 credits
Equipment:	NZQA approved Graphics calculator - compulsory Mobile phones are not allowed to be used as calculators during any assessments
Cost:	Resources/Workbooks up to approximately \$30

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### STATISTICS LEVEL 3

Entry requirements:	A minimum of 14 credits from NCEA Level 2 Achievement Standards.
Credits:	Up to 16 Level 3 credits
Course summary:	This course is suitable for all students who have studied a full NCEA Level 2 Mathematics with Statistics course. Topics covered will include some or all of: Time Series, Bivariate data, Statistical Inference, Probability Concepts and Probability Distributions
Assessment:	Internal assessment up to 8 credits, external assessment up to 8 credits
Equipment:	NZQA approved Graphics calculator – compulsory and a laptop is compulsory. Mobile phones are not allowed to be used as calculators during any assessments
Cost:	Resources/Workbooks up to approximately \$30

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### COMBINED MATHEMATICS FOR YEAR 13

Entry requirements:	Entry into this course is by approval. This is a flexible course offering an individualised mix of Level 3 standards. It is intended to be suitable for a range of students including those who have followed the Alternative Maths course at Level 2, together with those who have an interest in continuing to study Mathematics in Year 13, but do not have the required previous experience to follow a Level 3 course in Calculus or Statistics.
Credits:	Up to 14 Level 2 credits or an individually appropriate number of Level 2/3 credits.
Course summary:	This is designed to be a flexible course. It will include up to 14 Level 3 credits and is designed to give students the potential to gain UE in Mathematics.
Assessment:	Internal assessment with the number of credits offered varying according to student need.
Equipment:	NZQA approved scientific calculator is compulsory. Mobile phones are not allowed to be used as calculators during any assessments
Cost:	Resources/Workbooks up to approximately \$20

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### MATHEMATICS LEVEL 3

Entry requirements:	A minimum of 14 credits from NCEA Level 2 Achievement Standards
Credits:	Up to 14 Level 3 credits
Course summary:	This course is suitable for all students who have studied a full NCEA Level 2 Mathematics course in either Statistics, Mathematics or ALT Mathematics. It is designed to be a flexible course enabling students to gain University Entrance in Mathematics without having to complete external achievement standards. Topics covered may include: Time Series, Bivariate Data, Statistical Inference, Linear Programming, Critical Path Analysis, Simultaneous Equations.
Assessment:	Internal assessment up to 14 credits
Equipment:	NZQA approved Graphics calculator is compulsory. Mobile phones are not allowed to be used as calculators during any assessments
Cost:	Resources/Workbooks up to approximately \$30

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## MUSIC

Contact Teacher: Ms Liu

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The music programme aims to introduce and develop the students' skills in Performance, Music theory, Composition and Musical knowledge. It caters for the individual needs of every student and recognises the different level of their abilities in music performance and theory knowledge.

The Year 11 course follows the requirements of the Achievement Standards of NCEA Level 1 Music and prepares the students for continued music study in Years 12 and 13. The music course in Year 12 and 13 enables students to further their skills in music in a variety of areas. Music can lead to many different career paths such as:

- Performing; opportunities to perform in orchestras, bands, groups and musicals
  - Composing and arranging music for documentaries, orchestra, films
  - Education; Early childhood, primary and secondary school music teacher
  - Publishing and Journalism
  - Conducting; a highly sought after skill for leading choirs, orchestras and bands
  - Broadcasting; Radio, TV, Recording, sound engineering, studio technicians etc.
  - Manufacturing and sales, acoustic engineers, Recreation and Arts programme supervisors
  - Health: Music therapy and audiology
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### YEAR 11 MUSIC

Prerequisite:	Students who have studied in Year 10 Music class and achieved Year 10 performance assessments or have had a minimum of two years of instrumental tuition, or demonstrate equivalent abilities.
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Outline of Course:	Students willing to commit to instrumental learning e.g. attend weekly instrumental/vocal lessons and practice instrument daily at home. This subject is a continuation of the Year 10 Music. Students will continue to develop the following skills: Develop instrumental/vocal performance skills, both as a soloist and as a member of a group. Develop all-round musicianship; training the ear to recognise and analyse musical features and elements as well as improving individual ability to read, write and analyse notation. Develop composing skills; create two compositions individually or in groups (Two to five students working in a group). Study in-depth two composers' musical works and the context of their music. The programme can be designed to suit the strengths of the student and be of an individual nature.
Credits:	5 credits. Students working towards Year 11 Diploma.
Assessment:	One NCEA Level 1 Music standard

## MUSIC LEVEL 2

Prerequisite:	Students have had a minimum of three years of instrumental tuition, or demonstrate equivalent abilities. Students willing to commit to instrumental learning e.g. attend weekly instrumental/vocal lessons and practise instrument daily at home.
Outline of Course:	Solo Performance (6 credits), Group Performance (4 credits), Composition (6 credits), Instrumentation (4 credits), NZ Music research (4 credits), Score-reading (4 credits), Aural (4 credits). The programme can be designed to suit the strengths of the student and be of an individual nature.
Assessment:	Internal or external assessments
Credits:	16-20

## MUSIC LEVEL 3

Prerequisite:	Students have had a minimum of four years of instrumental tuition, or demonstrate equivalent abilities. Students willing to commit to instrumental learning e.g. attend weekly instrumental/vocal lessons and practise instrument daily at home.
Outline of Course:	Solo Performance on the first solo instrument (8 credits), Solo Performance on a second instrument (4 credits), Group Performance (4 credits), Songwriting (8 credits), Composition (8 credits), Arrangement (4 credits), Music research (6 credits) At this level the student can choose either a Practical Music strand or Music Studies. However, it is highly likely that the student will follow a course which combines standards from both strands. The programme can be designed to suit the strengths of the student and be of an individual nature.
Assessment:	Internal assessments
Credits:	16-20

# PATHWAYS – Vocational Studies

Contact Teacher: Ms A Glen

This is for students who are keen to gain industry credits and experience. Trades Academy courses allow students to gain credits towards NCEA Level 2 and/or 3 and complete study towards their future careers with a tertiary provider. Places in these courses are very limited and students are required to be enrolled before the end of the previous year. Selection is by application and interview.

If you are interested in finding out more, please speak to Ms Glen and indicate on your option choices.

Entry requirements:	Good record of attendance, well presented, reliable students. Must be independent learners, be able to manage their other subjects and catch up on work missed. Be prepared to be out of school one day per week from Term 1 to the end of Term 3. Up to 3 additional classes per week are set aside for catch-up work.
Credits:	Each student has an independent plan which can carry at least 20 credits at the relevant level for their school year.

