



**MARIST  
COLLEGE**

**Years  
11 - 13**

# **Course Selection 2023**

**Final date for course entries is  
Wednesday 28th September.**



# Introduction

## From Dr Houliston – Deputy Principal Curriculum

Tēnā koutou Students of Marist College,

Choosing your subject options for the next year is an exciting time. This is your opportunity to develop a learning programme for 2023 that both interests and challenges you. Marist College offers a wide range of subject choices for you to choose from.

When selecting your subjects for next year it is important that you reflect on where your personal strengths and interests lie, where your aspirations are leading you and what skills and knowledge you will need to take with you on your journey.

Our goal at Marist College is to empower young women to make a difference in the world. Supporting you to make informed decisions about your future pathways is an important part of this process.

This booklet provides you with key information about courses within the school, guidelines to help you choose subjects, important websites which you can access and advice on where specific choices could lead you. Of course, your teachers are also available to support you in this journey and to answer any questions you might have about particular subjects or courses.

*Whaowhia te kete mātauranga.*

*Fill the basket of knowledge.*

Enjoy the process of choosing your subjects for next year and the excitement of planning your journey ahead.

Ngā manaakitanga,

**Dr Bronwyn Houliston**

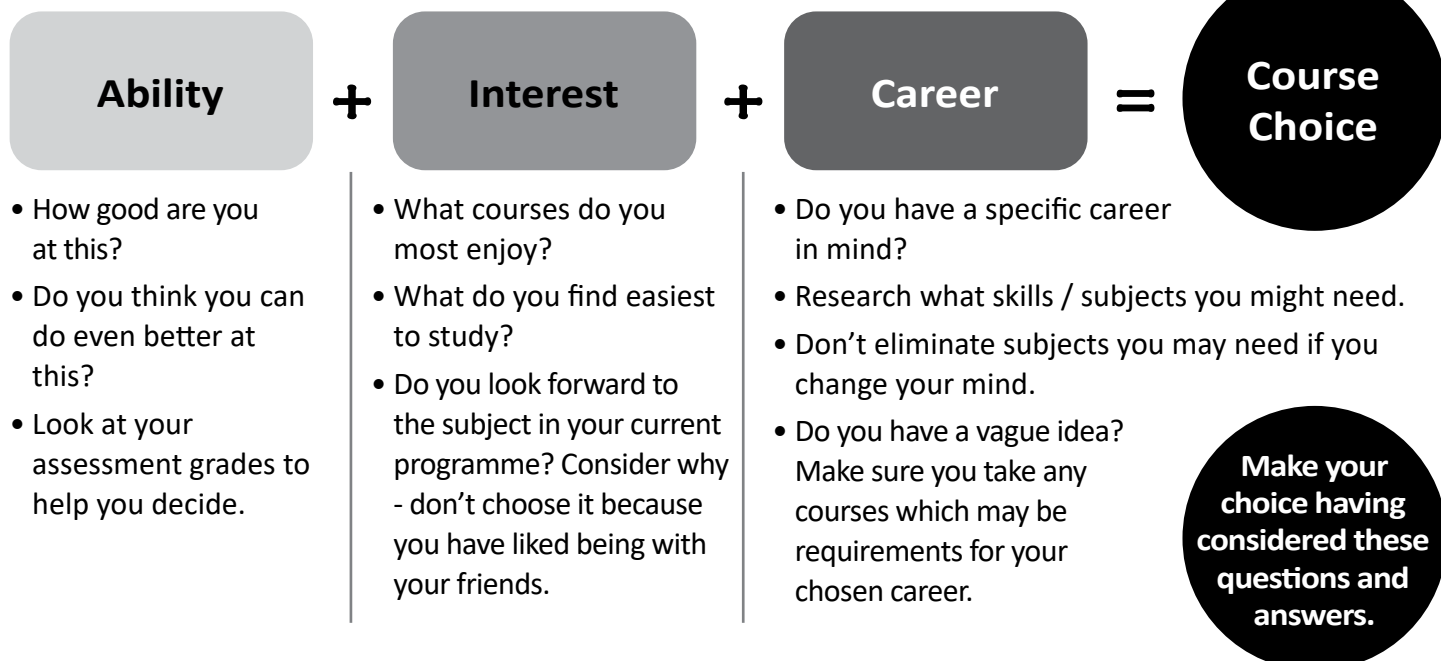
Deputy Principal - Curriculum

**Mrs Raechelle Taulu**

Principal

# Options

## Course Choice Guide: How to choose



If you are unsure, discuss your potential in a curriculum area with your teacher and parents.

# Option Choices, Changes and Clashes

Final date for entries is Wednesday 28th September 2022

- Ensure your option choices have been carefully considered, before entering them. The choices made are used to create option lines and careful choices should minimise option clashes.
- Every effort is made to give you the choices you want. However, clashes do occur. You will be notified at the final assembly for seniors.
- Lack of numbers may mean a subject will not run. You will be notified and asked to re-choose if this occurs. This will also be indicated at the final assembly for seniors.
- Year level Deans will oversee your choices. Heads of Departments can also assist you to choose. The Deputy Principal Curriculum will have overall responsibility for student choices.
- At the beginning of the year, senior students will have their courses confirmed on-line or at pre-enrolment days.
- Option changes may only be made on the basis of new information such as external examination results. A change will only be made after timetable implications have been considered by the Deputy Principal Curriculum.
- Many subjects have pre-requisites for continuing to study them. These pre-requisites are there as a guideline to you. They indicate that you need the level of knowledge and skill implied by the pre-requisite in order to be able to succeed at the next level.



## Note:

- Courses will only run if there are sufficient numbers and/or available staff.
- Some subjects will have limits on numbers because of facilities available.
- Please note any pre-requisites and do not select subjects for which you are not eligible.

## Years and Curriculum Levels

This diagram shows how curriculum levels typically relate to years at school. Many students do not, however, fit this pattern. They include those with special learning needs, those who are gifted, and those who come from non-English speaking backgrounds. Students learning an additional language are also unlikely to follow the suggested progression: level 1 is the entry level for those with no prior knowledge of the language being learned, regardless of their school year.



