



Course Selection 2025

MARIST COLLEGE

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 2025 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 maanakitanga.

Dr Bronwyn Houliston

Deputy Principal - Curriculum

Mrs Raechelle Taulu

Principal

Colour Your Future with Vocational Pathways

Find the pathway that is right for you

Not sure what you want to be? Unclear about your career options? Need help to plan your s

The Vocational Pathways can help you plan your journey from learning to earning. They represent a way to achieve NCEA Level 2 (or equivalent) with Vocational Pathways at the same time. You can see how your credits are valued by industry and the types of study options and job opportunities available.

The pathways are flexible and enable you to change your direction as you're on your journey.

You can use the Vocational Pathways to plan your career and study options by using the colour coded pathways, and easily see how your skills and interests relate to industry.

Vocational Profile

Your Vocational Profile, on your record of achievement, shows how your NCEA credits are mapped to Vocational Pathways.

You can use your profile to show employers how your interests and qualifications relate to industry, and support you to do further study, training, or move into work.

Check out your Vocational Profile at www.nzqa.govt.nz/login

NCEA Level 2 with Vocational Pathways

NCEA Level 2 (or equivalent) is the minimum qualification that you need to achieve to show that you are ready to enter and progress to further study, training or work.

Achieving NCEA Level 2 with Vocational Pathways means that you have some interest, knowledge and skills related to industry. It shows you have:

- Achieved the required number of credits to achieve NCEA Level 2.
- Achieved the required industry related credits that align with a particular industry.
- A broad understanding of industry.
- Or, interest and skills that relate to a particular industry.

Use the Vocational Pathways to plan your studies. There are lots of options. Whether you want to work in construction or health, or are unsure about the pathway that is right for you – the Vocational Pathways offer lots of choice across industries to achieve your NCEA Level 2.

You will be able to make an informed decision about your future and see where your interests can take you.



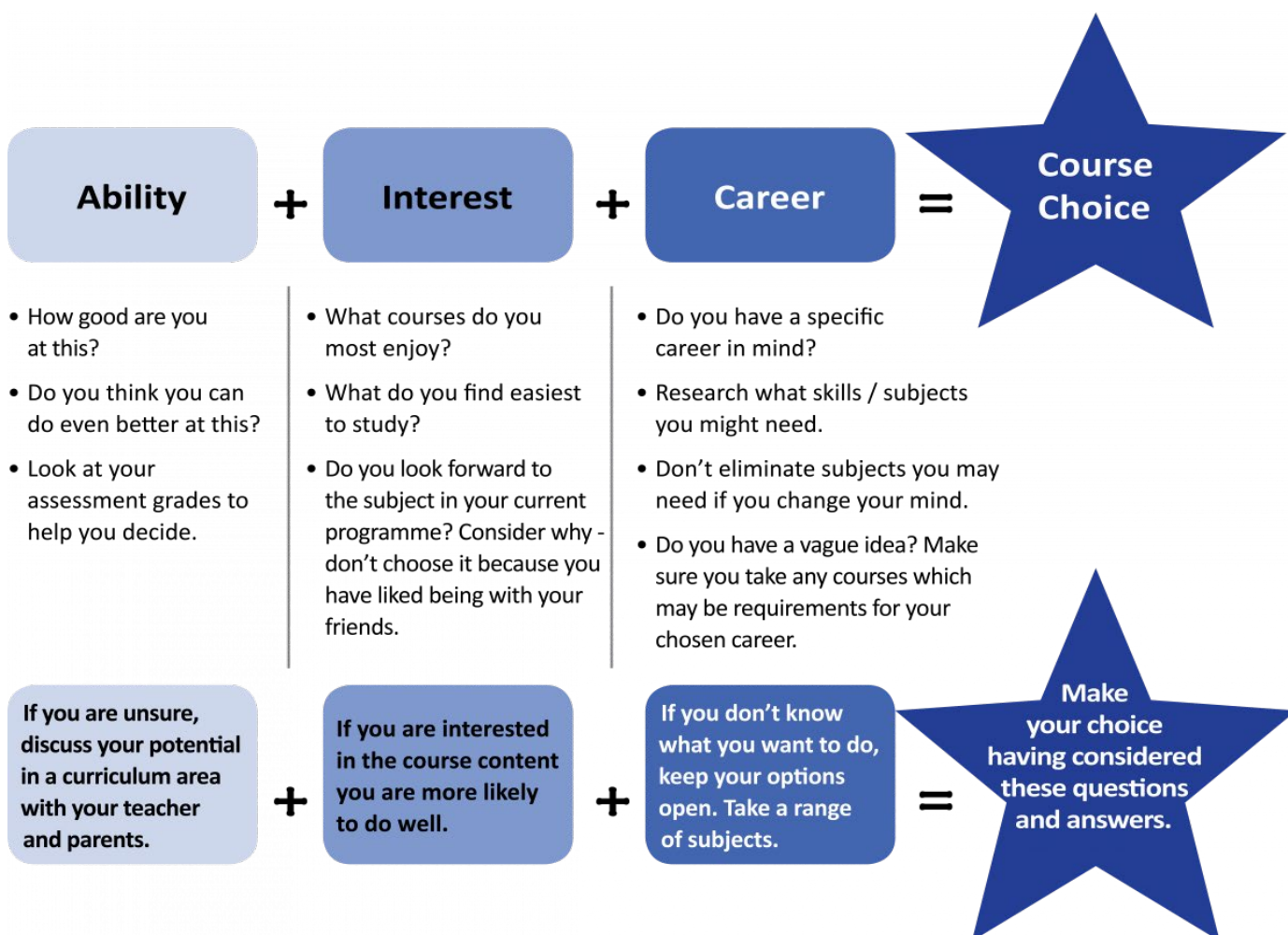
Get Started

Plan Your Journey

Here are some tips to start planning your study, training or work options.

1. Find out where the job opportunities are – Occupation Outlook 2016, download the free app: bit.ly/1hXM0m1
You can find education, employment and income information on a range of jobs and career options.
2. Check out your Vocational Profile at www.nzqa.govt.nz/login/
See your progress towards achieving NCEA Level 2 with Vocational Pathways on your record of achievement.
3. Use the online Profile Builder to explore your study options and start building your Vocational Pathways at <https://youthguarantee.education.govt.nz/initiatives/vocational-pathways/>
4. For careers advice and tips visit www.careers.govt.nz.
5. You should also discuss your options with your parents, family, whanau and education provider.
6. For more information visit www.youthguarantee.net.nz.

How to choose:



Option Updates

Option Choices, Changes and Clashes

Final date for entries is Wednesday 28th August 2024.



- 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.
- Your parents or guardians are a vital part of helping you choose your options. When your course selection is complete, your parents or guardians can log on with their Marist College logon and password to view option choices you have made.
- 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 course confirmation 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.

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 or Science Extension	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
Commerce	Accounting Economics Business Studies	Accounting Economics Business Studies
Geography History	Classical Studies Geography History Tourism	Classical Studies Geography History Tourism
Physical Education Health	Physical Education Health	Physical Education Health
Dance Drama	Dance Drama Performing Arts Technology	Dance Drama Performing Arts Technology
Music	Music	Music
Chinese French Te Reo Māori	Chinese French Te Reo Māori	Chinese French Te Reo Māori
Digital Technologies Materials Technologies Processing Technologies	Digital Technologies Materials Technologies Processing Technologies	Digital Technologies Materials Technologies Processing Technologies
Art - Visual Art	Art Design Art Painting Art Photography	Art Design Art History Art Painting Art Photography
Inclusive Learning	Inclusive Learning	Inclusive Learning
Career Education	Career Education	Career Education

All subjects in bold are compulsory

The National Certificate of Educational Achievement - NCEA

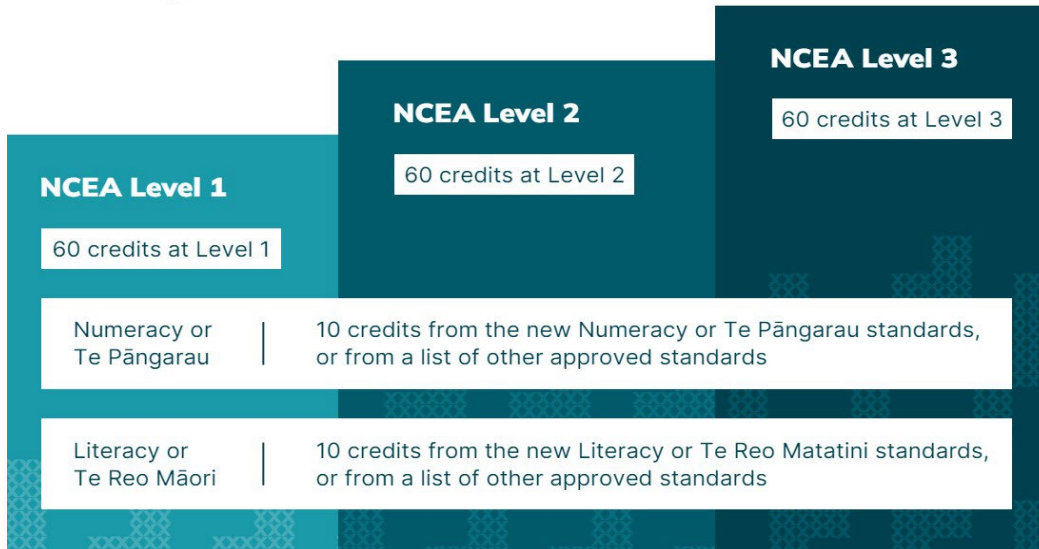
The National Certificate of Educational Achievement is New Zealand's national qualification and is internationally recognised. It provides the pathway to tertiary education and workplace training.

NCEA Requirements

- Any subjects can count towards the NCEA requirements.
- Credits towards a certificate can be accumulated over more than one year.

What you need for NCEA

From 2024, you will need:



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).

University Entrance

University Entrance is 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). 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 that Religious Education is one of these.

U.E Approved Subjects Offered at Marist College

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

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 Three 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.

School Contacts

Marist College

31 Alberton Avenue, Mt Albert, Auckland 1025; Phone (09) 846 8311

Website: www.maristcollege.school.nz

Senior Leadership Team		
Principal Deputy Principal - Curriculum Deputy Principal - Pastoral Care Deputy Principal - Administration	Mrs R Taulu Dr B Houliston Mrs E Coupar-Wanoa Ms L Hill	r.taulu@maristcollege.school.nz b.houliston@maristcollege.school.nz e.couparwanoa@maristcollege.school.nz l.hill@maristcollege.school.nz
Curriculum Leaders		
Art Business, Accounting and Economics Religious Studies Performing Arts English & Media Enhance Learning Technology Languages Mathematics Physical Education and Health Science Social Sciences	Mrs J Jacobsen Mrs J Lemman Ms R Edwards Ms K Finlay Ms K Hoyle Mrs G Smith Mr K Paterson Mrs V Jonas Mrs W Al-Rahim Mrs T Murphy Mr N Horne Miss J Foster	j.jacobsen@maristcollege.school.nz j.lemman@maristcollege.school.nz r.edwards@maristcollege.school.nz k.finlay@maristcollege.school.nz k.hamilton@maristcollege.school.nz G.Smith@maristcollege.school.nz k.paterson@maristcollege.school.nz v.jonas@maristcollege.school.nz w.al-rahim@maristcollege.school.nz t.murphy@maristcollege.school.nz n.horne@maristcollege.school.nz j.foster@maristcollege.school.nz
Year Level Deans 2023		
Year 10 Year 11 Year 12 Year 13	Mr M de Swardt Mr R Purdie Mrs J Lemman Ms S Schon	m.dewswardt@maristcollege.school.nz r.purdie@maristcollege.school.nz j.lemman@maristcollege.school.nz s.schon@maristcollege.school.nz
Academic Deans		
Year 11 Year 12 Year 13	Mr Nick Smit Miss Danielle Dakanay Miss Ellie Going	n.smit@maristcollege.school.nz d.dakanay@maristcollege.school.nz e.going@maristcollege.school.nz
Student Services		
Guidance Counsellor	Mrs L Gaines	l.gaines@maristcollege.school.nz

For enquiries about choices, please contact the relevant Curriculum Leader or Dr Houliston.