## POSSIBLE COURSES FOR 2026

Adventure Tourism, Carpentry and Construction, Automotive, Mechatronics, Computer Science, Healthcare, Hospitality and Chef training, Psychology and Community Health, Information Technology, Sports & Fitness/Military preparation, Entrepreneurship, Beauty and Healthcare.

## OTHER BENEFITS

No cost to students, transport reimbursed. 20-30 NCEA credits per course. First aid and/or Health and Safety Unit Standard credits. Work experience. Career planning support. Driver licensing.

Participation in movement enriches our lives and contributes to our development as individuals and as members of communities. Through movement we develop diverse capabilities including effective listening, assertiveness, showing empathy, and problem solving.

Through movement you will learn to work more effectively with others and respond to new or challenging situations, building unity, fostering strong relationships, and working collectively to promote kotahitanga. You will also develop knowledge about how the body works, and of ways to maintain and enhance physical experiences. All three levels of Physical Education include both practical and classroom-based lessons.

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## YEAR 11 PHYSICAL EDUCATION

Entry requirements: Good participation rate in Year 10 Physical Education.

Credits: 5 Level 1 Physical Education credits

Course Summary: This course is aimed at students who are interested in developing understanding of how the body responds to participation in physical activity and how movement contributes to Hauora (well-being). Through participation they will work on developing their own personal and social skills.

This course involves studying the following aspects:

- The science behind how the body responds to participation in physical activity.
  - Principles of effective communication, problem solving and decision making.
  - Psychological skills, mental factors, and the benefits of participation on all aspects of our well-being (Hauora).
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## PHYSICAL EDUCATION LEVEL 2

Entry requirements: Open – but completion of Level 1 Physical Education course will be an advantage.

Credits: Up to 18 Level 2 credits

Course Summary: This course builds on the knowledge developed in the Level 1 course. It looks at the application of principles and concepts to improve performance in movement-related contexts and the benefits to Hauora. We also begin to look at how society and culture impacts on our physical choices.

This course involves studying the following aspects:

- More in-depth look into the science behind how the body responds to participation in physical activity.
  - Principles of effective communication, decision making, and leadership
  - Psychological skills and mental factors that help or hinder involvement in physical activity.
  - Principles of training, exercise science and training methods.
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## OUTDOOR PHYSICAL EDUCATION LEVEL 2

This course cannot be taken in conjunction with Level 2 Physical Education as the same standards are being assessed in both courses. However, Outdoor Physical Education involves participation in challenging outdoor pursuits such as rock climbing (rather than sports-based activities). It focuses on leadership skills and would benefit anyone who may be required to manage groups in their future career path.

Entry Requirement: Open – However, participants must be able to cover the full cost of the course (approximately \$500) and need to be physically capable of taking part in challenging outdoor activities. Provider and/or Doctor approval may be needed for some conditions. Level 1 Physical Education would be an advantage.

Credits: Up to 18 Level 2 Physical Education credits

Course Summary: This course builds on the knowledge developed in the Level 1 Physical Education course. Problem solving skills will be developed as will other social and leadership skills. Outdoor pursuits may include coasteering, rock climbing and kayaking day trips. Students who complete this course may also be offered the opportunity to be Year 12 leaders on the junior camp.

There is both a theory and practical element to this course.

- Practical activities may include: Rock climbing, Coasteering, Kayaking...

This course involves studying the following aspects:

- Principles of effective communication, decision making, and leadership
- Psychological skills and skill learning strategies
- Principles of risk management and facilitation of outdoor activities.
- Personal and social development through working closely with others.

Course fee: \$500 (Maximum cost without funding)

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### PHYSICAL EDUCATION LEVEL 3

Entry Requirement:	Open – but completion of Level 2 PE course will be an advantage.
Credits:	Up to 16 Level 3 credits.
Course Summary:	This course builds on the knowledge developed in the Level 1 and 2 Physical Education course. It starts by evaluating past physical activity experiences. We then further develop our knowledge to apply training principles and concepts to improve performance for self or others in a chosen skill or physical activity.

This course involves studying the following aspects:

- Factors that influence participation in physical activity
- Programme or event planning
- Leadership skills eg group management, communication.

There is both a written and practical component to the course.

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## PHYSICS

Contact Teacher: Mrs Corray

Physics is a major branch of science dealing with the fundamental constituents of the universe, the forces they exert on one another, and the results produced by these forces. It also deals with the nature and properties of matter and energy. The subject matter of physics includes mechanics, heat, light and other radiation, sound, electricity, magnetism, and the structure of atoms.

The aims of the Physics course are to develop the following among students:

- demonstrate knowledge and understanding of physical concepts and be enthusiastic and passionate about the subject.
- apply concepts to physical systems and devices.
- carry out practical investigations and explore relationships and patterns in physical systems.
- design appliances and devices that can be useful for the society.
- able to work effectively, co-operatively and be good citizens to society.

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### PHYSICS LEVEL 2

Optional

Entry requirement:	Satisfactory completion of the Year 11 Science Physics Topics.
Course outline:	This course includes a practical investigation, understanding and applying concepts of mechanics, electricity & electromagnetism and wave phenomena. Students will gain knowledge and will have a solid base for Level 3 Physics course the following year.
Assessments:	3 External assessments 16 credits, internal assessment 4 credits + optional internal (2.5)
Costs:	NCEA L2 Scipad \$25.00 + 14K8 graph book + Scientific calculator

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### PHYSICS LEVEL 3

Optional/Approved

Entry requirement:	Merit or above in 2.1, 2.2, 2.3, 2.4 and 2.6 Physics and a minimum of 14 credits at Level 2 Mathematics and doing L3 Calculus (advantage)
Course outline:	This course includes a practical investigation, understanding and applying concepts of mechanics, electricity & electromagnetism and wave phenomena. Achievement at NCEA Level 3 enables students for tertiary study in professional courses like Engineering, Medicine, Health Science and Research.
Assessments:	3 External assessments 16 credits, 2 x internal assessments, 8 credits + optional internal (3.5)
Costs:	NCEA L3 Scipad \$ 25.00 + 14K8 graph book + Scientific/graphic calculator

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## YEAR 11 RELIGIOUS EDUCATION

Course outline:	<p>The Curriculum begins the 'Tō Tātou Whakapono' <i>Our Faith</i> program, commissioned and authorised by the Catholic Bishops' Conference of New Zealand.</p> <p>Topics include: Te Atua God and what beliefs people have about God and religions, Christianity and other World Religions. How one lives their beliefs.</p> <p>Te Rongopai The Good News in the Gospels, how they came to be written, for what purpose, the significance at the time and now. The different literary forms within the Gospels and how they can be used to influence and support our prayer lives.</p> <p>Ā Tātou Whakapapa: Our Story of Catholicism in New Zealand and understanding the Māori context into which the first Catholics came and the development of the Catholic Church in Aotearoa. Understand the challenges to, and contributions of, Catholics in Aotearoa and the places of the Church in our country.</p> <p>Kia Noho Hāhi Being Church; understanding the nature of sin, reconciliation and conscience. Understanding the sources, nature and function of Christian morality and exploring specific Church teaching including the consistent ethic of life and how to apply moral decision-making skills to situations.</p>
Assessment:	Internal assessment 5 Level 1 credits
While living out the Seasons and Feasts of the Liturgical Year.	