# Curriculum Pathways Year 11 – 13

Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3
Religious Education	Religious Education	Religious Education
English	English	English
		Media Studies
Science Science Extension Science Life Science	Science Biology Science Chemistry Science Life Science Science Physics	Science Biology Science Chemistry Science Life Science Science Physics
Mathematics	Mathematics Calculus OR Mathematics Statistics 1 or 2	Mathematics Calculus OR Mathematics Statistics
Accounting Economics Business Studies	Accounting Economics Business Studies	Accounting Economics Business Studies
Geography History	Classical Studies Geography History Tourism	Classical Studies Geography History Tourism
Physical Education Health Education	Physical Education Health Education	Physical Education Health Education
Dance Drama	Dance Drama Performing Arts Technology	Dance Drama Performing Arts Technology
Music	Music	Music
Chinese French Te Reo	Chinese French Te Reo	Chinese French Te Reo
Digital Technology Fabric Technology Home Economics	Digital Technology Fabric Technology Home Economics	Digital Technology Fabric Technology Home Economics
Art - Visual Art	Art Design Art Painting Art Photography	Art Design Art History Art Painting Art Photography
Enhance	Enhance	Enhance
Career Education	Career Education	Career Education

**All subjects in bold are compulsory**

# The National Certificate of Educational Achievement (NCEA)

The National Certificate of Educational Achievement is New Zealand's national qualification and is internationally recognised. It provides the pathway to tertiary education and workplace training.

## NCEA Requirements

Any subjects can count towards the NCEA requirements.

Credits towards a certificate can be accumulated over more than one year.

**level 1**  
**80 credits**  
at Level 1 or above  
  
Including:  
10 literacy credits  
10 numeracy credits

**level 2**  
**80 credits**  
at Level 2  
  
Or:  
**60 credits**  
at Level 2 or above,  
plus **20 credits**  
at any level

**level 3**  
**80 credits**  
at Level 3  
  
Or:  
**60 credits**  
at Level 3 or above,  
plus **20 credits**  
at Level 2 or above

## NCEA Endorsements

NCEA certificates can be awarded with a Merit or Excellence endorsement at each of the three levels.

For a level certificate to be endorsed, students need a specified number of Merit or Excellence credits at that level. The credits required for a certificate endorsement are:

50 Merit credits (or higher) for a Merit endorsement. 50 Excellence credits for an Excellence endorsement.

NZQA also offers subject (or course) endorsements. Students will need to be taking Achievement Standards to achieve a Merit or Excellence endorsement and for most subjects there also needs to be a combination of both internal and external assessment.

For further information about endorsement, please visit the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)).

## University Entrance

University Entrance is the minimum requirement to begin a degree programme at university.

To qualify you will need:

**University Entrance (UE)** is the minimum requirement to attend a New Zealand University.  
**To qualify for UE you will need all of the following:**

- NCEA Level 3
- 14 credits in each of three approved subjects at Level 3. Check the NZQA website for the list of approved subjects.
- UE Literacy - 10 credits at Level 2 or above, made up of: 5 credits in reading; 5 credits in writing.
- Numeracy - 10 credits at Level 1 or above (the same as the requirement for NCEA numeracy).

Check the NZQA website for the list of standards that meet these requirements.

Universities have their own requirements for admission to programmes. Check with the university you wish to attend what its requirements are.

The New Zealand Curriculum and Te Marautanga o Aotearoa (the Māori-medium curriculum) both contribute to NCEA and University Entrance.

University Entrance is usually awarded in January.

# NCEA Results/

## Future Pathways NCEA Results



The New Zealand Qualifications Authority will provide an 'Annual Results Notice' which shows the results for all assessed standards entered by a student in the previous year. This will be provided online through student's login on the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)). A 'Record of Achievement' can also be requested through the student login. This is an official transcript of all the national qualifications and standards that a student has achieved.

The NZQA website is an excellent source of information about NCEA and should be referred to regularly. The six vocational pathways indicate to students how their learning and achievement is valued by broad sectors of the workforce. Students are able to view their vocational profile through their NZQA login. The attainment of Vocational Pathways Award(s) will be shown on their Record of Achievement.

## Future Pathways

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

For most current school students, the first step beyond school is most 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 dependant on grades obtained in NCEA. Different courses and different institutions have different requirements. Please check tertiary training providers' websites for required subjects and credits. 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. Students planning to go on to university are encouraged to take four or five UE approved subjects. Remember Religious Education is one of these.

### UE Approved Subjects Offered at Marist College

Accounting	Classical Studies	History
Art - Design	Dance	Home Economics
Art - History	Digital Technology	Media Studies
Art - Painting	Drama	Music Studies
Art - Photography	Economics	Physical Education
Biology (includes L3 Life Science)	English	Physics
Business Studies	Fabric Technology	Religious Studies
Chemistry	French	Statistics
Chinese	Geography	Te Reo Maori
Calculus	Health	

There are additional requirements for selection into many degree programmes required by tertiary providers. Admission requirements vary from year to year and are generally set about the middle of each year for the following year.

Many providers of degree programmes are seeking students with 80 Level 3 credits from up to four or five approved subjects.

There are additional requirements for international students. It is important to check the entry requirements of the course of your choice at your preferred tertiary provider.

Table A & B are suspended for University of Auckland for 2022.