Online Instructions

Making Your Course Choices Online

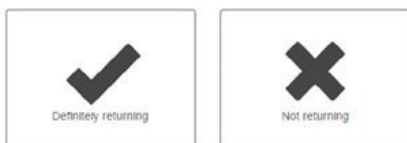
Getting Started with Course Choices - Students:

Log onto 'School Point' through the button on the dash board of SchoolBridge or through the Marist College website, under Our School, Curriculum, Subject options - <https://marist.schoolpoint.co.nz/>

Please choose one of the following choices buttons: 'Definitely returning' or 'Not returning'
Please indicate if you are

returning to school next year.

Next year I am:



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 '2025 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 '2025 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.

Getting Started with Course Choices - Parents/Caregivers:

You can go through the course selection with your daughter as above. When this is complete, you can log on with your Marist College logon and password to click the 'Approve Course' button for each of the option choices the students have made.

For any queries please contact Dr Bronwyn Houliston on b.houliston@maristcollege.school.nz



Business Department includes Accounting, Business Studies, Commerce, and Economics. Under the NCEA curriculum refresh Commerce is a merge of the three subjects at Level 1 before they branch out into separate subjects for Level 2 and 3.

Business subjects give you real-life insight into the business world, not only in NZ, but internationally as well.



Comments from students:

"Accounting is quite numeracy based and consists of preparing financial statements using Excel. It is a very enjoyable subject, and you learn a lot which will have an impact on your life in the future such as budgets, mortgages, GST etc."

"In Business it was fun to work as a group to make something, instead of just doing posters and stuff we made actual products and got to be like little entrepreneurs."

"I really like the independence we had and how we were left to figure it out and manage ourselves for the market day business, but I also like the digital work we did because I learnt quick ways to sum up numbers on Excel."

"Commerce was really fun. In Term 1 we pretended to buy a \$5000 car and investigated all the costs involved in running a vehicle. Term 2 was preparing a product for market day."

"It was fun learning about money and marketing because it might be useful in the future."

"Economics is about how we can make the biggest benefit on society. What we learn is extremely relevant to the wider world, making it an interesting subject to study: especially if you are passionate about the government, society, and law."

10 Commerce - Tauhokohoko

Curriculum Leader: [Judi Leman](#)

Course Description

Commerce is an option at Year 10 which runs for ½ year. It gives you a taste of Accounting, Business and Economics. It is a practical hands-on course where the students learn how to budget and work out finance for a business using Excel. Students get the opportunity to create a product and sell at Market Day as well as learning about demand, supply, and the circular flow model. We also include some basic financial literacy within the course.

11 Commerce - Tauhokohoko

Curriculum Leader: [Judi Leman](#)

Recommended Prior Learning: Open entry

Course Description

This course merges Accounting, Business Studies, and Economics into one subject at Level 1. Students will build their knowledge, skills and values they need to navigate and participate in the business world.

Students will:

- Take an active role in their learning.
- Work in teams to design, make, market, and sell a product.
- Create financial statements to work out a profit.
- Go through the financial decision process.
- Understand the Circular Flow.
- Gain some personal financial literacy.

A 15 Credit NCEA Level 1 Course. This course includes 10 internal credits and 5 external credits.

12 Accounting - Kautenga

Curriculum Leader: [Judi Leman](#)

Course Description

This course is a mixture of Level 2 and 3 credits. It builds on Level 1 Commerce. 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 Partnerships assessment worth 4 credits.

There is an opportunity for students to sit Management Decision Making which is a Level 3 external. A 16 Credit NCEA Level 2 Course (which includes 8 Level 3 credits.) Internal assessment 12 credits (open book). 4 at Level 3 External assessment 4 credits at Level 3.

12 Business Studies - Pakihi

Curriculum Leader: [Judi Leman](#)

Recommended Prior Learning: Open entry - Level 1 Commerce is preferred.

Course Description

This course has a practical component which requires students to carry out a business activity in the local community. Students will also learn about motivation theories and the internal features and external factors which impact on large businesses in New Zealand.

A 16 Credit NCEA Level 2 Course

Internal assessment 12 credits (of which 9 have a group component). External assessment 4 credits.

12 Business Studies - Pakihi

Curriculum Leader: [Judi Leman](#)

Recommended Prior Learning: Open Entry but Level 1 Commerce preferred

Course Description

This 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.

The two internal assessments are Level 2 and the external assessment. A 14 Credit NCEA Level 2 Course Internal assessment 10 credits. External assessment 4 credits.

13 Accounting - Kautenga

Curriculum Leader: [Judi Leman](#)

Recommended Prior Learning: Level 2 Accounting preferred

Course Description

At Level 3 the course involves the study of Partnerships and report writing for Companies (both internals). If students did not pass the Management Decision Making external last year, there is an opportunity to resit this at the end of the year.

A 17 Credit NCEA Level 3 Course Internal assessment 9 credits. External assessment 4 credits (if not previously passed). Students should already have 8 Level 3 Accounting credits from 2024 so should be able to gain UE in Accounting without having to sit an external exam in 2025. The report writing standard offers 5 reading or 5 writing credits for UE literacy.

<https://www.youtube.com/watch?v=ddVcIBk8IPA>

13 Business Studies - Pakihi

Curriculum Leader: [Judi Leman](#)

Recommended Prior Learning: Open entry but Level 2 Business Studies preferred.

Course Description

Students are required to develop a business plan for an innovative and sustainable product and develop a marketing plan for that product or an existing product. Students also learn about the external factors which impact on businesses that operate in a global context.

A 19 Credit NCEA Level 3 Course. Note students can gain UE without having to sit an external exam. Internal assessment 15 credits (of which 9 have a group component). External assessment 4 credits.

13 Economics - Ohaoha

Curriculum Leader: [Judi Leman](#)

Recommended Prior Learning: Level 2 Economics preferred

Course Description

The course is theory based and looks at both micro and macroeconomics. 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.

There is the opportunity to resit the Level 3 external if not passed last year.
Potential to sit Economics scholarship.

A 16 Credit NCEA Level 3 Course. Note students can gain UE without having to sit an external exam (if they passed external in 2024) Internal assessment 10 credits, 6 external credits (if not previously passed).

ENGLISH - ĪNGARIHI



10 English - Īngarihi

Curriculum Leader: [Kate Hoyle](#)

Recommended Prior Learning: Open entry

Course Description

A compulsory year long course. This course develops skills in thinking, using language, managing self, relating to others and participating and contributing. The focus will be on gaining understanding of texts through reading, viewing and listening and creating texts through writing and speaking.

11 English - Īngarihi

Curriculum Leader: [Kate Hoyle](#)

Recommended Prior Learning: Open Entry

Course Description

A compulsory year long course. Senior English builds on and assesses the skills learned in junior English classes. This course develops skills in thinking, using language, managing self, relating to others and participating and contributing. The focus will be on gaining understanding of texts through reading, viewing and listening and creating texts through writing and speaking.

Internal 10 Credits. External 5 Credits.

12 English - Īngarihi

Curriculum Leader: [Kate Hoyle](#)

Recommended Prior Learning: Open entry

Course Description

A compulsory year long course. Level 2 English builds on and assesses the skills learned in Level 1 English classes. Students will read, analyse and interpret a variety of texts and they will continue to develop their writing and speaking skills.

Internal assessment 10-13 credits. External assessment 4-8 credits.

13 English Literature – Īngarihi Tūmomo Tuhinga

Curriculum Leader: [Kate Hoyle](#)

Recommended Prior Learning: 10 Level 2 English credits or at discretion of Curriculum Leader.

Course Description

This course is for students with an enjoyment and appreciation of literature and language and is recommended for students wishing to study humanity subjects at university level. There is a balance of internally and externally assessed standards.

Internal assessment 8-11 credits External assessment 8 credits.

13 English Visual – Īngarihi Ataata

Curriculum Leader: [Kate Hoyle](#)

Recommended Prior Learning: Level 2 English credits or at discretion of Curriculum Leader.

Course Description

This course has more of a visual language focus and has more internally assessed standards with the option of one external assessment.

Internal assessment 10-13 credits. External assessment 4-8 credits.

13 Media - Pāpāho

Curriculum Leader: [Kate Hoyle](#)

Recommended Prior Learning: Open entry

Course Description

This course examines the media's role in society with a focus on close reading film, investigating the New Zealand film industry and producing a film. It offers you a wonderful opportunity to examine the media's role in shaping your world. To succeed in this course, you must have strong writing skills and an ability to problem solve in practical activities. You need to be confident and competent with a camera and learning new video editing software. Level 3 requires significant independent and self-directed work completion.

Internal assessment 16 credits. External assessment 4 credits.



11 Inclusive Learning - Akongatahi

Curriculum Leader: [Gabrielle Smith](#)

Recommended Prior Learning: Open Entry

Course Description

An alternative option. Ongoing opportunities to receive individual support and time to complete learning from all your other subjects.

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 L2 credits possibly offered. No external examinations. All internally assessed standards.

12 Inclusive Learning - Akongatahi

Curriculum Leader: [Gabrielle Smith](#)

Recommended Prior Learning: Open Entry

Course Description

An alternative option. Ongoing opportunities to receive individual support and time to complete learning from all your other subjects.

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 an external providers e.g. The Cut Above, Servilles, Techtorium, The Learning Place, International Travel College (Hair, Beauty, I.T, Graphics, Tourism etc).

NCEA L2 and L3 credits.

Learning Areas: time management, manage a learning programme, interview skills, career planning. No external examinations. All internally assessed standards.

13 Inclusive Learning - Akongatahi

Curriculum Leader: [Gabrielle Smith](#)

Recommended Prior Learning: Open Entry

Course Description

An alternative option. Ongoing opportunities to receive individual support and time to complete learning from all your other subjects.

Students will be encouraged to think about pathways/career opportunities, making connections, developing links with prior knowledge and growing their skills for learning.

Transition opportunities. Discover possible career pathways, Tertiary Academies eg Maritime with MIT, jobs/cadet-ships, 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 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, Techtorium, Industry Training Organisations (HITO) e.g. Hair, Beauty, I.T, Graphics, Tourism etc.