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## RELIGIOUS EDUCATION LEVEL 2

Entry Requirement:	Open
Course outline:	<p>This course will offer the students the opportunity to develop their study of the Bible. It will also explore situations of injustice and the Catholic responses to these situations. The field trip during the World Religions unit to a Jewish Synagogue, Islamic Mosque Buddhist Centre, Hindu Temple and Catholic Cathedral of St Patrick and St Joseph, serves to create awareness and tolerance of other faith communities.</p> <p>Topics include:</p> <ul style="list-style-type: none"><li>• Justice and Peace: By the study of Scripture, Church Statements and other pertinent documents, this topic explores some justice and Peace issues relevant to contemporary society and culture.</li><li>• Biblical Studies I: a comprehensive study of the Bible focussing on the Gospel of Luke and the Book of Revelation</li><li>• World Religions: An in-depth study of the main religions of the world: Judaism, Islam, Buddhism and Hinduism</li><li>• Christian Morality and Moral Development: the study of morality and moral issues in the light of Church teaching</li><li>• Loss, Death, Grief and Dying: the study of universal human experiences of loss and death from a Catholic Christian perspective</li></ul> <p>All students undertake Dominican Community Service placement during Terms 2 and 3</p>
Assessment:	Internal assessment 18 Level 2 credits
While living out the Seasons and Feasts of the Liturgical Year.	

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## RELIGIOUS EDUCATION LEVEL 3

Entry Requirement:	Open
Couse Outline:	<p>Students will have the opportunity to consider in depth biblical, moral and theological units. Students explore contemporary issues which characterise modern society. These include the ethics of genetic engineering (In-vitro fertilisation), end of life issues and the changing of New Zealand's religious landscape including an in-depth study of some religious movements such the Destiny Church, Gloriavale Community and other religious traditions. This course is beneficial to students interested in studying Law, Arts, Science, Education and Theology.</p>
Topics include:	Sects, Cults and Religious Movements in Aotearoa New Zealand. Bioethics. Making Meaning. Jesus the Christ or Mary the First Disciple and Biblical Studies II.
Assessment:	Internal assessment: 18 Level 3 credits
While living out the Seasons and Feasts of the Liturgical Year.	

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## SCIENCE

Contact Teacher: Mrs Taylor

Year 11 Science is a continuation of the Year 9 and Year 10 Science courses. It will involve the study of the Living World, Chemical World, Physical World, and the Nature of Science, and making sense of these in a logical, systematic and creative way. Science and technology influence our lives in many ways and our dependence on them necessitates a high level of scientific literacy. Career opportunities in Science are vast, varied, challenging and rewarding, and this subject is highly recommended for all students (even those who do not perceive undertaking a science-based career). Year 11 Science prepares students for Level 2 Biology, Chemistry and/or Physics. Essential if need any Science at Level 2 or 3 for future career options. There are two options – please ask your Science teacher which option would be best.

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### YEAR 11 GENERAL SCIENCE

Entry requirement	Open but in conjunction with Science teacher
Credits	5 credits
Course outline:	A comprehensive coverage of all Sciences in preparation for Level 2 and Level 3 Biology, Chemistry and/or Physics.
Costs	Workbook approximately \$25

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### YEAR 11 APPLIED SCIENCE

Entry requirement	Open but in conjunction with Science teacher
Credits	5 credits
Course outline:	A practical course for those who wish to do Science but don't want to continue with it in L2 or L3.
Costs:	Workbook approximately \$25

## SOCIAL STUDIES

Contact Teachers: Mrs Schischka

Social Studies will explore the world we live in and the issues we face, specifically the last 20 years to the present. It will help students become informed citizens of the world. The course will provide opportunities to take part in research, social actions that bring about change, and assess how people's human rights and responsibilities are taken away and/or fought for. Students will learn about interaction between people and how this interaction has an impact on people, groups, and communities.

Skills:

- Using resources such as statistics, images, documentaries etc. to gather information.
- Identifying points of view, opinions
- Involvement in social action
- Completing an inquiry process

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### YEAR 11 SOCIAL STUDIES

Entry Requirement:	Open
Credits:	5 Level 1 credits
Course outline:	Historical Research Taking part in a Social Action (for example the Caritas Challenge); Social justice and human rights actions; METOO Movement, Inquiry into the global world (for example McDonaldisation, Americanisation). Comparing the Colosseum to Eden Park
Assessment	5 Level 1 credits

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### YEAR 12 SOCIAL STUDIES

Entry Requirement:	Open
Credits:	20 Level 2 credits, including UE Literacy
Course outline:	Level 2 social Studies will see you explore different areas of the world around us. You will complete units of work that focus on World Tourism and the impacts of Tourism, as well as looking at Pacific Culture and Traditions. You will then move on to Social Action and its importance in our society through case studies such as Black Lives Matter. There will also be an opportunity to partake in your own Social Action to help raise awareness for current social issue (in the past we have looked at homelessness, climate change, food insecurity etc).
Assessment	This course is fully internally assessed (20 credits) and includes a range of Achievement Standards and Unit standards.
Costs:	Potential field trips \$50



# TECHNOLOGY

## CODING AND COMPUTER SCIENCE

Contact Teacher: Mrs Hahn

Computer science is the study of computers and computer concepts: their systems, design, development and use. Computer technology is everywhere in today's world, and it has become an ever-growing part of human life, affecting many aspects of a person's day.

This course would be of interest to students wishing to pursue their career in an ever-widening variety of industries and roles, for example, Computer Programming, Web Development & Design, and Software Engineering etc.

