



Marist College Course Options

2026

Option Choices, Changes and Clashes



Final date for entries is Wednesday 20th August 2025.

- 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.

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.

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 Everyday Science	Science Biology Science Chemistry Science Physics	Science Biology Science Chemistry Science Physics
Mathematics	Mathematics Calculus OR Mathematics Statistics 1 or 2	Mathematics Calculus, Mathematics Statistics, General Mathematics
Commerce	Accounting Economics Business Studies	Accounting Economics Business Studies
Geography History	Classical Studies Geography History Tourism	Classical Studies Geography History Tourism
Physical Education Health Sociology	Physical Education Health Sociology	Physical Education Health Sociology
Science Extension		
Dance Drama Music	Dance Drama Performing Arts Technology Music	Dance Drama Performing Arts Technology Music
Chinese French Te Reo Māori	Chinese French Te Reo Māori	Chinese French Te Reo Māori
Digital Technology Materials Technology Processing Technology	Digital Technology Materials Technology Processing Technology	Digital Technology Materials Technology Processing Technology
Art - Visual Art	Art Design Art Painting Art Photography	Art Design Art History Art Painting Art Photography
Inclusive Learning Career Education	Inclusive Learning Career Education	Inclusive Learning Career Education

NB: Subjects in bold are compulsory.

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

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	Mrs R Taulu	r.taulu@maristcollege.school.nz
Deputy Principal - Curriculum	Dr B Houliston	b.houliston@maristcollege.school.nz
Acting Deputy Principal – Pastoral Care	Mrs T Murphy	t.murphy@maristcollege.school.nz
Deputy Principal - Administration	Ms L Hill	l.hill@maristcollege.school.nz

Curriculum Leaders

Commerce	TBC	
Religious Studies	Miss R Edwards	r.edwards@maristcollege.school.nz
Performing Arts	Ms K Finlay	k.finlay@maristcollege.school.nz
English & Media	Ms K Hoyle	k.hoyle@maristcollege.school.nz
Inclusive Learning	Mrs G Smith	g.smith@maristcollege.school.nz
Technology	Mrs R Kirkland	r.kirkland@maristcollege.school.nz
Languages	Mrs V Jonas	v.jonas@maristcollege.school.nz
Mathematics	Mr N Smit	n.smit@maristcollege.school.nz
Acting Physical Education and Health Science	Ms E Going	e.going@maristcollege.school.nz
Social Sciences	Mr N Horne	n.horne@maristcollege.school.nz
Visual Art	Miss J Foster	j.foster@maristcollege.school.nz
	Mrs J Jacobsen	j.jacobsen@maristcollege.school.nz

Year Level Deans 2025

Year 10	Mrs J Mandeno	j.mandeno@maristcollege.school.nz
Year 11	Mrs M De Swardt	m.deswardt@maristcollege.school.nz
Year 12	Mr R Purdie	r.purdie@maristcollege.school.nz
Year 13	Miss S Schon	s.schon@maristcollege.school.nz

Academic Deans 2025

Year 11	Mrs L Thornley	l.thornley@maristcollege.school.nz
Year 12	TBC	
Year 13	Miss Danielle Dakanay	d.dakanay@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.

Year Level Options

Year 9

Core Compulsory Subjects:

Religious Education
English
Mathematics
Physical Education & Health
Science
Social Studies

Optional Subjects (students will rotate through all of the following option subjects)

Art	Materials Technologies
Chinese	Processing Technologies
Dance	French
Digital Technologies	Music
Drama	Te Reo Māori

Year 10

Core Compulsory Subjects:

Religious Education
English
Mathematics
Physical Education & Health
Science
Social Studies

Optional Subjects (students to select FOUR options)

Art	Drama
Chinese	Materials Technologies
Commerce	Processing Technology
Dance	French
Digital Technologies	Music
	Te Reo Māori

Year 11

Core Compulsory Subjects:

Religious Education	English	Mathematics	Science
---------------------	---------	-------------	---------

Optional Subjects (students to select THREE options)

Art - Visual Art	Drama	Inclusive Learning	Processing Technologies
Chinese	French	Materials Technologies	Science Extension
Commerce	Geography	Music	Science - Everyday
Dance	Health Education	Physical Education	Te Reo Māori
Digital Technologies	History		

In selecting their Year 11 courses, students must think ahead to Years 12 & 13 and ensure that they are not limiting future pathways. Please refer to the Course Choice Guide (page 7).

To achieve a Level 1 Certificate, students must accumulate 60 credits.