NCEA L3 and L4 credits.

Learning Areas: Careers and Individual education programmes. No external examinations. All internally assessed standards.

LANGUAGES - NGĀ REO



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

Studying a 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 Māori 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, Actor, Historian, Urban/Regional Planner, Elected Government Representative.



10 Chinese - Hainamana

Curriculum Leader: [Viki Jonas](#)

Recommended Prior Learning: Open Entry

Course Description

This half year course furthers students' Chinese cultural knowledge and language skills through a range of task-based activities.

Topics include: describing yourself and others, hobbies and interests, schooling in China, ordering food at a restaurant, understanding festivals and celebrations.

The aim is to gain confidence while having fun so students can communicate effectively in everyday Chinese. This course will fully prepare students for NCEA Level 1 Chinese.

Possible competitions: Chinese Bridge Speech Competition, Education Perfect Championships, Chinese short film Competition, Chinese Essay Writing Competition, Chinese Calligraphy Competition, HSK Chinese Language Test.

10 French - Wīwī

Curriculum Leader: [Viki Jonas](#)

Recommended Prior Learning: Open Entry

Course Description

This half year course furthers students' French cultural knowledge and language skills through a range of task-based activities. Topics include: getting acquainted, family, food, shopping, a typical day, sports and leisure, weather and making plans.

The aim is to gain confidence while having fun so students can communicate effectively in everyday French. This course will fully prepare students for NCEA Level 1 French.

Possible competitions: Education Perfect Championships, NZALT French Video Competition, Junior French Speech Competition.

10 Te Reo Māori

Curriculum Leader: [Viki Jonas](#)

Recommended Prior Learning: Open Entry

Course Description

This half year course focuses on improving the students' listening (whakarongo), speaking (kōrero), reading (pānui) and writing (tuhi) skills in Te Reo Māori. Students will learn how to talk about their daily routines, future plans, giving directions, describing events. Māori culture, protocols, and traditions are woven into the everyday teaching. This course also exposes students to the history of Te Reo and Aotearoa. The students will learn several Karakia and waiata as they experience and learn about Tikanga Māori (customs) and Te Ao Māori (the way of life).

Class trips might include an overnight stay at a marae, attending a pōwhiri, or an outing to celebrate Matariki (the Māori New Year).

This course will fully prepare students for NCEA Level 1 Te Reo Māori.

Possible Competitions: Ngā Manu Kōrero Speech Competition, Education Perfect Championships.

11 Chinese - Hainamana

Curriculum Leader: [Viki Jonas](#)

Recommended Prior Learning:

Year 10 Chinese or Curriculum Leader discretion based on proficiency in Chinese.

Course Description

This course helps student's gain the confidence and skills to communicate in real-life situations and further their understanding of Chinese culture. Students further develop the four main language skills - listening, speaking, reading and writing - while learning more about a variety of topics such as schooling, hobbies and sports, holidays, shopping, making travel and accommodation arrangements, going to the doctor, using public transport and ordering food in a restaurant.

Emphasis is on coping in a Chinese-speaking environment.

Internal assessment: up to 10 credits. External assessment: up to 5 credits.

Competitions: Chinese Bridge Speech Competition, Education Perfect Championships, Chinese Short Film Competition, Chinese Essay Writing Competition, Chinese Calligraphy Competition, HSK Chinese Language Test.

11 French - Wīwī

Curriculum Leader: [Viki Jonas](#)

Recommended Prior Learning:

Year 10 French or Curriculum Leader discretion based on proficiency in French.

Course Description

This course helps students gain the confidence and skills to communicate in real-life situations and further their understanding of French culture. Students further develop the four main language skills - listening, speaking, reading and writing - while learning about a variety of topics such as holidays, shopping, daily routine, making travel and accommodation arrangements, going to the doctor, using public transport, ordering food in a restaurant and comparing life of young people in New Zealand and French-speaking countries. Emphasis is on coping in a French speaking environment.

Internal assessment: up to 10 credits. External assessment: up to 5 credits.

Possible competitions: Education Perfect Championships, NZALT French Video Competition.

11 Te Reo Māori

Curriculum Leader: [Viki Jonas](#)

Recommended Prior Learning:

Year 10 or with Curriculum Leader discretion based on proficiency in Te Reo Māori.

Course Description

Te Reo is taught holistically and communicatively with listening (whakarongo), speaking (kōrero), reading (pānui) and writing (tuhi) interwoven with tikanga/cultural philosophy and practices. The topics relate to the world of the student and Te Ao Māori (the Māori world). Structures, vocabulary and grammar are covered according to themes and Level 1 NCEA assessment standards.

Class trips might include an overnight stay at a marae, attending a pōwhiri, or an outing to celebrate Matariki (the Māori New Year).

Internal assessment: up to 10 credits. External assessment: up to 5 credits.

Possible competitions: Race Unity Speech Awards, Ngā Manu Kōrero Speech Competition, Education Perfect Māori Language Competition, Education Perfect Championships.

12 Chinese - Hainamana

Curriculum Leader: [Viki Jonas](#)

Recommended Prior Learning:

15 credits at NCEA Level 1 Chinese or Curriculum Leader discretion based on proficiency in Chinese.

Course Description

This course builds students' confidence to express and exchange ideas to establish real, meaningful communication in Chinese and further their understanding of the Chinese culture. Students will gain the skills to express opinions, present facts and arguments on topics such as school life and leisure activities, travelling in Chinese speaking countries, Chinese festival and customs, relationships, and future plans. As the language is developed, we look more deeply at the culture of Chinese speaking countries and compare them with New Zealand.

Internal assessment: up to 14 credits. External assessment: up to 10 credits.

Competitions: Chinese Bridge Speech Competition, Education Perfect Championships, Chinese Short Film Competition, Chinese Essay Competition, Chinese Calligraphy Competition, HSK Chinese Language Test.

12 French - Wīwī

Curriculum Leader: [Viki Jonas](#)

Recommended Prior Learning:

15 credits at NCEA Level 1 French or Curriculum Leader discretion based on proficiency in French.

Course Description

This course builds student's confidence to express and exchange ideas to establish real, meaningful communication in French and further their understanding of French culture. Students will gain the skills to express opinions, present facts and arguments on school life, relationships, leisure activities, future plans, health, and French-speaking countries.

As the language is developed, we look more deeply at the cultures of French-speaking countries and compare them with New Zealand.

Internal assessment: up to 14 credits. External assessment: up to 10 credits.

Possible competitions: Education Perfect Championships, Ecriture Sans Frontières (Creative Writing Competition).

12 Te Reo Māori

Curriculum Leader: [Viki Jonas](#)

Recommended Prior Learning:

Year 11 Te Reo or with Curriculum Leader discretion based on proficiency in Te Reo Māori.

Course Description

Te Reo is taught holistically and communicatively with listening (whakarongo), speaking (kōrero), reading (pānui) and writing (tuhi) interwoven with tikanga/cultural philosophy and practices. The topics relate to the world of the student and Te Ao Māori (the Māori world). Structures, vocabulary and grammar are covered according to themes and Level 2 NCEA assessment standards.

Class trips might include an overnight stay at a marae, attending a pōwhiri, or an outing to celebrate Matariki (the Māori New Year).

Internal assessment: up to 16 credits. External assessment: up to 12 credits.

Possible competitions: Race Unity Speech Awards, Ngā Manu Kōrero Speech Competition, Education Perfect Māori Language Competition, Education Perfect Championships.

13 Chinese - Hainamana

Curriculum Leader: [Viki Jonas](#)

Recommended Prior Learning:

14 credits at NCEA Level 2 Chinese or Curriculum Leader discretion based on proficiency in Chinese.

Course Description

This course strengthens students' confidence to express and exchange ideas to establish effective communication in Chinese and further their understanding of the Chinese culture. Students will gain the skills to present an argument, discuss current events and problems in Chinese speaking countries, New Zealand and the world at large. Topics such as society, culture and custom issues will be covered. Students are also introduced to Chinese literature, with a study of a Chinese short story and poetry. Students are encouraged to read widely.

Internal assessment: up to 14 credits. External assessment: up to 10 credits.

Competitions: Chinese Bridge Speech Competition, Education Perfect Championships, Chinese Short Film Competition, Chinese Essay Competition, Chinese Calligraphy Competition, HSK Chinese Language Test.

13 French - Wīwī

Curriculum Leader: [Viki Jonas](#)

Recommended Prior Learning:

14 credits at NCEA Level 2 French or Curriculum Leader discretion based on proficiency in French.

Course Description

This course strengthens students' confidence to express and exchange ideas to establish effective communication in French and further their understanding of French culture. Students will gain the skills to present an argument, discuss current events in France, New Zealand and the world at large. They will learn to express opinions, persuade on several topics such as environmental and social issues. Students are also introduced to French literature, with a study of a French novel. Students are encouraged to read widely.

Internal assessment: up to 14 credits. External assessment: up to 10 credits.

Possible competitions: Education Perfect Championships, Ecriture Sans Frontières (Creative Writing Competition).

13 Te Reo Māori

Curriculum Leader: [Viki Jonas](#)

Recommended Prior Learning:

Year 12 Te Reo or with Curriculum Leader discretion based on proficiency in Te Reo Māori.

Course Description

Te Reo is taught holistically and communicatively with listening (whakarongo), speaking (kōrero), reading (pānui) and writing (tuhi) interwoven with tikanga/cultural philosophy and practices. The topics relate to the world of the student and Te Ao Māori (the Māori world). Structures, vocabulary and grammar are covered according to themes and Level 3 NCEA assessment standards.

Class trips might include an overnight stay at a marae, attending a pōwhiri, or an outing to celebrate Matariki (the Māori New Year).

Internal assessment: up to 16 credits. External assessment: up to 12 credits.

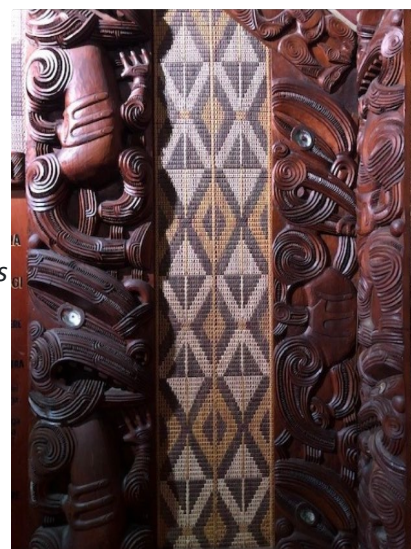
Possible competitions: Race Unity Speech Awards, Ngā Manu Kōrero Speech Competition, Education Perfect Māori Language Competition, Education Perfect Championships.

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.”



10 Mathematics - Pangarau

Curriculum Leader: [Wid Al-Rahim](#)

Recommended Prior Learning: Open Entry

Course Description

A compulsory year long course. NCEA Numeracy Common Assessment Activity (CAA) co-requisite (10 credits) is offered twice during the year.

11 Mathematics - Pangarau

Curriculum Leader: [Wid Al-Rahim](#)

Recommended Prior Learning: Students have the choice of the Mathematics.