# School Contacts

**Marist College** 31 Alberton Avenue, Mt Albert, Auckland 1025; Phone (09) 846 8311, Fax (09) 815 1441  
Email: [contacts@maristcollege.school.nz](mailto:contacts@maristcollege.school.nz) Website: [www.maristcollege.school.nz](http://www.maristcollege.school.nz)

## Senior Leadership Team

Principal	Mrs R Taulu	<a href="mailto:r.taulu@maristcollege.school.nz">r.taulu@maristcollege.school.nz</a>
Deputy Principal - Curriculum	Dr B Houliston	<a href="mailto:b.houliston@maristcollege.school.nz">b.houliston@maristcollege.school.nz</a>
Deputy Principal - Pastoral Care	Mrs E Coupar-Wanoa	<a href="mailto:e.coupar-wanoa@maristcollege.school.nz">e.coupar-wanoa@maristcollege.school.nz</a>
Deputy Principal - Administration	Ms L Hill	<a href="mailto:l.hill@maristcollege.school.nz">l.hill@maristcollege.school.nz</a>

## Curriculum Leaders

Art	Mrs J Jacobsen	<a href="mailto:j.jacobsen@maristcollege.school.nz">j.jacobsen@maristcollege.school.nz</a>
Business, Accounting and Economics	Mrs J Leman	<a href="mailto:j.leman@maristcollege.school.nz">j.leman@maristcollege.school.nz</a>
Director of Religious Studies	Mrs K McGillivray	<a href="mailto:k.mcgillivray@maristcollege.school.nz">k.mcgillivray@maristcollege.school.nz</a>
Performing Arts	Miss C Nicklin	<a href="mailto:c.nicklin@maristcollege.school.nz">c.nicklin@maristcollege.school.nz</a>
English & Media	Ms S Masters	<a href="mailto:s.masters@maristcollege.school.nz">s.masters@maristcollege.school.nz</a>
Enhance Learning	Mrs G Smith	<a href="mailto:g.smith@maristcollege.school.nz">g.smith@maristcollege.school.nz</a>
Technology	Ms H Roy	<a href="mailto:h.roy@maristcollege.school.nz">h.roy@maristcollege.school.nz</a>
Languages	Mrs V Jonas	<a href="mailto:v.jonas@maristcollege.school.nz">v.jonas@maristcollege.school.nz</a>
Mathematics	Mrs W Al-Rahim	<a href="mailto:w.al-rahim@maristcollege.school.nz">w.al-rahim@maristcollege.school.nz</a>
Physical Education and Health	Mrs T Murphy	<a href="mailto:t.murphy@maristcollege.school.nz">t.murphy@maristcollege.school.nz</a>
Science	Mr N Horne	<a href="mailto:n.horne@maristcollege.school.nz">n.horne@maristcollege.school.nz</a>
Social Sciences	Ms J Foster	<a href="mailto:j.foster@maristcollege.school.nz">j.foster@maristcollege.school.nz</a>

## Year Level Deans 2022

Year 10	Mrs S Masters	<a href="mailto:s.masters@maristcollege.school.nz">s.masters@maristcollege.school.nz</a>
Year 11	Miss S Schon	<a href="mailto:s.schon@maristcollege.school.nz">s.schon@maristcollege.school.nz</a>
Year 12	Miss K Finlay	<a href="mailto:k.finlay@maristcollege.school.nz">k.finlay@maristcollege.school.nz</a>
Year 13	Mrs J Leman	<a href="mailto:j.leman@maristcollege.school.nz">j.leman@maristcollege.school.nz</a>

## Student Services

Guidance Counsellor	Ms L Gaines	<a href="mailto:l.gaines@maristcollege.school.nz">l.gaines@maristcollege.school.nz</a>
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For enquiries about choices, please contact the relevant Curriculum Leader or Dr Houliston.

# Year 11

## Core Compulsory Subjects:

Religious Education, English, Mathematics, and Science **or** Life Science.

## Optional Subjects (Students to select **THREE** options)

Accounting	Digital Technology	French	Music
Art - Visual Art	Drama	Geography	Physical Education
Business Studies	Economics	Health Education	Science Extension
Chinese	Enhance	History	Science - Life Science
Dance	Fabric Technology	Home Economics	Te Reo

In selecting their Year 11 courses, students must think ahead to Years 12 & 13 and ensure that they are not limiting future pathways. Please refer to the Course Choice Guide.

To achieve a Level 1 Certificate, students must accumulate 80 credits.

# Year 12

## Core Compulsory Subjects:

Religious Education, and English

## Optional Subjects Students to select **FOUR** options

Accounting	Digital Technology	History	Physical Education
Art - Design	Drama	Home Economics	Science - Biology
Art - Painting	Economics	Mathematics Calculus	Science - Chemistry
Art - Photography	Enhance	Mathematics Statistics 1	Science - Life Science
Business Studies	Fabric Technology	Mathematics Statistics 2	Science - Physics
Chinese	French	Music	Te Reo
Classical Studies	Geography	Performing Arts	Tourism
Dance	Health Education	Technology	

At Year 12, students will generally be working towards Level 2 for the National Certificate of Educational Achievement.

To achieve a Level 2 Certificate, students must accumulate 80 credits, 60 of which must be from Level 2 Standards. It is important to note that to gain University Entrance, students must gain 5 reading and 5 writing credits at Level 2, as well as 10 credits in Numeracy at Level 1.

To gain University Entrance, a student must have 42 credits at Level 3 or higher on the National Qualifications Framework, including a minimum of 14 at Level 3 or higher, in three subjects from the approved subject list. Further information on university requirements can be found in the Future Pathways section of this booklet.



# Year 13

## Core Compulsory Subject:

Religious Education

## Optional Subjects (Students to select FIVE options)

Accounting	Dance	Geography	Performing Arts
Art - Design	Digital Technology	Health Education	Technology
Art - History	Drama	History	Physical Education
Art - Painting	Economics	Home Economics	Science - Biology
Art - Photography	English	Mathematics Calculus	Science - Chemistry
Business Studies	Enhance	Mathematics Statistics	Science - Life Science
Chinese	Fabric Technology	Media Studies	Science - Physics
Classical Studies	French	Music	Te Reo
			Tourism

Students will have timetabled study also. At Year 13, students will mostly be working towards Level 3 for the National Certificate of Educational Achievement.

For a student to achieve a Level 3 Certificate, she must accumulate 80 credits, 60 of which must be from Level 3 Standards.

Year 13 students who did not achieve UE literacy in Year 12 will take part in a writing workshop at the end of Term One in order to obtain their reading and writing credits.

## New Zealand Scholarship Award

Scholarship is available to 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 three or more subjects. Students may choose to enter scholarship, in consultation with their classroom teacher.