Year 12

Core Compulsory Subjects:

Religious Education	English
---------------------	---------

Optional Subjects (students to select FOUR options)

Accounting	Digital Technologies	Mathematics Calculus	Processing Technologies
Art - Design	Drama	Mathematics Statistics 1	Science - Biology
Art - Painting	Economics	Mathematics Statistics 2	Science - Chemistry
Art - Photography	French	Materials Technologies	Science - Physics
Business Studies	Geography	Music	Te Reo Māori
Chinese	Health	Performing Arts Technology	Tourism
Classical Studies	History	Physical Education	
Dance	Inclusive Learning		

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

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

Year 13

Core Compulsory Subject:

Religious Education.

Optional Subjects (students to select FIVE options)

Accounting	Dance	Health	Performing Arts Technology
Art – Design	Digital Technologies	History	Physical Education
Art – History	Drama	Inclusive Learning	Processing Technologies
Art – Painting	Economics	Mathematics Calculus	Science – Biology
Art – Photography	English Visual	Mathematics Statistics	Science – Chemistry
Business Studies	English Literature	Materials Technologies	Science – Physics
Chinese	French	Media Studies	Te Reo Māori
Classical Studies	Geography	Music	Tourism

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

For a student to achieve a Level 3 Certificate, she must accumulate 60 Level 3 Standards.

Year 13 students who did not achieve UE literacy in Year 12 will take part in a writing workshop to obtain their reading and/or writing credits.

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

New Zealand Scholarship Award

Scholarship is available to Year 13 students. It is a monetary award and does not attract credits. Students may enter in one or more Scholarship Standards. The NZ Scholarship Certificate is awarded to students who have achieved the Scholarship Standard in three or more subjects. Students may choose to enter scholarship, in consultation with their classroom teacher.

BUSINESS - PAKIHI



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."



11 COMMERCE - TAUHOKOHOKO

11COM



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.

Pathway: [ACCOUNTING - KAUTENGA](#), [12 BUSINESS STUDIES - PAKIHI](#), [12 ECONOMICS - OHAOHA](#)

12 ACCOUNTING - KAUTENGA

12ACC



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.

Pathway: [ACCOUNTING - KAUTENGA](#)

12 BUSINESS STUDIES - PAKIHI

12BUS



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.

Pathway: [13 BUSINESS STUDIES - PAKIHI](#)

12 ECONOMICS - OHAOHA

12ECO



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.

Pathway: [13 ECONOMICS - OHAOHA](#)

13 ACCOUNTING - KAUTENGA

13ACC



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

13BUS



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

13ECO



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 - ƆŃGARIHI



11 ENGLISH - ƆŃGARIHI

11ENG



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.

Pathway: [12 ENGLISH - ƆŃGARIHI](#)

12 ENGLISH - ƆŃGARIHI

12ENG



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 - ƆŃGARIHI

13ENL



Curriculum Leader: [Kate Hoyle](#)

Recommended Prior Learning: 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 MEDIA - PĀPĀHO

13MED



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 13-16 credits. External assessment 4 credits.

INCLUSIVE LEARNING - AKOTAHI



11 INCLUSIVE LEARNING - AKOTAHI

11ENH



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.

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

12 INCLUSIVE LEARNING - AKOTAHI



12ENH

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.

Possible 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.

13 INCLUSIVE LEARNING - AKOTAHI



13ENH

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.

Possible Transition opportunities: Discover possible career pathways, Tertiary Academies e.g. 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.

Learning Areas: [INCLUSIVE LEARNING - AKOTAHI](#)

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.



11 CHINESE - HAINAMANA

11CHI



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

11FRE



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

11MAO



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). Relationships (family and friends), āta tohua (preparing food and giving instructions), Mihi mai, mihi atu (thanking a guest speaker). Cultural studies : learning about the stories of Atua Māori and Maui, the journey of te Reo (1814-1970). Structures, vocabulary and grammar are covered according to 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

12CHI



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, Health and Chinese medicine. 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

12FRE



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

12MAO



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). Themes include: relationships (family), school life, reviewing an event or activity. Cultural studies: Kapa Haka, Ngā Manu Korero, the journey of te Reo (1814-1970), tāmoko. Structures, vocabulary and grammar are covered according to 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

13CHI



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 going on an exchange, future aspirations, society, culture and custom issues will be covered. 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

13FRE



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

13MAO



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). Themes include: relationships (whanau, friends, and activities), early 19th and 20th century schooling in Aotearoa, the journey of te Reo (1814-1970), researching a Kaiārahi (significant Māori leader). Structures, vocabulary and grammar are covered according to 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 and Department of Statistics:

“Mathematics has many faces. It can be challenging, powerful, fascinating, even mysterious – but above all it is useful. Mathematics makes essential contributions to the biological, information and physical sciences, economics, engineering and finance, but can also be applied to communications, linguistics and genetics.

Mathematics develops advanced problem-solving skills and opens up career opportunities in industry or government, teaching, computer development and programming, systems analysis, operations research and many other fields.”

“Statistics is the collection, analysis, presentation and organisation of data, allowing us to make predictions for the future based on previously gathered data.