It is recommended that students who are yet to achieve the Numeracy Common Assessment should take the Numeracy Pathway, however this can be part of a discussion with your Academic Dean or Mathematics teacher.

Course Description Mathematics (11MAT)

Course content: Number, Measurement, Algebra, Geometry, Trigonometry, Tables & Graphs, Statistics.
Assessment: 2 Internal assessments, 1 External assessment (Mathematics AS91947), plus optional External Statistics report (AS91946). 15 credits in total.

It is recommended that students who are yet to achieve the Numeracy Common Assessment

should take a Numeracy Pathway. However this can be part of a discussion with your Academic Dean or Curriculum Leader of Mathematics.

Numeracy (11MNY)

Course content: Numeracy, Measurement, Statistics and Probability.

Assessment: 2 Internal assessments and Numeracy Common Assessment Activity (CAA) 10 credits at Level 1 in total and 10 Numeracy Common Assessment Activity Credits.

Equipment: Scientific Calculator is compulsory.

11 Calculus - Tātainga

Curriculum Leader: [Wid Al-Rahim](#)

Recommended Prior Learning: 10 credits from Achievement Standards at Mathematics NCEA Level 1 with at least a Merit in 1.4 (AS91947) Mathematics Methods.

Course Description

Achievement Standards: Algebra, Graphs, Calculus and Conic Sections (Level 3). This course prepares students for further Calculus studies at Level 3.

A 16 Credit NCEA Levels 2 and 3 Course.

Assessment: Internal assessments (2 Achievement standards): 7 credits. External assessments (2 Achievement standards): 9 credits.

Course Costs: Casio Graphics Calculator is compulsory.

12 Statistics 1 - Tatauraga

Curriculum Leader: [Wid Al-Rahim](#)

Recommended Prior Learning: 10 credits Achievement Standards at Mathematics NCEA Level 1 with at least an Achieved in Algebra AS 91027 and Probability AS 91037.

Course Description

This course is designed for students who may wish to do Calculus at Level 3 but are unsure of the pathway they want to take.

Achievement Standards: Algebra, Probability Methods, Informal Inferences and Bivariate Data (Level 3). This course prepares students for further Mathematics with Statistics and/or Calculus (Merit or above recommended in Algebra AS91261) at Level 3.

A 16 Credit NCEA Levels 2 and 3 Course.

Assessment: Internal assessments (2 Achievement standards): 8 credits. External assessments (2 Achievement standards): 8 credits.

Course Costs: Casio Graphics Calculator is compulsory for course.

12 Statistics 2 - Tatauraga

Curriculum Leader: [Wid Al-Rahim](#)

Recommended Prior Learning: 10 credits Achievement Standards at Mathematics NCEA Level 1 with at least an Achieved in 1.1 Statistics Internal (AS91944) and 1.3 Statistics External (AS91946).

Course Description

Achievement Standards offered are Probability, Informal Inferences, Questionnaire Design & Bivariate Data (Level 3). This course prepares students for further Mathematics with Statistics studies at Level 3

A 15 Credit NCEA Levels 2 and 3 Course.

Assessment: Internal assessments (3 Achievement standards): 11 credits. External assessment (1 Achievement standard): 4 credits.

13 Calculus - Tātainga

Curriculum Leader: [Wid Al-Rahim](#)

Recommended Prior Learning: 12 credits at Mathematics NCEA Level 2 Achievement Standards, with at least a Merit in Algebra, AS 91261.

Course Description

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 Algebra, Trigonometry, Differentiation, Integration, Complex Numbers.

A 24 (plus 3 credits from Year 12) Credit NCEA Level 3 Course.

Assessment: Internal assessments (2 Achievement Standards): 7 credits. External assessments (3 Achievement standards): 17 credits.

Course Costs: Casio Graphics Calculator is compulsory.

13 Statistics - Tatauraga

Curriculum Leader: [Wid Al-Rahim](#)

Recommended Prior Learning: 12 credits or more NCEA Level 2 Mathematics Achievement Standards including an Achieved grade in each of Achievement Standards Informal Inferences (AS91264) and Probability (AS91267).

Course Description

This course is suitable for all students who have studied a full NCEA Level 2 Mathematics course.

Students will be offered a selection of standards from the following: Probability Concepts, Probability Distributions, Formal Inference, Linear Programming, Systems of Equations and Time Series.

Students who completed Level 2 Statistics had the opportunity to complete Level 3 Bivariate Data (4 credits) which can be used for University Entrance Statistics or Mathematics.

A 22 (plus 4 credits from Year 12) Credit NCEA Level 3 Course.

Assessment: Internal assessment (4 Achievement standards): 14 credits. External assessment (2 Achievement standards): 8 credits.

Course Costs: Casio Graphics Calculator is compulsory.

PERFORMING ARTS - TOI WHAKAARI



Performing Arts consists of Dance, Drama, Music and Performing Arts Technology (introduced at Year 12). Performing Arts subjects all teach essential life skills such as collaboration, courage and innovative thinking; all important in any walk of life. Plus, applying your gifts and talents in the arts into your school life has many benefits including quality results, high ranks scores for university entrance, enjoyment, and adding variation into your school day! All Performing Arts subjects provide practical hands on learning in a safe, inclusive and encouraging environment, focused on developing individuals and the personal strengths and talents. Throughout the year Dance, Drama and Music all offer performance opportunities though class plays and evening showcases.

Dance

Developing choreographic and performance skills are the key focuses in dance. We explore a wide range of dance styles and programmes are designed to challenge and suit the interests of those in each class. Dance is suitable for all students no matter their experience; all you need is a passion to move and be creative.



Drama

Explores areas such as performance, devising and analysing live performance. Lessons are interactive and hands on with programmes designed to challenge students, pushing them out of their comfort zones. This supports students to build their creativity, knowledge and perspectives on a wide range of topics.

Music

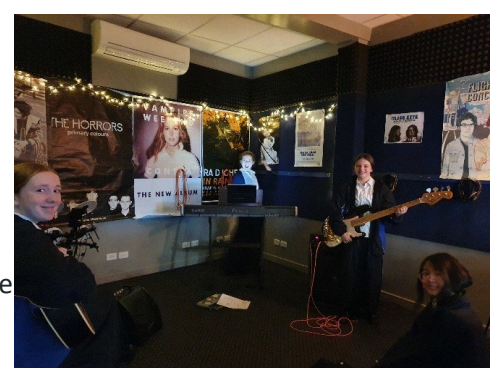
Music programmes aim to develop students skills in performance, composition and understanding music of the world including Taonga Pūoro and western music. Music allows you to work in areas of strength, such as performance or composition, whilst also supporting you to stretch and grow.

Itinerant Music

Students who have selected music as an option are given priority placement in the Itinerary music programme. Students should apply for itinerant lessons as soon as they are advertised during Term 3.

Performing Arts Technology

Introduced at Level 2, NCEA PAT focuses on building knowledge and skills in the 'behind the scenes' areas of the Performing Arts such as, costume, lighting, stage management, set and props, and make-up. Unit Standard assessments allow students to get creative designing and then executing their ideas, often in a real-life context such as a class play or showcase.



10 Dance - Kanikani

Curriculum Leader: [Kristie Finlay](#)

Recommended Prior Learning: Open Entry

Course Description

Dance is a highly practical subject. If you love to dance and to be creative this is your subject! Dance will help you to develop your creativity, confidence and collaborative skills. Throughout the year you will explore different ways of choreographing dance, as well as learning and performing dances from a range of styles and cultures. Other opportunities include attending a trip to see a professional dance performance and performing in an evening showcase.

10 Drama - Whakaari

Curriculum Leader: [Kristie Finlay](#)

Recommended Prior Learning: Open Entry

Course Description

Drama is a practical and collaborative subject which will help you to develop your creativity, confidence and resilience. Throughout the year you will explore different ways of devising drama, as well as learn and perform texts from a range of scripts from writers such as Shakespeare, Pasifika authors and New Zealand playwrights. Other opportunities include attending a trip to see a professional Drama performance and participating in a full class play.

10 Music – Waiata

Curriculum Leader: [Kristie Finlay](#)

Recommended Prior Learning: Open Entry.

If the student is not already learning an instrument outside of school, please complete this form [HERE](#) to apply for the Itinerant Music programme offered at Marist.

Course Description

Music is a practical and collaborative subject. In Year 10 Music you will develop your performance skills by choosing, rehearsing and presenting pieces of music as a soloist or in an ensemble. You will have the opportunity to write your own music. You will also learn about and play music styles such as Taonga Pūoro, Blues, NZ Reggae, Soul, RnB and Rock. You will expand your knowledge of the elements and theory of music and music recording technology.

11 Dance - Kanikani

Curriculum Leader: [Kristie Finlay](#)

Recommended Prior Learning: Open Entry

Course Description

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.

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.

16 Level 1 Credits, 11 Internal credits, 5 External credits.

11 Drama - Whakaari

Curriculum Leader: [Kristie Finlay](#)

Recommended Prior Learning: Open entry

Course Description

Drama is a collaborative and creative subject. Students will work on assessments that allow them to explore theatre forms and functions through devising and performing. Students will also attend at least one theatre performance.

15 Level 1 credits, 10 Internal credits, 5 External credits.

11 Music – Waiata

Curriculum Leader: [Kristie Finlay](#)

Recommended Prior Learning: Open entry with Curriculum Leader approval.

If the student is not already learning an instrument outside of school, please complete this form - [HERE](#) to apply for the Itinerant Music programme offered at Marist.

Course Description

Year 11 Music is a highly practical subject. You will continue to develop your knowledge of a range of musical styles depending on the interests of the class. Students will complete assessments that explore music genres and styles and develop performance and composition skills. 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

15 Level 1 credits, 10 Internal credits, 5 External credits.

12 Dance - Kanikani

Curriculum Leader: [Kristie Finlay](#)

Recommended Prior Learning

Open entry with Curriculum Leader approval.

Course Description

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.

16 internal credits, 4 optional external credits.

12 Drama - Whakaari

Curriculum Leader: [Kristie Finlay](#)

Recommended Prior Learning: 10 credits at NCEA Level 1 Drama or by Curriculum Leader approval.

Course Description

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 a theatre performance in order to discuss features of theatre form and/or the use of drama aspects within a live performance.

14 internal credits, 4 optional external credits.

12 Music – Waiata

Curriculum Leader: [Kristie Finlay](#)

Recommended Prior Learning: Open entry with Curriculum Leader approval.

If the student is not already learning an instrument outside of school, please complete this form - [HERE](#) to apply for the Itinerant Music programme offered at Marist.

Course Description

In Year 12 Music you can choose and combine standards to suit your strengths. You will continue to develop the skills of performance, composition, 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 optional external examination on understanding of two contrasting works can contribute to UE literacy requirements in writing.

16-20 internal credits, 4 optional external credits.

12 Performing Arts Technology – Hangarau-a-toi

Curriculum Leader: [Kristie Finlay](#)

Recommended Prior Learning: Open Entry

Course Description

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 certificate endorsement.

13 Dance - Kanikani

Curriculum Leader: [Kristie Finlay](#)

Recommended Prior Learning: Open entry with Curriculum Leader approval.

Course Description

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.

12-16 internal credits.