Key Concepts:

- How computers are told what to do (the theoretical study of algorithms and programming languages)
- How information is stored in computers (data structures and management)
- Develop a digital outcome to manage data (learn a programming language such as Python or Java Script to apply to a range of situations)
- Develop a digital media outcome (use different programs including Notepad++ and/or Adobe Suites to create their outcomes)

Year 10	Level 1	Level 2	Level 3
Students will develop their skills and practice by undertaking design briefs interspersed with class lessons covering the design process.	Students will develop their design process further. They will be extending their design skills and language. Students will also research and show understanding of how and why technological outcomes function in the modern world.	As for Level 1, Level 2 course challenges students to develop a greater awareness and analysis of technological developments through understanding the impact of wider social issues.	As for Level 2, Level 3 course students will have an opportunity to undertake a year long project investigating real world issues within their community and develop a solution through the use of Digital Technology and Coding. This gives students a chance to delve into areas of Digital Technology that best suit their interests and future goals with the possibility of creating links within other subject areas.

### YEAR 11 CODING AND COMPUTER SCIENCE

Optional

Entry Requirements:	There are no pre-requisites for entry at this level although it is expected that students will have at least one year's experience in the subject at Year 10.
Course Summary:	Level 1 CCS is based around the key concepts of technological practice understanding how and why things work and the students are expected to produce a detailed portfolio of their work containing evidence of their technological computing practice. Learn HTML/CSS to build students' own website on a given topic. Learn a programming language Python to apply to a range of situations.
Assessment:	6 internal credits
Cost:	Code Avengers subscription fee (\$15)
Requirements:	Students are required to bring their own compatible laptop

### CODING AND COMPUTER SCIENCE LEVEL 2

Entry Requirements:	It is expected that students will have studied the subject at Level 1 to a satisfactory standard. For new students, It will be subject to approval by the subject teacher.
Course Summary:	Web design and development through the use of media tools such as Adobe Photoshop, Adobe Illustrator, Adobe Premiere Pro, HTML, CSS and Java Script to create an advanced digital media outcome. In Level 2 students will build on their skills gained in Level 1 and explore the level of interactivity and design available to them through web development and the optimisation for handheld devices. Use advanced programming techniques to develop a computer program – learn Python or Java Script programming language to apply to a range of situations.
Assessment:	13 internal and 3 external credits
Cost:	TBC



### CODING AND COMPUTER SCIENCE LEVEL 3

Entry Requirements:	It is expected that students will have studied the subject at Level 2 to a satisfactory standard. For new students, it will be subject to approval by the subject teacher.
Course Summary:	<p>Students will undertake a year long personal inquiry project investigating real world issues and develop a solution using Digital Technology. This will allow an opportunity for students to choose their own area that best suits their interest.</p> <p><b>Critical Inquiry:</b> Create a proposal for a digital outcome based on critical inquiry into a real-world issue of your choice.</p> <p><b>Concept Development:</b> Develop a fit for purpose concept for a digital outcome based on own proposal working with a mentor or client of their choice.</p> <p><b>Digital Media:</b> Create a digital outcome using complex skills with Agile and User Experience methodologies. Ethical implications are examined and applied in all digital outcomes.</p> <p><b>Programming and Computational Thinking:</b> Students develop complex skills in 'Python' programming, with GUI and learn to follow conventions within this language.</p> <p>External (DCAT) Exam: Students sit a Common Assessment task (end of Term 3) as a reflection of the digital outcomes they created throughout the year.</p>
Assessment:	Students will complete a minimum of 15 credits (external assessment is optional) 3 credits
Cost:	\$20

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## DIGITAL TECHNOLOGY

Contact Teacher: Mrs Hahn

Students will have the opportunity to use Creative cloud programs including Adobe Photoshop, Indesign, Animate and After Effects to create their outcomes.

### YEAR 11 CREATIVE TECHNOLOGY

Optional

Entry Requirements:	There are no pre-requisites for entry at this level although it is expected that students will have at least one year's experience in the subject at Year 10.
Course Summary:	Level 1 DTE is based around using design theory, and the key concepts of technological practice understanding how and why things work. The body of work is created through an ongoing laser cut design project which covers the internal achievement standards.
Assessment:	6 credits internal
Cost:	Printing costs, course fee for wood/Perspex used on laser cutter.

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### DIGITAL TECHNOLOGY LEVEL 2

Optional

Entry Requirements:	It is expected that students will have completed the subject at Level 1 to a satisfactory standard.
Course Summary:	Level 2 DTE is based around expanding design theory and the key concepts of technological practice understanding how and why things work. The body of work is created through an ongoing print or animation project which covers the internal achievement standards.
Assessment:	12 credits – 4 credits external
Cost:	Printing costs

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### DIGITAL TECHNOLOGY LEVEL 3

Optional/Approved

Entry Requirements:	It is expected that students will have completed the subject at Level 2 to a satisfactory standard.
Course Summary:	DTE involves a rich variety of learning experiences leading to a wide range of career opportunities. This course gives the students the opportunity to develop knowledge and skills using different information technologies in multimedia applications. The students work to resolve a design issue. They will make use of a variety of different industry-standard software applications and digital tools. They will make use of a variety of different industry-standard software applications and digital tools. The body of work is created through an ongoing print or animation project which covers the internal achievement standards.
Assessment:	12 credits internal and 4 credits external
Cost:	Printing costs

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Students will gain knowledge on how to communicate visually using freehand drawing, instrumental drawing, 3D modelling and a range of computer design programmes. Students will learn how to use the design process to creatively solve and record solutions to a range of design problems. The course will cover two areas of 3D design; spatial (architectural) design and product design.

#### KEY CONCEPTS

- **VISUAL COMMUNICATION**  
Students develop a visual literacy enabling the generation, communication and presentation of design ideas.
- **DESIGN**  
Students gain knowledge of design and designing. Designing combines different considerations of design elements and thought processes to initiate and develop ideas.
- **GRAPHICS PRACTICE**  
Students integrate and creatively apply design and visual communication knowledge and skills in response to a brief.
- **QUALITATIVE JUDGEMENTS**  
Students identify the qualities and the potential of design ideas in terms of the broad principles of design (aesthetics and function) and sustainability, in its response to a brief. These occur at different points throughout the development of a design idea and include the suggestion of alternatives for the purposes of exploring, improving and modifying ideas. As part of qualitative judgements, any decisions made or opinions expressed may reflect a perspective of the student as a designer in terms of their values, tastes or views.
- **INNOVATION**  
Students develop original and creative thinking resulting in the effective design of a product or environment.

#### FUTURE AREAS OF INTEREST & STUDY

DVC is a useful subject for students wishing to gain tertiary qualifications or pursue a career in Architecture, Landscape Architecture, Engineering, Product design, Interior design, Spatial design and DVC.

AT SCHOOL: For NCEA it is expected that students will have completed DVC to a satisfactory standard at previous levels.