## Making Your Course Choices Online

Log onto 'Student Point' through the button on the homepage of our website or through the Marist Portal, using your Marist College log on and password.



Please choose one of the following choices buttons: **'Definitely returning'** or **'Not returning'**

Please indicate if you are returning to school next year.

**Please choose one of the following choices:**

Select from the following buttons:



**My option courses:** This is where you can choose your courses. Simply click the course button that you want to look at. If you would like to choose this course click on the 'select as one of my options' button. The course will move into the '2023 Course Options' boxes to the right of the screen. To look at another course, simply click the 'more courses for me' button. When all the '2023 Course Options' boxes are full and you are happy with your choices, go back to the 'courses for me screen' and click the 'Complete my courses' button.

# Course Option Areas

## Religious Education/Theology - Mātauranga Whakapono

Tō Tātou Whakapono Our Faith has been written specifically for students and teachers in Religious Education in Catholic secondary schools in New Zealand. The programme is designed to provide a foundation of knowledge and works alongside the school's Catholic special character, which helps form and enhance their understanding of our faith and what it means to be a follower of Jesus and a member of the Catholic Church.

Religious Education is compulsory for students in ALL year levels.



## Business - Pakihi

### Business Studies

This course is a practice-based course. It involves writing a business plan at all three levels (Year 11-13), developing, marketing and selling a product. While doing this they also learn about Marketing processes and strategies as well as integrating technology into their plan using a 3D printer. Students will gain an understanding of the internal features of a business as well as how external factors have an impact on businesses in New Zealand.

There are 17 credits available at Level 1, 20 at level 2 (9 of which is a group component) and 15 credits at Level 3 (9 of which is a group component).

### Accounting

This course is not only for students wanting to become Accountants, but everyone needs to have some financial understanding; how to handle money in your personal life and how a business makes a profit.

The Level 1 course covers the accounting cycle, the preparation of Financial Statements for sole proprietors and clubs. There are 17 credits available.

The Level 2 course is a mixture of Level 2/3 credits. It builds on Level 1 Accounting. Students gain a more in-depth understanding of Financial Statements. There are three internal assessments: Learning the computer package XERO; Cashflow forecasting and a Level 3 Partnership assessment worth 4 credits. There is an opportunity for students to sit the Level 3 Management Decision Making external in Level 2 (17 credits).

At Level 3, students study an Annual Report for a Company and Partnerships Accounts (both internals). If students did not pass/sit the Management Decision Making external in the previous year, there is an opportunity to re-sit this at the end of the year.



## Economics

The Level 1 Economics course looks at how consumers and producers interact through the market. It is a stimulating, relevant course which encourages students to focus on the local and national economy. Students examine how producers make decisions, what might influence consumer activity and how these groups, together, form 'the market'. This course has 18 credits available.

The level 2 course is strongly focused on the New Zealand economy in which major economic issues are closely studied. Students explore economic growth, inflation unemployment, the Auckland housing market and government actions. There are two internal assessments, the first one based on the Auckland housing market and the second on government and the economy, which makes up a total of 18 credits.

The Level 3 course is theory based and looks at both micro and macro-economics. We look at the theory behind consumer and producer choices and why the market is the best way to run the economy. Students study how the economy works as a whole. There are two internal research projects. This course has 16 credits available.

## English & Media – Ōngarihi & Pāpāho

English is compulsory at Marist College in Levels 1 and 2.

English develops skills in thinking, using language, managing self, relating to others, and participating and contributing. The focus will be on gaining an understanding of texts through reading, viewing, listening, and creating texts through writing and speaking. Students will analyse written and visual texts and they will create a reading response portfolio and a writing portfolio. This is a stimulating course that develops your sensitivity to language and ideas that are explored in literature. There is the chance to practise critical thinking skills. You will be involved in researching, writing, and presenting



### Level 3 Media Studies

This course is a mixture of practical activities and theory learning. Students will explore a film genre, and plan and create their own original film.

Students will learn how to film and edit using a professional editing programme. They will learn the impact of the media on society and how the media influences us.

Topics – New Zealand film industry, film production. There will be significant independent and self-directed work completion. You may complete some work as part of a group.

## Enhance – Whakarei

Enhance Learning – an alternative option Year 11-13

- NCEA credits experience through STAR courses
- Online, student directed learning
- Individualised programmes offering available
- All internally assessed standards
- Senior student option choice
- Range of interest areas to suit student
- Possible career pathway
- continual choices
- Career planning and support
- Small classes





- Informal atmosphere
- Varied posture learning opportunities

## Year 11

**Core skills:** self-management skills, personal wellness skills, goal setting skills, health and safety skills, employment matters skills, study skills, CVs, 21st century skills – collaboration, listening, communication and teamwork.

**Transition Opportunities:** career planning, possible STAR programmes e.g., hair, beauty, special effects make up, tourism, travel, customer service, communication, Bluelight life skills courses.

NCEA L1 and 2 credits.

Device for online learning required.



## Year 12

**Core skills:** Self-management skills, personal wellness skills, goal setting skills, health and safety skills, employment matters skills, study skills, CVs, 21st century skills – collaboration, listening, communication and teamwork.

**Transition Opportunities:** Discover possible career pathways, and opportunities, jobs/cadetships/ apprenticeships, Gateway and STAR programmes e.g., hair, beauty, tourism, travel, customer service, communication, security, table Service, event management, First Aid, retail, IT computer tech, media and graphic design.

Gateway course support e.g. Early Childhood, retail, cafe, First Aid, health and safety, sport coaching, barista/ café work etc

STAR courses offered by external providers e.g. The Cut Above, Servilles, Techorium, The Learning Place, International Travel College (hair, beauty, IT, graphics, tourism etc)

NCEA L2 and L3 credits

Learning Areas: time management, manage a learning programme, interview skills, career planning.

## Year 13

**Core skills:** Self-management skills, personal wellness skills, goal setting skills, health and safety skills, employment matters skills, study skills, CVs, 21st century skills – collaboration, listening, communication and teamwork.