13 Drama - Whakaari

Curriculum Leader: [Kristie Finlay](#)

Recommended Prior Learning: 10 credits in NCEA Level 2 Drama or by Curriculum Leader approval.

Course Description

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.

14 internal credits, 4 optional external credits.

13 Music – Waiata

Curriculum Leader: [Kristie Finlay](#)

Recommended Prior Learning: Open entry with Curriculum Leader approval.

If the student is not already learning an instrument outside of school, please complete this form - [HERE](#) to apply for the Itinerant Music programme offered at Marist.

Course Description

In Y13 Music, you can select a programme which is fully performance, composition, or musicology based, or a combination of these skills. Performance assessment opportunities are: two solo programmes; one group programme; and/or one solo programme on a second instrument. Composition assessments are: three original compositions; two arrangements; and/or three original songs. Music technology and sound design assessments are also offered.

Musicology assessments are: Analysis of a substantial work; researching a music topic of your choice; contextual analysis of a substantial work (external); or demonstrating knowledge of music conventions/ theory (external).

You take leadership in the production of our annual senior music album, on which your original songs and compositions can be released to the public via streaming services.

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

Up to 24 internal (usually around 16), 4 optional external.

13 Performing Arts Technology – Hangarau-a-toi

Curriculum Leader: [Kristie Finlay](#)

Recommended Prior Learning: Open Entry

Course Description

This subject 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. The internal assessments may include set design, make-up, costume and stage lighting. Assessments are broken into design and application elements e.g. lighting using e lighting applications. Students can choose assessments based on their strengths.

This is an internally assessed course with Unit Standards at A, M, E, which count towards certificate endorsement, assessments do not contribute to UE or Rank scores.

PHYSICAL EDUCATION & HEALTH - MĀTAURANGA Ā-TINANA Ā-HAUORA



Health Education covers a range of topics and their links to hauora (well-being), attitudes and values, the socio-ecological perspective (self, others and society) and health promotion. In this subject students learn about real life situations; the influences, consequences, prevention and strategies for enhanced well-being that these may bring.

Physical Education uses a range of physical contexts to cover human movement; anatomy and biomechanics, safety in the outdoors, improving physical performance through training, motor learning techniques, leadership and significant issues in NZ society. In this subject, students learn in, through and about movement.



10 Physical Education – Mātauranga Tinana

Curriculum Leader: [Tess Murphy](#)

Recommended Prior Learning: Open Entry

Course Description

A compulsory year long course.

11 Health Sociology - Hauora

Curriculum Leader: [Tess Murphy](#)

Recommended Prior Learning: Open Entry

Course Description

Health is an integral part of all human learning, development and success. This subject is not about making you healthy, but rather explores a range of current health issues.

Understanding ourselves, people and the society around us is an integral part of life. 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. Within this course, students will have the opportunity to examine a range of adolescent issues, examining of differing perspectives (including a Te Ao Māori worldview), explore the factors that may contribute to how we may feel and respond, and create solutions to help advocate for change.

Concepts taught in 2024 are taught through the contexts of:

- Nutrition.
- Relationships and Sexuality.
- Mental Health (includes learning about the issue of drugs and alcohol).

Learning includes:

- Understanding of wellbeing through different models of health (including Whare tapa wha).
- Understanding of decision-making in health related situations.
- Understanding of factors that influence Hauora (Personal, Interpersonal, Societal).

15 NCEA L1 credits: 10 Internal credits, 5 credits External credits.

Course Costs: Nutrition unit, \$15

11 Physical Education – Mātauranga Tinana

Curriculum Leader: [Tess Murphy](#)

Recommended Prior Learning: Open Entry

Course Description:

Level 1 Physical Education is designed for students who are interested in learning about the body and different physical activities through practical investigations. This course incorporates the traditional disciplines of anatomical, biomechanical and physiological principles, which students examine and apply in order to develop movement skills and strategies in a range of contexts. Students will have the opportunity to experience outdoor activities and move themselves outside of their comfort zones. This course will reflect the new big ideas, all of which connect through the importance of movement.

Learning covered in 2024:

- Develop diverse capabilities and acknowledge the importance of kotahitanga (unity/collaboration). This unit of work will include a 2-night outdoor education camp and other practical contexts.
- Demonstrate movement strategies in a range of contexts (including Badminton and Ki o rahi).
- Demonstrate understanding of influences on movement (Te Ao Māori, Biophysical and Sociocultural aspects).

15 NCEA L1 credits: 10 internal credits, 5 external credits (not an examination).

Course Costs: Cost for activities & camp, approx \$200

12 Health Sociology - Hauora

Curriculum Leader: [Tess Murphy](#)

Recommended Prior Learning: Open. Students are advantaged if they have studied Level 1 Health.

Course Description

Understanding ourselves, people and the society around us is an integral part of life. 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. They will investigate how people can overcome life's inevitable challenges.

Topics likely to be offered in 2025:

- Resilience: How might people cope with life's inevitable changes? What could make it harder or easier to cope with the change?
- Adolescent health issues: Investigate the influences on, consequences of and possible health-enhancing strategies for current adolescent health issues.
- Sexuality and Gender: What factors influence our gender and sexual identity? What might be the issues around these concepts? How and why might something be done about the issues in a way that reflects the values of social justice?

15 NCEA L2 credits: 10 internal credits, 5 external credits

12 Physical Education – Mātauranga Tinana

Curriculum Leader: [Tess Murphy](#)

Recommended Prior Learning: Open.

Students are advantaged if they have studied Physical Education at Level 1.

Course Description

Level 2 Physical Education involves students learning in, through and about movement in a range of physical activity environments. The course may include the disciplines of: biomechanics, functional anatomy, sports psychology, methods and principles of training. These disciplines are used to examine the contexts of learning physical skills and training for a sport, physical activity or event. Within an Outdoor Education context, students learn to identify risks and develop effective strategies to manage those risks while in an outdoor environment. Students also have the opportunity to practice leadership skills with Primary or Junior students.

Topics likely to be offered in 2025:

- Leadership through coaching junior students
- Training Programme - 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.
- Performance of movement (Tough Gal & Turbo touch).
- Safety Management (including an overnight camp).

15 NCEA L2 credits, all internal (11 credits count towards UE literacy). Course Cost:

Activities off site and camp: Approx \$150

13 Health Sociology - Hauora

Curriculum Leader: [Tess Murphy](#)

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). Students need to be well equipped in research and writing skills.

Course Description

Health Sociology involves students developing a greater understanding of the predominant health issues

New Zealand and the world faces. Through their engagement in this subject, students examine a range of health issues, at a national and international level, learning to critique differing perspectives. Students examine the determinants and underlying concepts of health that may contribute to the issue and consider health enhancing actions to promote wellbeing. Students will also deepen their understanding of psychological approaches analysing how the interaction between approaches may impact aggressive behaviour. Critical thinking, understanding research and writing academic reports are some of the fundamental skills acquired in this course.

Topics likely to be offered in 2025:

- 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.

19 NCEA L3 credits: 14 Internal, 5 external (optional). All count towards UE literacy. The external exam counts towards UE writing credits.

13 Physical Education – Mātauranga Tinana

Curriculum Leader: [Tess Murphy](#)

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.

Course Description

Level 3 Physical Education involves students learning in, through and about movement in a range of different physical activity environments. The course may include the disciplines of functional anatomy, exercise physiology, sport psychology, skill acquisition and biomechanics, which are applied to critically evaluate physical activities, skills or events. Students will also develop a greater understanding of the sociology of sport, necessary to critically evaluate their own, others' and societal involvement in physical activity. Critical thinking, understanding research and reaching coherent judgements are some of the fundamental skills acquired in this course.

Topics likely to be offered in 2025:

- Analysis of a physical skill (Anatomy and Biomechanics).
- Evaluate physical activity experiences for lifelong wellbeing.
- Two physical activity contexts are offered to the students and practiced and performed (lawn bowls + volleyball).
- Examining a current trend, event or issue in physical activity and its impact on New Zealand Society.
- Overnight camp at the end of the year (students decide on location/activities).

15 NCEA L3 credits, all internal.

Course Cost: Activities off site and camp: Approx \$200

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.



10 Religious Education/Theology – Matauranga Whakapono

Curriculum Leader: [Rebecca Edwards](#)

Recommended Prior Learning: Open Entry

Course Description

A compulsory year long course.

11 Religious Education/Theology – Matauranga Whakapono

Curriculum Leader: [Rebecca Edwards](#)

Recommended Prior Learning: None. Compulsory for all students.

Course Description

Topics covered in this course include key beliefs of the Catholic faith, the Gospels, and being human.

Students will also participate in a full day retreat which will offer further opportunities to explore their faith and their relationship with God, others, and themselves. As part of this programme, students are required to be involved in school Masses that occur during the year and participate in class prayer which are all part of the special character of our school.

Students will complete two 5 credit internal assessments from the new Level 1 Religious Studies Achievement Standards.

12 Religious Education/Theology – Matauranga Whakapono

Curriculum Leader: [Rebecca Edwards](#)

Recommended Prior Learning: None. Compulsory for all students.

Course Description

In this course, students will learn about the principles of Catholic social teaching and apply these to contemporary social issues, examine women in the genealogy of Jesus through an in-depth biblical study, and look at the key beliefs of World Religions.

Year 12 students participate in a full day retreat which will offer further opportunities to explore their faith and their relationship with God, others, and themselves. As part of this programme, students are required to be involved in school Masses that occur during the year and participate in class prayer which are all part of the special character of our school.

Students will complete three 6 credit internal assessments.

13 Religious Education/Theology – Matauranga Whakapono

Curriculum Leader: [Rebecca Edwards](#)

Recommended Prior Learning: None. Compulsory for all students. RE is an approved subject for UE.

Course Description

Students will learn about methods of interpretation to analyse the meanings in the Gospel of John. This work builds on knowledge gained in Level 2. They will recognise the importance of reading biblical texts carefully and spiritually to understand its true meaning. Students will also examine current ethical issues and analyse the teachings of the Catholic Church and the significance of these in New Zealand. Students will also explore existential questions, philosophy and how we make meaning in life.

Year 13 students participate in a retreat which will offer further opportunities to explore their faith and their relationship with God, others, and themselves. As part of this programme, students are required to be involved in school Masses that occur during the year and participate in class prayer which are all part of the special character of our school.

Students will complete three 6 credit internal assessments. Religious Education is a University Entrance subject.

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 understanding of the natural world, learning about diverse topics such as genetics, ecology, evolution, and cellular biology. This knowledge not only enriches our understanding of life but also opens up a wide range of career opportunities in fields like medicine, environmental science, and biotechnology.

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.

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.

10 Science - Pūtaiao

Curriculum Leader: [Nigel Horne](#)

Recommended Prior Learning: Open Entry

Course Description

A compulsory year long course.

11 Science - Pūtaiao

Curriculum Leader: [Nigel Horne](#)

Recommended Prior Learning: Open Entry - A compulsory year level course

Course Description

The aim of Science is to develop an understanding of the Living, Physical and Material Worlds through an investigative approach. Science at this level uses everyday life examples and challenges students to use scientific method in their thinking. Students will study Genetics, Energy and Chemical Reactions..