#### YEAR 11 DVC

Optional

Entry Requirements:	There are no pre-requisites for entry at this level although it is expected that students will have at least one year's experience in the subject at Year 10.
Course outline:	Level 1 DVC is based around the key concepts of visual communication, design, graphics practice, qualitative judgement innovation and presentation skills <ul style="list-style-type: none"> <li>• Design inspired by culture and people</li> <li>• Spatial design – developing design ideas influenced by culture</li> </ul>
Cost:	Worksheets and drawing equipment
Assessment:	5 credits internal

#### DVC LEVEL 2

Optional

Entry Requirements:	It is expected that students will have completed the subject at Level 1 to a satisfactory standard.
Course outline:	Level 2 DVC is based around the key concepts of visual communication, design practice, graphics, qualitative judgement and innovation: <ul style="list-style-type: none"> <li>• Design and Society – looks at an architectural period or era and the characteristics that identify that style.</li> <li>• Considers a design proposal for our local area and looks at how designs can be historical, geographical and cultural association.</li> <li>• Design presentation</li> </ul>
Cost:	Spiral bound A4 drawing book. A3 drawing block. Some drawing and colouring equipment.
Assessment:	Up to 19 credits (13 internal, 6 external)

#### DVC LEVEL 3

Optional/Approved

Entry Requirements:	It is expected that students will have completed DVC at Level 2 to a satisfactory standard. DVC involves a rich variety of learning experiences leading to a wide range of career opportunities.
Course Outline:	DVC at Level 3 challenges students to develop the ability to work independently, creating innovation and knowledge in the design elements. DVC focuses on the communication of spatial

ideas and precise drawing and presentation skills. It promotes awareness and understanding of technology and stimulates self-confidence and a pride in creative, practical design.

- Architectural design inspiration
- Architectural brief – influences of location, history, geography
- Presentation skills

Cost: A3 Drawing block. Drawing equipment  
Assessment: 16 credits (12 internal, 4 external)

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## FOOD TECHNOLOGY

Contact Teacher: Ms Barnett

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In Food Technology students can develop their creativity with food, learn about the practical skills and knowledge needed in order to prepare and present food. They can discuss issues relating to food and food production, and communicate their ideas to others. Students learn best by doing. One quarter of the course is practical activity based around cookery skills and related to the theory work being completed. There is discussion of issues relating to food production. Group and independent research allows students to explore relevant issues in our wider community and they are then able to develop and present their own ideas.

Skills:

- Knowledge and application
  - Numeracy
  - Problem Solving
  - Self-Management
  - Social and co-operative work and study
  - Time management
  - Practical skills in food preparation and food hygiene
  - Effective communication
  - Application of nutritional knowledge
  - Research
  - Decision making
- 

### YEAR 11 FOOD TECHNOLOGY

Optional

Entry Requirements: There are no pre-requisites for entry at this level although it is expected that students will have at least one year's experience in the subject at Year 10.

Course outline: Level 1 Food Technology is based around the key concepts of technological practice understanding how and why things work. Units are created around a case study relating to existing technologies and making food items based on contexts that change each year  
Developing design ideas

Cost: Course fee to cover food purchases.

Assessment: 6 credits internal

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### FOOD TECHNOLOGY LEVEL 2

Optional

Entry Requirements: There are no pre-requisites for entry at this level although it is expected that students will have completed the subject at Level 1 to a satisfactory standard.

Course outline: Level 2 Food Technology is based around expanding the key concepts of technological practice understanding how and why things work. Students design and make food items based on context that changes each year.

Cost: Course fee to cover food purchases.

Assessment: 14 internal credits and possibly 4 credits external

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### FOOD TECHNOLOGY LEVEL 3

Optional

Entry Requirements: There are no pre-requisites for entry at this level although it is expected that students will have completed the subject at Level 2 to a satisfactory standard.

Course Summary: Level 3 Food Technology builds on the skills and knowledge from Level 2 Food Technology. The students work to resolve a design issue for food products. At Level 3 there is a strong focus on the critical analysis and evaluation of one's own practice. Making complex food items based on context that changes each year.

Cost: Course fee to cover food purchases.

Assessment: 16 credits internal and possibly 4 credits external

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## TEXTILES

Contact Teacher: Mrs Hahn

### TEXTILES

Technology is increasingly recognised as a learning area vital to New Zealand's future and is an approved subject for University Entrance. Not only does it provide technological literacy essential for informed participation in today's world, it also provides skills useful in a variety of tertiary courses and paves the way to exciting career opportunities.

Students learn best by doing. Through studying Technology, they are encouraged to be innovative, creative and to show initiative. They also learn the importance of planning, purposeful design, effective resource management, developing skills, satisfying a client's need and the significance of contributing to the community both socially and economically. This technological practice is broadly described and illustrated as: Developing design ideas through problem solving which involves initiating, exploring and refining design ideas, informed by research, leading to the development of an outcome in response to a brief.

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#### YEAR 11 TEXTILES TECHNOLOGY

Optional

Entry Requirements:	There are no pre-requisites for entry at this level although it is expected that students will have at least one year's experience in the subject at Year 10.
Course Summary:	Level 1 Textiles is based around the key concepts of technological practice understanding how and why things work. Developing design ideas
Assessment:	6 credits internal
Cost:	Costs of pattern and materials to be purchased, printing costs

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#### TEXTILES TECHNOLOGY LEVEL 2

Optional

Entry Requirements:	There is no pre-requisite for entry at this level, although it is expected that students will have completed the subject at Level 1 to a satisfactory standard.
Course Summary:	Level 2 Textiles is based around expanding the key concepts of technological practice understanding how and why things work. Students design and make a garment or item based on a context that changes each year.
Assessment:	12 credits internal and 4 credits external
Cost:	Costs of pattern and materials to be purchased, printing cost

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#### TEXTILE TECHNOLOGY LEVEL 3

Optional/Approved

Entry Requirements:	There is no pre-requisite for entry at this level, although it is expected that students will have completed the subject at Level 2 to a satisfactory standard.
Course Summary:	Level 3 Textiles Technology builds on the skills and knowledge from Level 2 Textile Technology. The students work to resolve a design issue. At Level 3 there is a strong focus on the critical analysis and evaluation of one's own practice. Making a complex garment or item based on a context that changes each year.
Assessment:	10 credits internal and 4 credits external
Cost:	Costs of pattern and materials to be purchased, printing cost

## TOURISM STUDIES

Contact Teachers: Mrs Schischka

Open entry to Year 13 students. This course is for students interested in the travel & tourism industry, as well as students wanting to study with tertiary tourism providers. Students gain an understanding of the reasons why people travel, the careers available in the tourism industry accompanied by the skills required to work in the industry. Students will also gain destination knowledge and will focus on understanding world geography. The course offers a range of options and students can use personal interest to complete assessments.