Students will be encouraged to think about pathways/career opportunities, making connections, developing links with prior knowledge and growing their core skills for learning. Student course choice negotiated and provided through online learning opportunities.

Transition opportunities. Discover possible career pathways, Tertiary Academies e.g., Maritime with MIT, jobs/cadetships, Gateway and STAR programmes e.g., hair, beauty, tourism, travel, customer service, communication, security, tableservice, event management, First Aid, retail, IT computer tech, media and graphic design.

Gateway courses are possible e.g. Early Childhood, retail, cafe, First Aid.

STAR course offered by external school providers e.g. The Learning Place, International Travel College, NZ School of Tourism, The Cut Above, Samala Robinson, Elite School of Beauty, Techorium, Industry Training Organisations (HITO) e.g., hair, beauty, IT, graphics, tourism etc

NCEA L3 credits

Learning Areas: Careers and Individual education programmes.

# Gateway – Kūwaha

Gateway is a government-funded programme to enable senior high school students to explore future possible careers and gain skills and experience in the world of work. There is no cost to students.

## At Marist College Gateway is offered as an optional programme outside of school time.

### Students participating in the Gateway programme must:

- Be in Year 12 or Year 13 (students can apply in Year 11 or Year 12 for the following year)
- Be attending school fulltime, as a domestic student.
- Have a good record of attendance and conduct.
- Have parents' permission.
- Gain at least 20 credits in unit standards (these count towards NCEA, but not UE).
- Complete 5-10 shifts of unpaid work experience (depending on the programme) .Complete all courses and work experience outside of school time (e.g. weekends, school holidays).

### How does it work?

- Student has a goal – a type of work experience they want to gain, or a career field they want to explore.
- Student sees Mrs Catley and completes an application form.
- Mrs Catley offers student options to suit their interest from the programmes currently available.
- Student agrees to a programme and commits to full participation and completion.
- Gateway agreement and permission forms signed by student, parents, school, employer.
- Student completes assigned course(s) or distance learning and work experience.

### Typical programmes available:

Barista-Café                  Retail-Customer Service                  Travel & Tourism  
Sport & Recreation      IT & Computer Systems                  Hair & Beauty

Other options are also possible and can be tailored to suit students' interest (subject to availability).

### Students doing a Gateway programme are offered the opportunity to:

- Complete a workplace First Aid course
- Undertake some introductory Health & Safety training
- Get assistance with creating a CV

Places are limited each year. Priority given to students who apply early (i.e. in the year prior).

# Languages – Ngā Reo

*"To learn a language is to have one more window from which to look at the world."* (Mandarin saying).

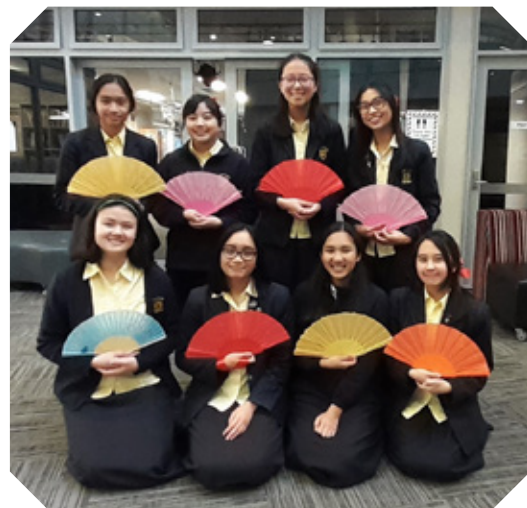
Studying a foreign language has many benefits: it boosts creativity, improves your analytical and communicative abilities, develops problem solving skills which can lead to better success in other subjects. Connecting with other cultures expands your personal horizons and builds a more open mind. It significantly increases your job prospects in many different fields. You will be able to travel easier, study and work abroad and make new friends.

Chinese is the most spoken language in the world. Learning Chinese is fun, interesting and mentally stimulating. By learning it you will be able to read and write artistically formed characters and gain valuable knowledge about one of the oldest cultures in the world.



French, this beautiful, melodious language shares some vocabulary and the alphabet with English. It is one of the few languages spoken in all five continents and is the second most learnt language in the world. French is the official language of the United Nations, the European Union, the International Red Cross and international courts amongst other organisations.

Te Reo Māori is the ancestral language of tangata whenua and one of the official languages of Aotearoa. Learning Te Reo will give you access to Te Ao Māori, the Māori World, and its wonderfully unique culture. It will help strengthen historical, cultural and community understanding and our unique heritage. Speaking Te Reo will open a wide range of career opportunities within New Zealand.



### Chinese Pathways:

Ambassador, Government Administrator, Foreign Policy Officer, Customs and Immigration Officer, Cultural Interpreter, Translator, Global Marketing Specialist, Sales and Marketing Manager, International Business Advisor, International Aid Worker, Journalist, Lawyer, Primary School Teacher, Teacher of Chinese, Travel agent, Travel advisor, Historical Site Guide.

### French Pathways:

Cultural Interpreter, Translator, Curator, Linguist, Teacher of French, Author, Proof-reader, Editor, Entrepreneur, Event Coordinator, Diplomat, Foreign Language Correspondent, Foreign Service Worker, Government Administrator, Immigration Officer, UN Representative, International Business Advisor, International Aid Worker, Journalist, Lawyer, Historical Site Guide, Travel Agent.