Internal assessment: up to 6 credits External assessment: up to 12 credits

11 Science Extension – Pūtaiao Torohanga

Curriculum Leader: [Nigel Horne](#)

Recommended Prior Learning: Open Entry. Numbers will be limited.

Course Description

A course designed for students who enjoy Science and wish to focus on Science for tertiary study. It complements the Year 11 Science course and will build a solid foundation of knowledge. The course will cover Achievement Standards selected from Physics, Chemistry, Biology and Astronomy.

Internal assessment: up to 10 credits External assessment: up to 9 credits

12 Biology - Koiora

Curriculum Leader: [Nigel Horne](#)

Recommended Prior Learning

12 Credits at NCEA Level 1 including achievement in at least two externals or consult with Curriculum Leader.

Course Description

Course summary: NCEA Level 2 Biology studies plants, animals, cells and genetics. It seeks to lay a firm foundation in biological science both for those advancing to NCEA Level 3 as well as those students whose formal education in the subject will go no further. There is flexibility in the course which allows students to choose the balance of internal and external components.

Either Internal assessment 7 credits. External assessment 12 credits.

Or Internal assessment 11 credits. External assessment 8 credits.

12 Chemistry - Matū

Curriculum Leader: [Nigel Horne](#)

Recommended Prior Learning: 12 Credits at NCEA Level 1 including achievement in at least two externals or consult with Curriculum Leader.

Course Description

This course builds on prior learning experiences and aims to develop a student understanding of chemical concepts and to extend their scientific knowledge.

Either Internal assessment 10 credits. External assessment 8-9 credits.

Or Internal assessment 7 credits. External assessment 13 credits

12 Life Science – Pūtaiao Ora

Curriculum Leader: [Nigel Horne](#)

Recommended Prior Learning: 12 credits at NCEA Level 1 Science or consult with Curriculum Leader.

Course Description

NCEA Level 2 Life Science is a course with a Biology theme, assessed primarily through internal assessment. Students will study genetic variation, adaptations of animals, practical work including microscopes, investigating and reporting skills.

Internal assessment 13 credits. External assessment 4 credits.

12 Physics - Ahupūngao

Curriculum Leader: [Nigel Horne](#)

Recommended Prior Learning: 12 Credits at NCEA Level 1 including achievement in at least two externals or consult with Curriculum Leader.

Course Description

Learning Physics involves students investigating physical phenomena and developing concepts, principles and models in explaining those phenomena. Subject matter covered will be assumed knowledge for Year 13 NCEA Level 3 Physics.

Internal assessment 7 credits. External assessment 12 credits.

13 Biology - Koiora

Curriculum Leader: [Nigel Horne](#)

Recommended Prior Learning: 12 Credits at NCEA Level 2 Biology including achievement in at least two externals or consult with Curriculum Leader.

Course Description

NCEA Level 3 Biology studies plants, animals, evolution and gene technology. The course builds on NCEA Level 2 Biology and prepares students for tertiary study. There is flexibility in the course which allows students to choose the balance of internal and external components.

Either Internal assessment 6 credits. External 13 credits.
or Internal assessment 9 credits. External 9 credits.

13 Chemistry - Matū

Curriculum Leader: [Nigel Horne](#)

Recommended Prior Learning: 12 Credits at NCEA Level 2 Chemistry including achievement in at least two externals or consult with Curriculum Leader.

Course Description

Achievement at NCEA Level 3 Chemistry is aimed at preparing a student for tertiary study in Science or professional courses such as Engineering, Agriculture or Medicine.

There is flexibility in the course which allows students to choose the balance of internal and external components. Either Internal assessment 10 credits. External assessment 8-9 credits.
Or Internal assessment 7 credits. External assessment 13 credits

13 Life Science – Pūtaiao Ora

Curriculum Leader: [Nigel Horne](#)

Recommended Prior Learning: 12 NCEA Level 2 credits in Biology or Life Science, or consult with Curriculum Leader.

Course Description

NCEA Level 3 Life Science is a course with a Biology theme, assessed primarily through internal assessment. Students will study genetic variation, adaptations of animals, practical work including microscopes, investigating and reporting skills.

Internal assessment 13 credits. External assessment 4 credits.

13 Physics - Ahupūngao

Curriculum Leader: [Nigel Horne](#)

Recommended Prior Learning

12 Credits at NCEA Level 2 Physics including achievement in at least two externals or consult with Curriculum Leader.

Course Description

Achievement at NCEA Level 3 Physics is aimed at preparing students for tertiary study in Science and professional courses such as engineering, medicine, health science and research. Subject matter covered will be assumed knowledge for Year 13 NCEA Level 3 Physics.

Internal assessment 4 credits. External assessment 16 credits.



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.

10 Social Science – Tikanga-a-iwi

Curriculum Leader: [Jane Foster](#)

Recommended Prior Learning: Open Entry

Course Description

A compulsory year long course, where students will study a variety of topics with a geographic, historical and economic focus.

11 Geography – Mātai Matawhenua

Curriculum Leader: [Jane Foster](#)

Recommended Prior Learning: Open Entry

Course Description

This course explores Geography through a variety of contexts. Geography explores the interactions between people and the environment (Te Taiao), how they directly affect each other as well as how interactions can be shaped by the places they occur.

This course will be focusing on three main types of geographic environment – Maunga (Mountains) and Puia (Volcanoes), Koraha (Deserts), and Awa (Rivers). Through these contexts we will explore environments from Aotearoa, Australia, the Pacific, and many more around the globe.

Level 1 Geography will be assessed in 3 standards – Internals 91932, 91933, and external 91935 for a total of 15 credits. [Learning Pathway](#)

Geography offers ākonga the opportunity to learn and develop a range of skills and knowledge which they can apply in their everyday lives, no matter what level they begin their Geography studies.

At university level, pathways are available in a range of areas. Ākonga might concentrate on Physical Geography, Social and Political Sciences, Development Studies, Migration Studies, Resource and Environmental Management, Geographic Information Systems, Geology, or Urban Planning. Ākonga with a base in Geography can use their knowledge to enrich a career in engineering, science, law, management, commerce, or technology.

Geography is a foundation for any work that focuses on connections in te taiao. Geographers work in a wide range of fields, including:

- urban and regional planning • land management
- industrial location and marketing
- environmental monitoring and resource management • community development at home and abroad.
- They work as researchers, analysts, consultants, technologists, and planners.

The ability to work with data is becoming increasingly important in geography, due in large part to technological advances. For example, much of our information about where things are located comes from satellites that continuously beam coordinates to global positioning devices on Earth.

Government and commercial satellites greatly increase the accuracy and amount of geographic data available. At the same time, new Geographic Information System (GIS) software can process that data with greater speed and flexibility. This technology creates new career possibilities for people who understand geography and who can process and use geographic information.

A few geographic jobs are based almost entirely on the study of location. Remote sensing specialists, photogrammetrists, and surveyors gather data about where things are on Earth. GIS analysts review this data and sometimes use it to make maps.

Planners help to determine where buildings and roads should be located. Many maps rely on photographs or other data taken from aeroplanes, drones, and satellites. Remote sensing specialists oversee the collection of this information and interpret satellite images. Photogrammetrists interpret the more detailed data.

11 History - Hītori

Curriculum Leader: [Jane Foster](#)

Recommended Prior Learning: Open Entry

Course Description

History is about our relationship with the past and how it affects our present. Students will work with primary sources to see how historical narratives are shaped. They will also consider how historical events are significant to our collective identity and memory.

The contexts in Year 11 History will be broad, ranging from the Black Civil Rights Movement to a comparative unit about indigenous rights in Aotearoa New Zealand, Australia and the United States.

There will also be a trip to the Auckland War Memorial Museum as part of a unit on the New Zealand home front during the World Wars.

15 credits will be offered in Level 1. Two internal assessments, worth 5 credits each, will be done during the first two terms. Term 3 will be dedicated to preparing for the externally assessed examination, that students will sit at the end of the year.

Internal credits: 10 External credits: 5 Total: 15 credits

History equips students with the research, writing and critical thinking skills that would be beneficial for career pathways such as journalism, marketing and communications, law, policy and education.

12 Classics – Whakaoranga Puawaitanga

Curriculum Leader: [Jane Foster](#)

Recommended Prior Learning: 12 credits in NCEA Level 1 History or 8 external credits in NCEA Level 1 English, or approval from Miss Foster or Mr McIlwrick. An enjoyment of reading is an advantage.

Course Description

Classical Studies involves a number of different areas of study in the ancient Greek and Roman world including:

- Mythology (gods and goddesses, concentrating on the Olympians).
- Literature (Homer's *Odyssey*, the return of the Greeks from Troy).
- Art and Architecture (the buried city of Pompeii), and

- Social History (the lives of the Romans and the Spartacus revolt).

The internal standards involve researching and communicating ideas about aspects of Greek and Roman society.

All Level 2 Classical Studies standards can contribute to UE Literacy (reading) and the external standards can contribute to UE Literacy (writing).

Internal credits 10 External credits 8 Total 18 credits.

12 Geography – Mātai Matawhenua

Curriculum Leader: [Jane Foster](#)

Recommended Prior Learning: Open entry but NCEA Level 1 Geography is recommended.

If no Level 1 Geography there is a requirement to purchase and complete the Level 1 Skills workbook by the end of February.

Course Description

This course continues to develop the skills learnt in Level 1 and to introduce a variety of new ones. The topics covered for the external examinations will be:

- Large Natural Landscape with a focus on the Amazon Rainforest.
- Geographic Skills and Concepts focusing on the application of geographic skills and concepts through the resources provided for a given environment.

The internal assessments include:

- Geographic research based on a field trip.
- A global study and the significance of this study for people.

Fieldwork: A field trip is organised in association with the research internal assessment, to Auckland CBD, or another destination to be confirmed, in Term 2 or 3 and the cost of this will be invoiced through the school office.

Geography standards 2.1 and 2.3 can contribute to UE Literacy (reading). Internal credits 8 External credits 8
Total 16 credits

12 History - Hītori

Curriculum Leader: [Jane Foster](#)

Recommended Prior Learning: 12 credits in Level 1 History or 8 credits in Level 2 English, otherwise approval from Miss Foster or Dr Houliston.

Course Description

Year 12 History is taught as a two year programme combined with Year 13 History.

Students will have the opportunity to conduct in-depth research into a historical event of their choice based around the theme of protest or hidden histories of New Zealand and explore and communicate historical events and perspectives. The topics taught in Year 12 history include: The Rise of the Nazis/Holocaust and The Korean War.

All Level 2 History standards can contribute to UE Literacy (reading) and the external standards can contribute to UE Literacy (writing). Internal standards help to develop students' analytical, research and writing skills.

Internal credits: 14 External credits: 5 Total credits: 19

12 Tourism - Tāpoi

Curriculum Leader: [Jane Foster](#)

Recommended Prior Learning: Open Entry

Course Description

This course includes a combination of online and workbook-based material and assessments which cover the following areas:

- Work Roles
- Knowledge of Businesses
- Tourist Needs
- Tourism in New Zealand
- World Tourism

All work is internally assessed using Unit Standards. There are 18 Level 2 credits available.