#### TOURISM STUDIES LEVEL 3

Entry requirements:	Open
Credits:	Up to 22 Level 3 credits
Course outline:	The topics covered include: World Travel Geography, destination studies focused around Australia, New Zealand & the South West Pacific. Students also have the opportunity to complete Business Study assessments based on AJ Hackett Bungy.
Assessments:	Unit & Achievement Standards – all internally assessed.
Costs:	Potential field trips - \$75

## Why Study Visual Art?

Visual art education cultivates visual literacy, empowering students to interpret, participate in, and celebrate their own—and others'—visual worlds. It opens pathways for personal and cultural expression, enhancing our understanding of Māori, European, Pasifika, Asian, and other traditions that shape New Zealand's visual culture.

Beginning with curiosity, students explore and communicate complex ideas through drawing, design, printmaking, painting, photography, and other media. This process strengthens critical thinking, interpretation, and aesthetic awareness by analysing works, responding to them, and sharing multiple perspectives.

Combining theory and practice helps develop conceptual clarity and extended creative thinking. Art becomes a medium to express layered meanings, supporting self-expression, resilience, and a growth mindset—skills valued in both academic and creative industries.

Visual art also enhances cognitive development—boosting fine motor control, spatial reasoning, memory, focus, and cognitive flexibility. These gains often translate to improved performance in maths, science, and literacy.

Moreover, visual arts can pave the way to tertiary study and creative careers—contributing toward University Entrance and pathways in design, media, fine art, architecture, photography, and more. Students leave equipped with creativity, communication, and cultural competency for tertiary study and creative industries.

## YEAR 10

### Course outline:

Year 10 Art is a full-year course that builds students' technical skills and creative confidence, preparing them well for NCEA Level 1. Throughout the year, students work across a range of media—including observational drawing, printmaking, design, and painting—to develop hands-on proficiency and visual fluency.

They learn to generate, develop, and refine ideas, drawing inspiration from both personal experiences and established artistic practices. The course emphasises understanding how artworks communicate meaning by exploring their cultural, historical, and social contexts.

Practical making is consistently balanced with theoretical enquiry, enhancing conceptual clarity and critical thinking. Students deepen their ability to interpret and express ideas visually—skills transferable to both academic and creative careers.

### Costs:

\$30 Year 10 Art pack is required, available from the Art Department. It includes a sketchbook, pencil set, brush set, and watercolour set.

## VISUAL ART LEVEL 1

### Entry Requirement:

It is highly recommended that students take Year 10 Visual Art prior to this course however entry is accepted on an individual basis and at the discretion of HOD of Visual Art.

### Credits:

5 credits

### Course Outline:

Course Outline: Based on a specific theme students will experiment with a variety of dry and wet media techniques. Over the year, students develop their artistic practice in workbooks—experimenting with drawing, painting, printmaking, and photography. These explorations provide the foundation for their final folio board. They also study New Zealand and international artist models to understand how ideas and cultural influences shape visual outcomes.

### Assessment:

1 External Assessment

### Costs:

Year 11 Art Pack \$30.00. The Art pack includes: A3 sketch book, pencil set, brush set and 1 x A1 folio board. Packs can be purchased from the Art department.

## VISUAL ARTS - PAINTING - LEVEL 2

### Entry Requirement:

Completion of Level 1 Visual Art is highly recommended. Students without Level 1 may be admitted individually, subject to the Head of Department's approval

### Credits:

20 Level 2 credits

### Course Outline:

Students develop their own visual theme and build a cohesive body of work across the year. They explore drawing and painting techniques, applying diverse pictorial and technical approaches, while drawing on insights from both New Zealand and international artist examples

### Assessment:

Internal Assessments (8 credits total): Focus on applying conventions and developing ideas through disciplined drawing and painting practice.

	External Assessment (12 credits): A systematic folio demonstrating skill development, conceptual depth, and understanding of artistic conventions
Costs:	Art pack Year 12 \$40.00. The Art pack includes an acrylic paint set, pencil set, and brush set and 2 x A1 folio boards. Packs can be purchased from the Art department.

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### **VISUAL ART – PAINTING - LEVEL 3**

Entry Requirement:	Students must have achieved NCEA Level 2 Visual Arts or be approved by the Head of Department.
Credits:	22 Level 3 credits
Course Outline:	Students will develop a cohesive body of work based on a central theme, employing a range of drawing and painting techniques. The course emphasizes critical analysis of artist models and the application of this research to inform and extend students' own artistic practice.
Assessment:	Internal Assessments: Two standards, each worth 4 credits, focusing on drawing to demonstrate understanding and clarification of ideas. External Assessment: One standard, worth 14 credits, requiring the production of a systematic body of work that integrates conventions and regenerates ideas within painting practice.
Costs:	Art pack Year 13 \$30.00. The Art pack includes a pencil set, and brush set, double sided tape, and 3 x A1 folio boards. Packs can be purchased from the Art department.

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### **VISUAL ART – PHOTOGRAPHY - LEVEL 2**

Entry Requirement:	Completion of Level 1 Visual Art is highly recommended. Students without this background may be admitted individually, subject to approval by the Head of Department.
Credits:	20 Level 2 credits
Course Outline:	Students will develop a cohesive body of work based on a central theme, employing a range of drawing and photography techniques. The course emphasizes critical analysis of artist models and the application of this research to inform and extend students' own artistic practice.
Assessment:	Internal Assessments: Two standards, each worth 4 credits, focusing on drawing to demonstrate understanding and clarification of ideas. External Assessment: One standard, worth 12 credits, requiring the production of a systematic body of work that integrates conventions and regenerates ideas within photography practice.
Costs:	Digital camera DSLR, Printing costs \$12, Portfolio Boards x 2 = \$7.