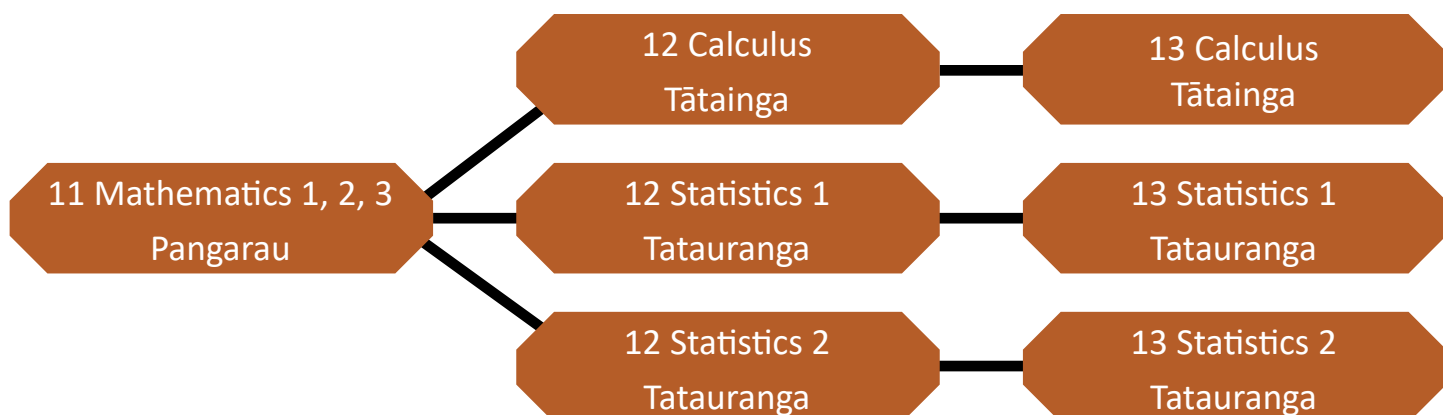
### Te Reo Māori Pathways:

Diplomat, Early Childhood Teacher, Kaiako Te Reo, Tertiary Lecturer, Reporter, Editor, Copywriter, Journalist, Media Producer, Radio and Television Presenter, Film Director, Midwife, Healthcare Worker and Promoter, Youth and Social Worker, Iwi Engagement, Workplace Relations Adviser, Interpreter, Translator, Archivist, Curator, Legal Executive, Solicitor, Judge, Barrister, Solicitor.

## Mathematics – Pangarau

From the University of Auckland – Department of Mathematics:

*“Why take Mathematics? Mathematics leads everywhere, from foreign affairs, through research in Science, the Social Sciences and Medicine, to Commerce, Computing and Information Technology. Mathematics leads to perhaps more diverse potential careers than any other discipline because it is the language through which nature, technology and reality is described. It is thus essential for almost every sphere of knowledge and activity in the modern world.”*





# Performing Arts – Toi Whakaari

Performing Arts subjects all teach the essential life skills of collaboration, courage and innovative thinking. Plus, applying your gifts and talents in the Arts to your school life has many benefits – including high rank scores for university entrance and NCEA course endorsements. Performance opportunities are provided in Dance, Drama and Music through class plays and the music dance showcase.

## Music

### Year 11

Year 11 Music is a practical and collaborative subject. You will continue to develop your knowledge of a range of musical styles depending on the interests of the class. You will select assessments which suit your strengths, such as performing two pieces of music as a featured soloist, performing as a member of a group; composing two original pieces of music, including song writing; demonstrating knowledge of conventions used in music scores (theory); or using MIDI/DAW music technology. Your original song/s can be recorded and released on our annual Senior Music Album, which is streamed on services such as Spotify/Apple Music.

Credits offered – 14-16 internal, 4 optional external

### Year 12

In Year 12 Music you can choose and combine standards to suit your strengths. You will continue to develop the skills of performance, composition, and music analysis and music recording/sound design. Your original song/s are recorded and released in the annual senior music album, which is able to be streamed on services such as Spotify/Apple Music. Assessments may include, depending on your personal interests, performing two substantial pieces of music as a featured soloist or as a member of a group; composing two substantial pieces of music, including songs; devising an instrumentation for an ensemble or investigating an aspect of NZ music. The external examination on understanding of two contrasting works can contribute to UE literacy requirements in writing.

Credits offered – 16-20 internal, 4 optional external

### Year 13

In Year 13 Music you can select a programme which is fully performance, composition, Music technology or musicology based, or a combination of these skills. You will take leadership in the production of our annual Senior Music Album, on which your original songs and compositions can be released to the public through streaming services such as Spotify /Apple Music. Composition students and song writers will work collaboratively with Dance choreographers to create a hybrid work.

Scholarship opportunities are available through Performance, Composition and Musicology and are based on a portfolio of your work throughout the year.

Credits offered – up to 24 internal (usually around 16), 4 optional external.

## Dance

### Year 11

Dance is a highly practical subject. Over the year you will build on your knowledge and skills in choreography, performance and analysing dance. You will get the opportunities to attend a dance trip to see a professional dance company perform. Performance and choreography assessments are portfolio based and allow you to explore a range of ideas and dance styles. Past styles include hip hop, contemporary, bollywood, salsa and more.

Credits offered – 12 -16 internal, 4 optional external



## **Year 12**

Dance is a highly practical subject. Over the year you will build on your knowledge and skills in choreography, performance and analysing dance. You will get the opportunity to attend a dance trip to see a professional dance company perform. The course consists of two choreography assessments, two performance assessments and an optional examination. Choreography themes and performance styles are catered to students interests and have in the past included a piece of music or historical event, bollywood dance, African dance, contemporary dance and many more.

Credits offered – 16 internal, 4 optional external

## **Year 13**

Dance is a highly practical subject that will help you to develop your skills in creativity, critical thinking and collaboration. Throughout the year you will build on your knowledge and skills in choreography, performance and analysing dance. You will get the opportunity to attend a trip to see a professional dance performance.

The courses consists of two performance assessments, one choreography assessment and an optional examination. Choreography themes are driven by student interests and allow you to explore and develop your own ideas. In the past performance assessments have included Chinese umbrella dance, salsa, contemporary, jazz and many more.

Scholarship Dance will be offered to Level 3 Dance students wishing to further their understanding of dance performance and choreography.

Credits offered – 20 internal, 4 optional external

# **Drama**

## **Year 11**

Drama is a collaborative and creative subject. You will be assessed on using drama techniques by performing a scene in a play of your choice, using features of a theatre form in a Commedia del Arte performance, devising and performing a drama. Students will also attend at least one theatre performance. The external examinations involve demonstrating an understanding of the features of a theatre form and/or responding to aspects of a live theatre performance.