13 Classics – Whakaoranga Puawaitanga

Curriculum Leader: [Jane Foster](#)

Recommended Prior Learning: 12 credits in Year 12 Classical Studies or History, or 8 credits in Level 2 English, otherwise approval from Miss Foster or Mr McIlwrick.

Course Description

The course spans a variety of topics including:

- Greek Theatre
- Roman Literature (Virgil's Aeneid), and
- Significant historical figures from the ancient world.

The internal standards involve researching and communicating ideas about aspects of Greek and Roman society.

All Level 3 Classical Studies standards can contribute to UE Literacy (reading) and the external standards can contribute to UE Literacy (writing).

Achievement of 18 credits in Classical Studies will meet the requirements of entry to some University of Auckland programmes.

Internal credits 12. External credits 10. Total credits 22

13 Geography – Mātai Matawhenua

Curriculum Leader: [Jane Foster](#)

Recommended Prior Learning: Open entry but NCEA Level 2 is recommended. If no Level 1 and/or 2 Geography, approval from Miss Foster and there is a requirement to purchase and complete the Level 1 and/or 2 Skills workbook by the end of February. This is to familiarise you with the skills taught in Level 1 and/or 2 and needed for Level 3.

Course Description

This course continues to develop and refine the skills learnt in Levels 1 & 2. The topics covered for the external examinations will be selected from:

- Natural Processes that operate to form the Omaha & Matheson Bay geographic environment.
- Tourism Development cultural process and how it has shaped the environment and impacted on people with case study material from Rotorua.
- Geographic Skills and Concepts, focusing on the selection and application of geographic skills and concepts through the resources provided for a given environment

The internal assessments include:

- Geographic research based on a field trip
- A global topic and why it is significant for people
- A contemporary geographic issue

Fieldwork: One field trip will be held during the year.

- This could be a 2-day trip to Rotorua in Terms 2 or 3, designed to experience tourism in this setting and draw on expert knowledge to help develop the students understanding of, and gather case study data for, the topic examined in the “Cultural Process” external achievement standard. It will also be an opportunity to complete the research internal assessment (5 credits).
- Or a day trip to Omaha and Matheson Bay that could extend to 5.00 pm. This trip will involve gathering data for the topic examined in the “Natural Processes” external achievement standard. It will also be an opportunity to complete the research internal assessment (5 credits).

The cost of this trip will be invoiced separately through the school office.

All external Geography standards contribute to UE Literacy (reading and/or writing) 2 internals contribute to UE literacy reading.

Achievement of 18 credits in Geography will meet the requirements of entry to some University of Auckland programmes.

Internal credits 11. External credits 8 Total of 19 credits depending on standards attempted.

13 History - Hītori

Curriculum Leader: [Jane Foster](#)

Recommended Prior Learning: credits NCEA Level 2 in History or Classical Studies or 8 credits in Level 2 English, otherwise approval from Miss Foster or Dr Houliston.

Course Description

Year 13 History is taught as a two-year programme combined with Year 12 History.

The topics for Year 13 History will include: The Rise of the Nazis/Holocaust and The Korean War. Students will have the opportunity to conduct in-depth research into a historical event of their choice, engaging with primary and secondary material. The skills developed during the year will directly support tertiary study.

History is a University Approved subject. All Level 3 History standards contribute to UE Literacy (reading) and the external standards can contribute to UE Literacy (writing).

Internal credits: 15 External credits: 4 Total: 19 credits

13 Tourism - Tāpoi

Curriculum Leader: [Jane Foster](#)

Recommended Prior Learning: Open Entry. Level 2 Tourism would be an advantage.

Course Description

This course provides students with knowledge of the tourism industry, preparing them for higher learning and offers a pathway for doing a Certificate in Tourism, Level 3, in the future.

The course includes a combination of online and workbook-based material and assessments which cover the following:

- Pacific Island countries as tourist destinations
- New Zealand as a tourist destination
- Knowledge of the tourism industry
- World Geography including the Pacific Islands and Australia

All work is internally assessed using Unit Standards. There are 23 Level 3 credits available.

This pathway opens employment opportunities in the airline, airport and travel & tourism industries.

This course does not count towards UE or ranked scores but does give credits towards a Level 3 Certificate.



The Technology department includes the learning areas of Digital Technology, Materials Technology and Processing Technology.

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 programme, 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 and learning Linux through Raspberry Pi projects.

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.

Materials Technology - Fabric

This subject gives students the opportunity to express their ideas and creativity through design and visual communication, 3D modelling, pattern, garment and product construction.

At Years 11, 12 and 13 students can pursue their personal interests and explore how they could meet a need or opportunity for an authentic context through various techniques such as fabric manipulation, sewing, weaving, dyeing, embroidery, silk screen printing, and more.



Design or fashion tertiary pathways, from diplomas to degrees: AUT, Whitecliffe, Otago University, Massey University.

Processing Technology - Food

In Processing technology students develop an understanding of how raw materials are turned into finished products through different processing operations. It includes learning a broad range of activities, such as the design, processing operations, health and safety, stakeholder feedback, and optimising production. Other areas of learning also include sustainable practices to enhance efficiency, reduction of waste, and improvement of product quality.

Students will research, plan, design, have practical trials, refine, adjust and iterate their processing operations and evaluate and reflect on their project designs. This course allows them to investigate how they can further refine their products to get the best finished outcomes.



Levels 1-3 offer Achievement Standards with Level 3 standards contributing to University Entrance

10 Digital Technologies - Matihiko

Curriculum Leader: [Keith Paterson](#)

Recommended Prior Learning: Open Entry

Course Description

All Year 10 students will complete two introductory units in Digital Technology. In these they will discover the fundamentals of Computer Science by learning how to program a microcomputer using block-based and JavaScript programming. They will also then acquire skills in designing and developing a digital outcome when they build their own webpage for a client using HTML and CSS.

10 Materials Technologies - Papanga

Curriculum Leader: [Keith Paterson](#)

Recommended Prior Learning: Open Entry

Course Description

This is a fast-paced, creative course where students will learn skills in design and visual communication and garment construction with specific techniques.

They will gain experience in using a commercial pattern to create a garment. It's a course that will set them up with a kete of skills to build a foundation for further study into year 11 and beyond.

10 Processing Technologies - Hātepe

Curriculum Leader: [Keith Paterson](#)

Recommended Prior Learning: Open Entry

Course Description

This course provides an engaging look at the essentials of healthy eating for teenagers and the intriguing science behind making desserts. Students will discover why a balanced diet is crucial for their growth and well-being and learn how to prepare nutritious meals that fuel their bodies and minds. At the same time, they will dive into the chemistry of food, uncovering the secrets behind their favorite desserts. Through fun experiments and practical sessions, they will see how different ingredients work together to create delicious treats, boosting both their culinary skills and understanding of food science.

11 Digital Technologies - Matihiko

Curriculum Leader: [Keith Paterson](#)

Course Description

Students will have opportunities to create digital projects in a context of their choice, as they further develop their understanding of how to design and develop digital outcomes. Students will also learn how to code and write basic computer programs.

Contexts students may use to develop their skills include:

- Web development, using HTML, CSS and JavaScript
- Virtual Reality creation and programming using Unreal game engine
- Game design, development and programming using Unreal game engine
- Databases using JavaScript and Firebase
- Digital video creation and editing
- Digital music production
- Raspberry Pi projects

Students will also explore key concepts in human-computer interaction. Prior knowledge or experience in any of the above is not required as this is an introductory senior year.

The skills and knowledge acquired in this course will serve as a solid grounding for the Level 2 and Level 3 Digital Technology courses as well as for a future involving technology careers beyond school.

Internal Assessment 10 credits. External assessment either 5 credits or 10 credits.

11 Materials Technologies - Papanga

Curriculum Leader: [Keith Paterson](#)

Recommended Prior Learning: Open Entry

Course Description

This is a highly creative course where students will develop their skills in design and visual communication, 3D modelling, garment construction, problem solving and time management, all skills that are widely valued and applicable to many careers.

Students will write their own briefs linked to their personal area of interest to ensure that the direction they take on this course aligns to their potential future pathway.

Opportunities on this course include costume design and creation for the 2025 school production and a trip to see the end of year Whitecliffe Fashion Show.

Internal assessment 12 level 1 credits.

AS92012 Develop a materials and processing technology outcome for an authentic context AS92013 Experiment with different materials to develop a Materials and Technology outcome

External assessment 4 level 1 credits.

AS92014 Demonstrate understanding of sustainable practices in the development of Materials and Processing Technology design

11 Processing Technologies - Hātepe

Curriculum Leader: [Keith Paterson](#)

Recommended Prior Learning: Open Entry

Course Description

In this Level 1 course, students will develop essential skills in process technology through two key assessments with a total of 10 credits, 5 credits each. The Internal Assessment challenges students to create a practical Materials and Processing Technology outcome within an authentic context. This project encourages them to apply their creativity and technical knowledge to develop real-world solutions that meet stakeholder needs and constraints. The External Assessment focuses on sustainable practices in materials and processing technology design. Students will demonstrate their understanding of eco- friendly materials, sustainable processes, and the environmental impact of their designs. This assessment underscores the importance of integrating sustainability into technological innovations. Through these assessments, students will gain a well- rounded understanding of processing technology, preparing them to address future challenges with responsible and innovative solutions.

Term 1 & 2 NCEA Level 1 Internal: Develop a Materials and Processing Technology outcome in an authentic context. 6 Level 1 credits

Term 3 & 4 NCEA Level 1 External: Demonstrate understanding of sustainable practices in the development of a Materials and Processing Technology design. 4 Level 1 Credits

12 Digital Technologies - Matihiko

Curriculum Leader: [Keith Pateson](#)

Recommended Prior Learning: This is an open entry course and is available to students even if they have not taken Digital Technology in Year 11, although extra tuition may be required.

Course Description

Students will have opportunities to develop digital outcomes of their choosing, as they further develop their understanding of fundamental computational concepts, and their knowledge of digital technology design.

Contexts students may use to develop their skills include:

- Web development, using HTML, CSS and JavaScript
- Virtual Reality creation and programming using Unreal game engine
- Game design, development and programming using Unreal game engine
- Databases using JavaScript and Firebase
- Digital video creation and editing
- Digital music production
- Raspberry Pi projects
- Networks, Linux and Cybersecurity

Students will also explore key concepts in human-computer interaction. This is an open entry course and is available to students even if they have not taken Digital Technology in Year 11, although extra tuition may be required.

The skills and knowledge acquired in this course will serve as a solid grounding for the Level 3 Digital Technology courses as well as for a future involving technology careers beyond school.

Internal Assessment 16 credits. External assessment 3 credits.

12 Materials Technologies - Papanga

Curriculum Leader: [Keith Paterson](#)

Recommended Prior Learning: Open Entry

Course Description

This is a highly creative course where students will continue to develop their skills in design and visual communication, 3D modelling, garment construction, pattern adaptation, problem solving and time management, all skills that are widely valued and applicable to many careers.

Students will write their own briefs linked to their personal area of interest to ensure that the direction they take on this course aligns to their potential future pathway.

Opportunities on this course include costume design and creation for the 2025 school production and a trip to see the end of year Whitecliffe Fashion Show.