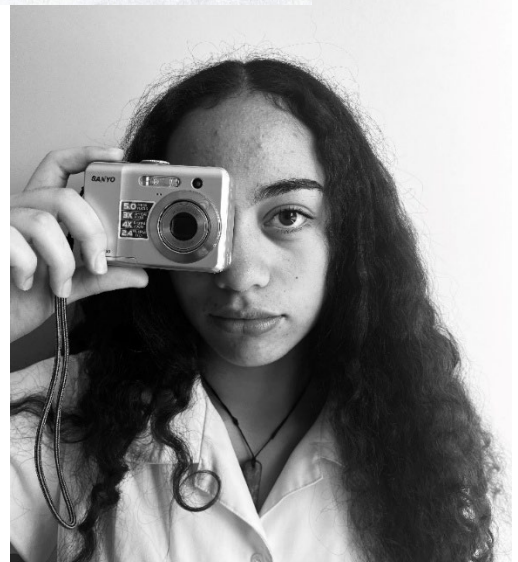
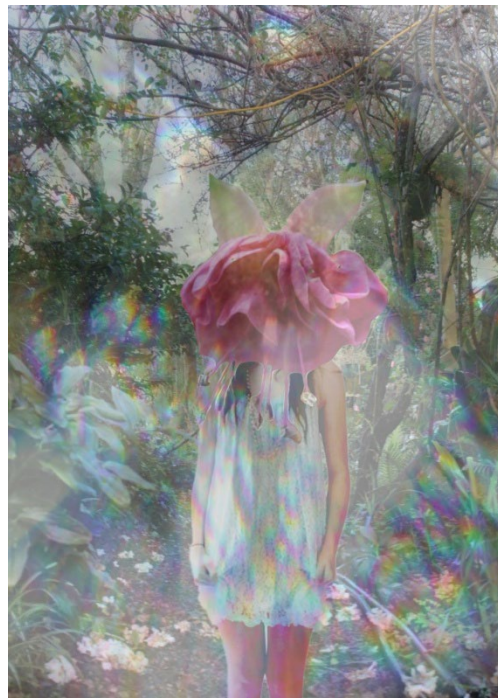
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### **VISUAL ART – PHOTOGRAPHY - LEVEL 3**

Entry Requirement:	Students must have achieved NCEA Level 2 Visual Arts or be approved by the Head of Department.
Credits:	22 Level 3 credits
Course Outline:	Students research and analyse photographic practices relevant to their thematic focus, studying both New Zealand and international photographer models. They master technical conventions—using DSLR cameras, studio lighting, and Adobe tools like Photoshop, Lightroom, and InDesign. A systematic approach guides the development and regeneration of ideas through workbook documentation and 3 panelled folio board.
Assessment:	Internal Assessments (8 credits): Two Achievement Standards worth 4 credits each—using drawing to demonstrate understanding and to clarify ideas via established photographic conventions. External Assessment (14 credits): Produce a systematic folio of photographic works that integrates conventions and regenerates ideas.
Costs:	Digital camera DSLR, Printing costs \$18, Portfolio Boards x 3 = \$10.50.

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## What are you going to do after you leave school?

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For most current school students, the first step beyond school is likely to be into some form of tertiary education (University or Polytechnic) or training, rather than directly into employment. Entry into many tertiary courses is dependent on the grades obtained in NCEA. Different courses and different institutions have different requirements. Please check tertiary training providers' websites for required subjects and credits (see website addresses overleaf). It is important to plan ahead. Students who wish to study a degree programme at University must ensure the subjects they study at school will enable them to meet stated entry criteria. Please note that entry requirements can change from year to year.

### UNIVERSITY ENTRANCE

University Entrance (UE) will continue to be the minimum requirement to go to a New Zealand University.

To be awarded UE you will need:

- NCEA Level 3
- Three subjects - at Level 3 or above, made up of:
  - 14 credits each, in three approved subjects
- Literacy – 10 credits at Level 2 or above, made up of
  - 5 credits in reading and 5 credits in writing. This is different to L1 literacy.
- Numeracy – 10 credits at level 1 or above, made up of:
  - Achievement standards – specified achievement standards available through a range of subjects

Once you have met the requirements for University Entrance it will appear on your Record of Achievement. Make sure you track your Reading, Writing and Literacy and Numeracy credits as they can be gained in a number of different subjects. Some NZ universities require additional English credits.

### APPROVED SUBJECTS FOR UNIVERSITY ENTRANCE

Accounting	History of Art
Biology	Japanese
Calculus	Korean
Chinese	Mathematics
Chemistry	Media Studies
Classical Studies	Music
Coding	Painting
Dance	Photography
Design	Physical Education
Drama	Physics
Design & Visual Communication	Religious Education
Economics	Samoan
English	Statistics
French	Technology
Geography	Te Reo Māori
Health Education	Tongan
History	

Be aware that many providers of degree programmes are seeking students with close to 80 Level 3 credits from up to 5 approved subjects. **Preference is given to students with credits gained at Merit or Excellence standard.** There are additional requirements for selection into many programmes, at all tertiary providers of degree programmes. There are additional requirements for International students.

It is important to check the entry requirements for the course of your choice with your preferred tertiary provider.



## USEFUL WEBSITES

Career Services  
Te Mana

[www.careers.govt.nz](http://www.careers.govt.nz)  
[www.temana.nzzoom.com](http://www.temana.nzzoom.com)

### **Apprenticeships:**

Hitchhikers guide to Apprenticeships  
Modern Apprenticeships

[www.hgta.co.nz](http://www.hgta.co.nz)  
[www.modern-apprenticeships.govt.nz](http://www.modern-apprenticeships.govt.nz)

### **Armed Forces:**

NZ Airforce  
NZ Army  
NZ Navy  
NZ Police

[www.airforce.mil.nz](http://www.airforce.mil.nz)  
[www.army.mil.nz](http://www.army.mil.nz)  
[www.navy.mil.nz](http://www.navy.mil.nz)  
[www.police.govt.nz](http://www.police.govt.nz)

### **Industry Training Organisations:**

Find the links to all the Industry Training Organisations

[www.itf.org.nz](http://www.itf.org.nz)

### **Polytechnics/Institute of Technology**

Manukau Institute of Technology (MIT)  
UNITEC

[www.manukau.ac.nz](http://www.manukau.ac.nz)  
[www.unitec.ac.nz](http://www.unitec.ac.nz)

### **Private Training Establishments**

There are many covering a wide range of training opportunities. Find appropriate ones from the links provided on the Careers Services website.

### **Universities:**

AUT University  
Lincoln University  
Massey University  
University of Auckland  
University of Canterbury  
University of Otago  
University of Waikato  
Victoria University of Wellington

[www.aut.ac.nz](http://www.aut.ac.nz)  
[www.lincoln.ac.nz](http://www.lincoln.ac.nz)  
[www.massey.ac.nz](http://www.massey.ac.nz)  
[www.auckland.ac.nz](http://www.auckland.ac.nz)  
[www.canterbury.ac.nz](http://www.canterbury.ac.nz)  
[www.otago.ac.nz](http://www.otago.ac.nz)  
[www.waikato.ac.nz](http://www.waikato.ac.nz)  
[www.victoria.ac.nz](http://www.victoria.ac.nz)