Credits offered – up to 14 internal, 4 optional external

## **Year 12**

Year 12 Drama builds on skills and learning from previous years. Internal Achievement Standards include script interpretation (using a scene in a play of your choice), devising drama (using Epic theatre features) and performing an acting role in a class production. As preparation for the external standards, students will also attend at least one theatre performance in order to discuss features of theatre form and/or the use of drama aspects within a live performance.

Credits offered – 14 internal, 4 optional external

## **Year 13**

Year 13 Drama further develops students' skills in collaboration, innovation and critical thinking. Internal Achievement Standards include three performance opportunities: script interpretation – using Shakespeare, devising to realise a concept and a substantial acting role in a significant production. Students may also be offered a directing opportunity. As preparation for the external standards, students will need to experience theatre visits in order to demonstrate an understanding of live performance. An optional external paper is to interpret a prescribed text to demonstrate knowledge of a theatre form or period.

Scholarship Drama will be offered to Level 3 Drama students wishing to further their understanding of Drama performance and practices.

Credits offered – 14 internal, 4 optional external

# Performing Arts Technology

## Year 12

This subject is highly practical and will give students a fundamental understanding of the design and practical application of performing arts technologies and the behind the scenes work that goes into different entertainment contexts. There are no examinations for this subject. Students can complete internal assessments on: prop making, costume design, make up design and application, lighting design and application and taking on a responsibility for a production role.

This is an internally assessed course with Unit Standards at A, M, E. These standards can count towards course endorsement.

## Year 13

Y13 PAT is highly practical and will give students a fundamental understanding of the design and application of performing arts technologies and the behind the scenes work that goes into different entertainment contexts. There are no examinations for this subject. Internal assessment may include set design, make-up, costume and stage lighting. Assessments are broken up into design and application elements – for example students could design the lighting for a class play, and/or operate the lighting rig.

These standards are Unit standards which do not contribute to UE or Rank scores. However, they are awarded A, M and E grades and count towards certificate endorsement.

Credits offered: there are 32 credits, of which students select approximately 16-20. All are internally assessed.

# Physical Education & Health - Mātauranga Tinana & Hauora

## Level 1 Physical Education

Topics likely to be offered in 2023:

- Societal influences on physical activity and the implications for self and others.
- The body and its reaction to movement.
- Quality performance of movement (Badminton + Ultimate Frisbee)
- Interpersonal skills and their impacts on others in physical contexts including the outdoors (Camp!)

## Level 2 Physical Education

Topics likely to be offered in 2023:

- Leadership through coaching junior students
- Quality performance of movement (Turbo Touch, Tough Gal)
- How to minimise risk in a challenging outdoor activity on camp
- Students train for their choice of physical activity such as the Tough Guy & Girl Challenge and examine how and why biophysical principles are applied and the effects these have on their performance.

## Level 3 Physical Education

Recommended prior learning: Prerequisite - Achieved at least 10 credits at Level 2 PE.

Open entry to students who did not do Level 2 PE, but a conversation must happen with the Curriculum Leader (Mrs Murphy).

You need to have an interest in being physically active.





Topics likely to be offered in 2023:

- Devising strategies for a physical activity outcome.
- Two physical activity contexts are offered to the students and practiced and performed (lawn bowls + one other).
- Examining a current trend, event or issue in physical activity and its impact on New Zealand Society.
- Risk Management strategies in an outdoor context (Camp).

## Level 1 Health Sociology

Level 1 Health Sociology involves students developing a greater understanding of relevant issues that they may face in today's society and gaining a greater understanding of why humans may behave the way they do.

Topics likely to be offered in 2023:

- Personal wellbeing and sexuality.
- Adolescent issues: What might influence adolescent eating patterns?
- Issues relating to drug and alcohol use.
- Change and well-being. How can adolescents manage change in today's world?

## Level 2 Health Sociology

Students in Health Sociology will develop a greater understanding of the current ethical issues that we are faced with in today's society and the implications that these issues can have.

Topics likely to be offered in 2023:

- Resilience
- Adolescent health issues
- Sexuality and Gender

## Level 3 Health Sociology

Recommended prior learning: Prerequisite - Achieved at least 10 credits at Level 2 Health. Open entry to students who did not do Level 2 Health, but a conversation must happen with the Curriculum Leader (Mrs Murphy).

Health Sociology involves students developing a greater understanding of the predominant health issues New Zealand and the world faces. Critical thinking, understanding research and writing academic reports are some of the fundamental skills acquired in this course.

Topics likely to be offered in 2023:

- An evaluation of health practices currently used in New Zealand
- National Health Issue (Methamphetamine)
- A health issue that is of international concern.
- Analysis of contemporary Ethical issues.



*“Ehara taku tao i te toa takitahi Engari, he toa takitini*

*My successes are not mine alone, they are ours  
– the greatest successes we will have are from working together.”*

# Science - Pūtaiao

Learning Science is fundamental to understanding the world around us. Science is a major influence on many aspects of our daily lives.

The Science curriculum is designed to encourage students to continue their participation in Science beyond the school years. This can include further tertiary study in the areas of Biology, Chemistry and Physics. New areas of study that open up at University level include Geology, Engineering, Medicine, Psychology and Environmental Studies. Job opportunities arise appropriate to each field of study.



Biology is the scientific study of living things. It develops an understanding of the natural world and its inhabitants.

Life Science provides students with a foundational understanding of biological sciences within the context of humans and animals. This may assist students in pursuing career pathways such as nursing, physiotherapy, sports sciences, midwifery and other social and community services.

Chemistry is the study of the composition and properties of matter and the changes it undergoes. Chemistry applies to both living and non-living systems. Chemistry is fundamental in areas such as medicine, agriculture etc.

Physics is the branch of Science in which people explore the physical world around them and seek to understand and describe the phenomena they encounter.



## Social Science – Tikanga-a-iwi

Classical Studies is the study of two civilizations significant in the history of mankind; the ancient Greeks and the Romans. The course investigates mythology, art, drama, philosophy, religion, science, history and literature. The ideology, philosophy, science and literature which underpinned the achievements of the Greeks and Romans, are very relevant today as they provide a window through which we can more clearly view and understand our own culture.