Internal assessment 16 level 2 credits.

AS91356 Develop a conceptual design for an outcome

AS91350 Make advanced adaptations to a pattern to change the structural and style features of a design

AS91357 Undertake effective development to make and trial a prototype

External assessment 3 level 2 credits.

AS91337 Use visual communication techniques to generate design ideas

12 Processing Technologies - Hātepe

Curriculum Leader: [Keith Paterson](#)

Recommended Prior Learning: Open Entry

Course Description

This course offers a deep dive into process technology, with three focused internal assessments of four credits each that develop advanced skills and understanding. In Terms 1 and 2, students will learn to select and use a variety of planning tools to effectively manage the development of a project outcome. They will apply advanced procedures to process a product of their own choice. The hands-on assessment challenges students to enhance their technical skills and proficiency in using advanced methods and technologies in processing. In Term 3, students will demonstrate their understanding of advanced concepts in processing technology. This assessment focuses on theoretical knowledge and innovative techniques, supported by hands-on trials to apply and test these concepts.

Term 1 NCEA Level 2 Internal: Select and use planning tools to manage the development of an outcome. 4 Level 2 credits.

Term 2 NCEA Level 2 Internal: Implement advanced procedures to process a specified product. 4 Level 2 credits.

Term 3 NCEA Level 2 Internal: Demonstrate understanding of advanced concepts used in processing. 4 Level 2 credits.

Term 4 NCEA Level 3 Internal: Demonstrate understanding of advanced concepts used in preservation and packaging for product storage. 4 Level 3 credits

13 Digital Technologies - Matihiko

Curriculum Leader: [Keith Paterson](#)

Recommended Prior Learning: 12 NCEA Level 2 Digital Technology credits.

Course Description

Students will have opportunities to develop digital outcomes of their choosing, as they further develop their understanding of fundamental computational concepts, and their knowledge of digital technology design.

Contexts students may use to develop their skills include:

- Web development, using HTML, CSS and JavaScript
- Virtual Reality creation and programming using Unreal game engine
- Game design, development and programming using Unreal game engine
- Databases using JavaScript and Firebase
- Digital video creation and editing
- Digital music production
- Raspberry Pi projects
- Network, Linux and Cybersecurity

Students will also explore key concepts in human-computer interaction. Prior knowledge or experience in any of the above is not required as this is an introductory senior year.

The skills and knowledge acquired in this course will serve as a solid grounding for a wide range Computer Science, Media Design, Cyber Security, or other Digital Technology courses from various tertiary providers, as well as for a future involving digital technology careers beyond school.

Internal Assessment 16 credits. External Assessment 3 credits.

13 Materials Technologies - Papanga

Curriculum Leader: [Keith Paterson](#)

Recommended Prior Learning: Open Entry or by consultation with Contact Teacher.

Course Description

The course is highly suitable for those interested in tertiary study or employment in the design, fashion or textiles industry. Conceptual design, pattern making and construction procedures are the main aspects covered by NCEA level 3 assessments. With teacher guidance, students can tailor the content of this course to their personal interests and strengths.

Internal assessment up to 16 level 3 credits. External assessment up to 4 level 3 credits. This course meets UE approval.

Students can express their interest in Scholarship and suitable candidates will be supported to meet the extra level of requirements for this.

13 Processing Technologies - Hātepe

Curriculum Leader: [Keith Paterson](#)

Recommended Prior Learning: Open Entry.

Course Description

This advanced course prepares students for the complexities of process technology through three critical internal assessments of 14 credits in total. In Terms 1 and 2, students will focus on advanced project management skills, enabling students to effectively plan, organise, and execute technological projects. They will enhance their technical expertise by applying and refining complex processing methods, supported by practical sessions to trial and test these procedures. In Term 3, students will delve into the science and application of various preservation techniques, ensuring they can maintain product quality and safety through hands-on trials. These assessments provide a robust foundation in project management, complex processing procedures, and preservation mechanisms, equipping students with the skills and knowledge for higher education and professional careers in process technology.

Term 1 NCEA Level 3 Internal: Undertake project management to support technological practice.
4 Level 3 credits

Term 2 NCEA Level 3 Internal: Implement complex procedures to process a specified product.
6 Level 3 credits

Term 3 NCEA Level 3 Internal: Demonstrate understanding of combined preservation mechanisms used to maintain product integrity. 4 Level 3 credits

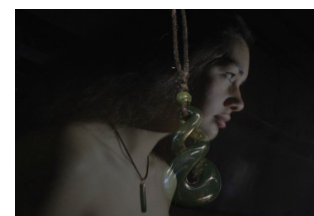
VISUAL ART - TOI ATAATA



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

Artistic excellence makes the world sit up in wonder.

Visual Arts students explore, refine, and communicate their own artistic ideas by responding to how art expresses identity, culture, ethnicity, ideas, feelings, moods, beliefs, political viewpoints, and personal perspectives. Through engaging in the visual arts, students learn how to discern, participate in, and celebrate their own and others' visual worlds.



10 Art – Ngā toi

Curriculum Leader: [Jessica Jacobsen](#)

Recommended Prior Learning: Open Entry

Course Description

Year 10 Art prepares students for future years within the art fields. Students will cover a range of skills and knowledge such as, drawing, painting and printmaking. During the course of the year, students will gain a vast range of skills that are enjoyable and will set them up for a successful year in Year 11 and thereafter.

We have achieved very high levels of student entry into tertiary education in the visual art area. They have successfully gained 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.

10 Art – Ngā toi

Curriculum Leader: [Jessica Jacobsen](#)

Recommended Prior Learning: Year 10 Art or in negotiation with Curriculum Leader

Course Description

Level 1 Visual Art aims to build student competence with creative and practical art-making processes as well as systematic and analytical thinking. Student work will be informed by investigation into personal, ethnic, cultural and political perspectives. Traditional and contemporary Māori Art and concepts form part of the framework for this course.

Level 1 Art involves the use of various mediums including drawing, painting, and printmaking as well as some sculpture, design and photography.

10 Internal credits and 5 External credits.

12 Art Design – Mahi Toi

Curriculum Leader: [Jessica Jacobsen](#)

Recommended Prior Learning: At least 14 credits in NCEA Level 1 Art or negotiation with Curriculum Leader.

Course Description

This course will offer students the opportunity to learn about design, advertising, marketing and communication through research and practical investigation. Students will use their own drawings, photographs, artistic influences, Illustrator and Photoshop to create a 2 panel portfolio of work for the external assessment.

Internal assessments 4 credits. External assessment 12 credits.

Course Costs

As students will be using Illustrator and Photoshop for their design work it is advisable (but not compulsory) for students to have these programmes on a home computer.

12 Art Painting - Peita

Curriculum Leader: [Jessica Jacobsen](#)

Recommended Prior Learning: At least 14 credits in NCEA Level 1 Art.

Course Description

This course will offer students the opportunity to enhance their practical painting skills and learn more about the conventions and processes involved in painting through research and practical investigation. Students will self-select artistic models to inform their own work and will present a 2 panel portfolio of work at the end of the year for external assessment.

Internal assessments 4 credits. External assessment 12 credits.

12 Photography - Whakaahua

Curriculum Leader: [Jessica Jacobsen](#)

Recommended Prior Learning: At least 12 credits in NCEA Level 1 Art or in negotiation with the Curriculum Leader.

Course Description

Students will learn basic photographic conventions and digital processes. Students will have the opportunity to explore a variety of photographic approaches including shooting and scanning, manipulating images on Photoshop, and in camera techniques. Students will work towards completing an externally assessed portfolio board created through digital processes showcasing their photographic abilities.

Internal assessments 4 credits. External assessment 12 credits.

Course Costs

Camera: Students who do not own a digital SLR camera can borrow cameras from the department. However, we only have a small number so it cannot be guaranteed that a camera will be available 100% of the time.

Software: As students will be learning how to manipulate and enhance images using Photoshop and lightroom it is advisable (but not compulsory) for students to have these programmes on a home computer.

13 Art Design – Mahi Toi

Curriculum Leader: [Jessica Jacobsen](#)

Recommended Prior Learning: 12 credits in any NCEA Level 2 Visual Arts subject.

Course Description

This course will offer students the opportunity to build on the skills learnt in Level 2 Design. Students will self-select a relevant design theme and will investigate numerous artistic influences to inform their work. As students are expected to generate their own imagery for their design work, the internal standard will provide students with the opportunity to investigate and explore ideas, subject matter and artist models. Students will produce an externally assessed 3 panel portfolio board showcasing their design skills based around their chosen theme.

Scholarship Design will be offered to Level 3 Design students wishing to further their understanding of design practices. Also recommended if wanting to further their learning at tertiary level.

Internal assessments 4 credits. External assessments 14 credits.

Course Costs

Software: As students will be using Illustrator and Photoshop for their design work it is advisable (but not compulsory) for students to have these programmes on a home computer.

13 Art History – Toi Hītoria

Curriculum Leader: [Jessica Jacobsen](#)

Recommended Prior Learning: 12 credits in Level 2 Design, Painting, Photography, English, History or Classics.

Course Description

The course will offer students an opportunity to develop a critical engagement with Visual Art through developing an understanding of the context of the Italian Renaissance to Mannerist period and its impact on the development of art since then. This course involves writing about artists such as Michelangelo, Leonardo Da Vinci and Raphael, just to name a few. Detailed essays will extend students' critical thinking skills by engaging with theory and philosophy in relation to artists studied. This course is theory based and does not involve the production of practical work.

Internal assessments 12 credits. External assessment 12 credits.

Scholarship will be offered to Level 3 Art History students wishing to further their understanding of Art Historical practices. Also recommended if wanting to further their learning at tertiary level.

13 Art Painting - Peita

Curriculum Leader: [Jessica Jacobsen](#)

Recommended Prior Learning: At least 12 credits in any NCEA Visual Arts course.

Course Description

This course will offer students the opportunity to build upon the practical skills learnt in Level 2 Painting. Students will self-select a theme for the year and will investigate numerous artistic influences to inform their work. Students will produce a 3 panel portfolio board showcasing their painting skills for the external assessment.

Internal assessments 4 credits. External assessment 14 credits.

Scholarship Painting will be offered to Level 3 Painting students wishing to further their understanding.

13 Art Photography - Whakaahua

Curriculum Leader: [Jessica Jacobsen](#)

Recommended Prior Learning: At least 16 credits in NCEA Level 2 Photography.

Course Description

Students will continue to build upon their photographic conventions using digital processes. Students will have the opportunity to explore a variety of photographic approaches through the self-selection of artist models, themes, digital and analogue manipulation, shooting and scanning film, manipulating images on Photoshop and Lightroom, with camera techniques. Students will work towards completing an externally assessed portfolio board showcasing their photographic abilities.

Internal assessments 4 credits. External assessment 14 credits.

Course Costs

Camera: Students who do not own a digital SLR camera can borrow cameras from the department. However, we only have a small number so it cannot be guaranteed that a camera will be available 100% of the time.

Software: As students will be learning how to manipulate and enhance images using Photoshop and Lightroom it is advisable (but not compulsory) for students to have these programmes on a home computer.