### **Financial:**

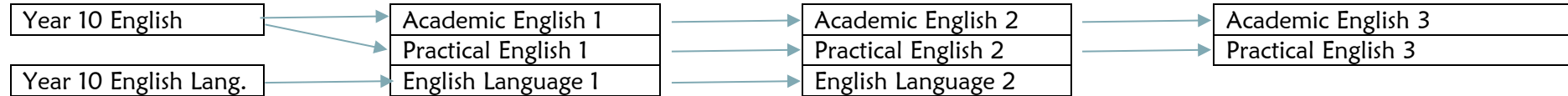
Loans and allowances (Studylink)  
Work and Income  
Youth guarantee  
Pathways

[www.studylink.govt.nz](http://www.studylink.govt.nz)  
[www.workandincome.govt.nz](http://www.workandincome.govt.nz)  
[www.youthguarantee.net.nz](http://www.youthguarantee.net.nz)  
[www.vocationalpathways](http://www.vocationalpathways)

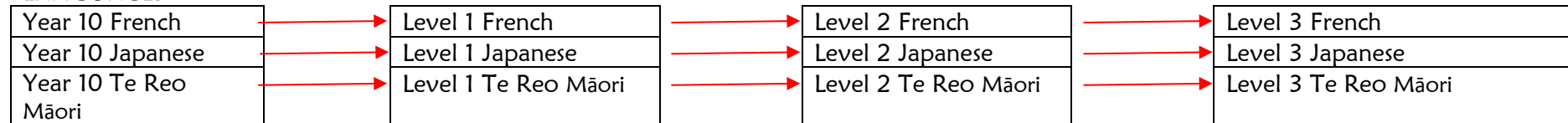
## SUBJECT PATHWAYS

**RED** arrows show that you **MUST** have done the subject in the previous year

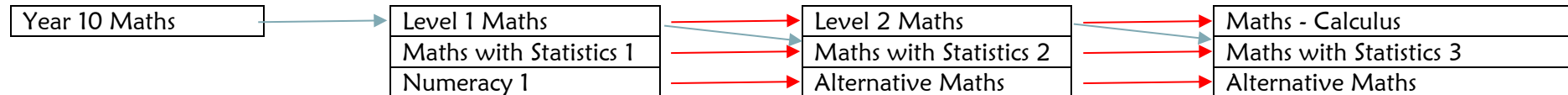
### ENGLISH



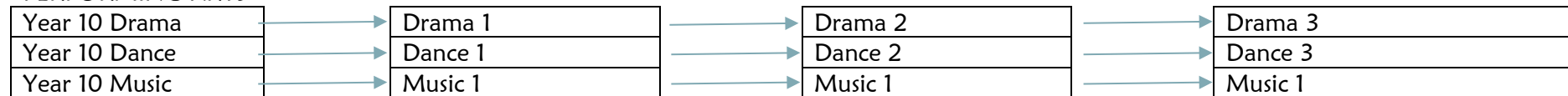
### LANGUAGES



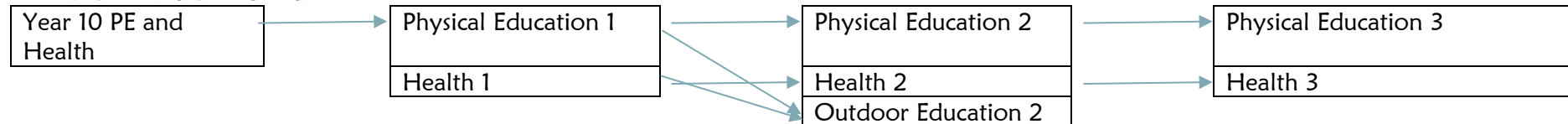
### MATHEMATICS



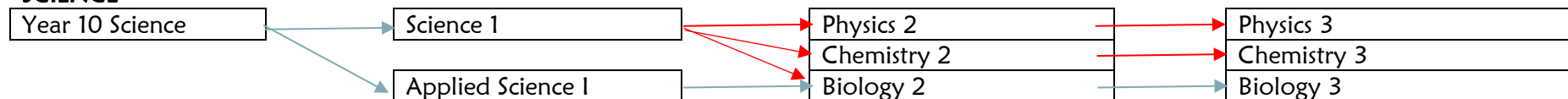
### PERFORMING ARTS



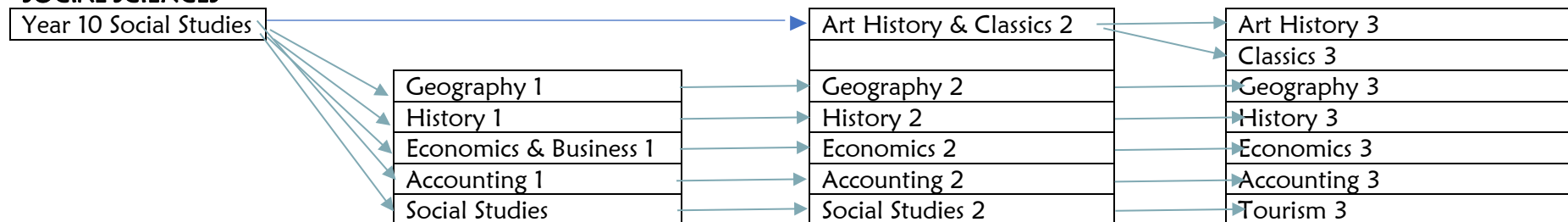
### PHYSICAL EDUCATION & HEALTH



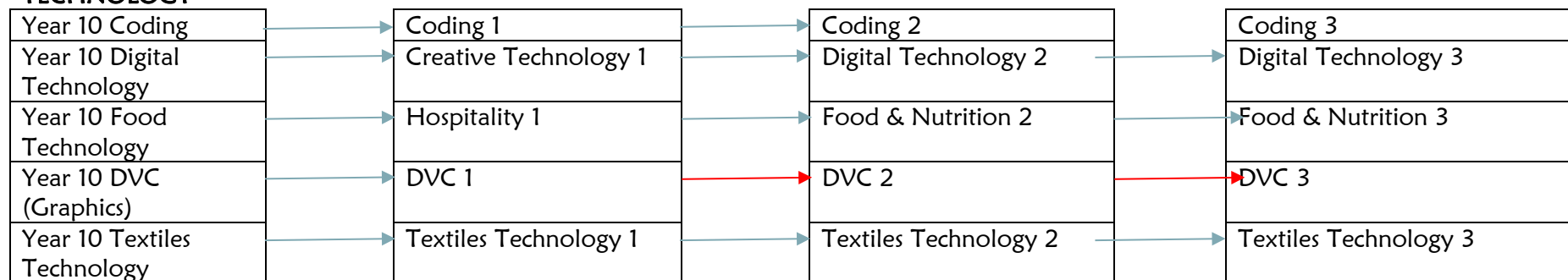
## SCIENCE



## SOCIAL SCIENCES



## TECHNOLOGY



## VISUAL ART