*“Geography opens the world to you.”* Geography in schools is an exciting, varied programme. It is about people and places and how these two aspects interact and work together. Students use a variety of resources and experiences to help them better understand the world we live in and how we affect this world.

*“Who controls the past controls the future. Who controls the present controls the past.”* George Orwell. History is the study of people, events and ideas from the past. Historians analyse sources such as letters, photographs, documentaries, cartoons and books to develop an understanding of the past.

*“Helps You See the World.”* Tourism is all about people, product and places. Tourism is an interesting programme. It helps students develop an understanding of what tourism is. In particular investigating New Zealand but also other countries around the world as destinations. At the same time, it helps develop the skills required for use in the tourism industry.



## Technology – Hangarau

The Technology department includes the learning areas of Digital Technology, Fabric Technology and Food Technology/Home Economics.

### Digital Technology

Skills in Digital Technology are increasingly relevant and in-demand. An expanding range of career opportunities are available for young graduates in this field, with the potential to focus on either the technical or the creative aspects of the subject.





Following on from the junior program, senior students of Digital Technology at Marist College will continue developing their skills in Designing and Developing Digital Outcomes as well as in Computational Thinking and Computer Science. As they move through the senior course, they will have increasing responsibilities in planning and managing their own projects, based on their own ideas. Students will be able to choose between more creative and more technical course pathways.

Examples include: creating digital music, digital video or animation, designing and developing computer games, creating virtual reality experiences, developing and coding fully functional websites, connecting databases to a web interface, building a computer system, building a computer network, learning Linux, working with Blockchain Technology.

Students will also have the opportunity to start developing their understanding of Computer Science topics such as Artificial Intelligence, Machine Learning, and Cyber Security.

The course is open entry, so although students are encouraged to begin their learning pathway at Level 1, students who chose to opt for Digital Technology as one of their subjects in Year 12 or Year 13 will also be given full support. While there is a broad range of options, students will be guided in selecting project work that suits their associated skills and areas of interest.

## Fabric Technology

Fabric Technology involves the study and application of practical and technical skills, knowledge vital to fashion/garment design. The technology programme provides an insight into the Design Process that can be applied in many areas of enterprise in the 21st century. It also gives students a personal and creative skill which will always be of value in life.

*“Fabric Tech is a subject that allows you to be creative and accomplish hands on projects while learning skills that will stay with you after school.”*

*“The work you carry out is expected to be yours, and incorporate your own ideas of fashion. You are expected to problem solve and find the ways to make ideas take the form of a wearable garment.”*



## Food Technology

In Food Technology/Home Economics, students develop an understanding of the factors that influence the well-being of individuals and families within the home and community and of the actions people take to enhance and sustain those environments.

In the context of food and nutrition, students evaluate current issues and theories of nutrition, identify and reflect on factors that influence people's choices and behaviours, and use this knowledge to make informed decisions. Through the processes of selecting, preparing, cooking, and serving food, students develop their creativity and experience a sense of accomplishment. At the same time, they develop personal and interpersonal understandings and skills that contribute to well-being.

In Food Technology students get the opportunity to design food products within predetermined specifications and constraints. Levels 1-3 offer Achievement Standards with Level 3 standards contributing to University Entrance.



# Visual Arts – Toi Ataata

Long gone are the days when Art was a 'hobby' subject. Senior Art, starting at Year 11 is structured to lead to tertiary study and career opportunities. All areas of these subjects that we provide have future pathways.

Year 11 is designed to be a foundation year where students get to experience many areas such as: drawing, painting, printmaking, photography, design and art history. The skills that students learn during this year will help them learn and decide which areas of art they are most interested in, to help inform decisions for the following year.

Year 12 -13 students decide which area they would like to learn more about. Either Painting, Photography or Design. Each subject uses current industry practice and works with tertiary learning institutes.

We have achieved very high statistics of student entry into tertiary education in these areas and successfully gaining employment in various areas of art, design and photography. We are very proud of the success of our students and strive to build on skills to give our students the best possible career opportunities.



## Level 1 Art

Drawing  
Painting  
Printmaking  
New Zealand artists  
Contemporary International Artists  
Design thinking  
Produce a body of work

## Level 2 Design

Branding, marketing, typography, graphic design, Photoshop, Illustrator, InDesign, art work analysis.

## Level 2 Painting

Experiment, critical thinking, design thinking, art work analysis.

## Level 2 Printmaking

Experiment with printmaking techniques, critical thinking, design thinking, study established printmaking practice.

## Level 2 Photography

Photoshop, experiment with printmaking techniques, critical thinking, design thinking, study established printmaking practice.

## Level 3 Art History

Italian Renaissance, Iconography, Art & theory, reading & writing, critical thinking, Art History Scholarship.

## Level 3 Design

Industry guest speakers, branding, marketing, typography, graphic design, Photoshop, Illustrator, InDesign, art work analysis, peer critique, Scholarship.

## Level 3 Painting

Experimentation, painting fluency, critical thinking, design thinking, art work analysis, Photoshop, peer critique, Scholarship.

## Level 3 Printmaking

Printmaking processes and techniques, critical thinking, design thinking, Scholarship, Photoshop, art work analysis, peer critique.

## Level 3 Photography

Photoshop, photographic techniques, critical thinking, design thinking, Scholarship, Photoshop, art work analysis, peer critique.

# Notes....





# MARIST COLLEGE



## Karakia Timatanga - Opening Prayer

### He Karakia

Whakataka te hau ki te uru  
Whakataka te hau ki te tonga  
Kia mākinakina ki uta  
Kia mātaratara te tai  
E hī ake ana te atakura  
He tio, he huka, he hau hū  
Tihei mauri ora!

### Translation

Cease the winds from the west  
Cease the winds from the south  
Let the breeze blow over the land  
Let the breeze blow over the ocean  
Let the red-tipped dawn  
come with a sharpened air  
A touch of frost, a promise of  
a glorious day.