Statistics is the human side of the computer revolution, an information science, the art and science of extracting meaning from seemingly incomprehensible data. Statistics applies to almost any field; this is why some training in statistics can help make you more effective and more employable, regardless of the career direction you choose.”



11 MATHEMATICS - PANGARAU

11MAT



Curriculum Leader: [Nick Smit](#)

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 (1.4 Mathematical Reasoning AS91947). 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 1 external assessment.

15 credits at Level 1 in total and 10 Numeracy Common Assessment Activity Credits.

Equipment: Casio Graphic Calculator is compulsory.

12 CALCULUS - TĀTAINGA

12MWC



Curriculum Leader: [Nick Smit](#)

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

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.

Casio Graphics Calculator is compulsory.

12 STATISTICS 1 - TATAURANGA

12MWS1



Curriculum Leader: [Nick Smit](#)

Recommended Prior Learning: 10 credits from Achievement Standards at Mathematics NCEA Level 1 with at least an Achieved in 1.1 (AS91944) and 1.4 (AS91947) Mathematical Reasoning.

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.

Casio Graphics Calculator is compulsory for course.

12 STATISTICS 2 - TATAURANGA

12MWS2



Curriculum Leader: [Nick Smit](#)

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

13MWC



Curriculum Leader: [Nick Smit](#)

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

Assessment: Internal assessments (1 Achievement Standard): 4 credits. External assessments (3 Achievement standards): 17 credits.

Casio Graphics Calculator is compulsory.

13 GENERAL MATHEMATICS - PANGARAU

13MAG



Curriculum Leader: [Nick Smit](#)

Recommended Prior Learning: 10 credits or more NCEA Level 2 Mathematics Achievement Standards including an Achieved grade in each of Achievement Standards Informal Inferences (AS91264) OR and Achieved grade in Graphs (AS91257) and a Level 3 achievement standard from Level 2.

Course Description

Please note: this course will be subject to any curriculum changes and NCEA that will be announced later in the year, and the number of students interested in the course.

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

This course is designed to give students University Entrance in Mathematics, who do not need pure Calculus or Statistics. It is a general Mathematics and Statistics course that will help with first year university papers for a variety of different courses at university.

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

Students who completed Level 2 Statistics or Calculus had the opportunity to complete a Level 3 Standard (Bivariate Data or Conic Sections), this can be used towards this course.

A 18 (plus 3 or 4 credits from Year 12) Credit NCEA Level 3 Course.

Assessment: Internal assessment (4 Achievement standards): 14 credits. External assessment (1 Achievement standards): 4 credits.

13 STATISTICS - TATAURANGA



13MWS1

Curriculum Leader: [Nick Smit](#)

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

Students will be offered the following standards from the following: Probability Concepts, Probability Distributions, Formal Inference, 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. If you completed Level 2 Calculus, you will be given the opportunity to complete this standard as well.

A 16 (plus 4 credits from Year 12) Credit NCEA Level 3 Course.

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

Casio Graphics Calculator is compulsory.

PERFORMING ARTS - TOI WHAKAARI



Performing Arts at Marist consists of four subjects:

- Dance
- Drama
- Music
- Performing Arts Technology

In an ever busy and changing world, the performing arts play a huge role in shaping our lives. They add so much value, enriching our lives with entertainment, enjoyment, creative and emotional outlets as well as building skills that can be used no matter where you go in life. If you want variation in your school day, our highly practical and engaging programs are for you! The performing arts department takes pride in tailoring our content and assessments to cater to the interests of our students as well as pushing them to be challenged and grow.



In all Performing Arts classes, you will explore your love for the arts in a safe, inclusive and encouraging environment focused on developing personal strengths and talents. Through taking Performing Arts subjects you will not only build your passion and skills in the arts, but walk away with lifelong skills, such as collaboration, creativity, perseverance, confidence and innovative thinking, that will support you in any future endeavor.

All performing arts subjects offer authentic performance and assessment opportunities through class plays and showcases.

Dance

Senior dance programmes focus on three key areas, choreography, performance and analyzing dance. Each year level explores a range of dance styles as well as build skills in contemporary dance vocabulary, allowing you to add to your own dance knowledge which can then be utilised during choreographic processes. All dance classes are suitable and catered to anyone, no matter your dance experience- all you need is a passion to move and be creative. Lessons are highly practical and are a great way to add enjoyment and variation to your school day.

Drama

Drama programmes explore areas such as performance, devising and analysing live theatre. Lessons are interactive and hands on, designed to challenge you to work collaboratively, think creatively, and build your confidence. Throughout the drama programmes you will explore a range of contexts and topics and perform as part of a class

play. If you love getting creative and working in a highly collaborative environment, then Drama might just be the subject you are looking for!

Music

Music programmes aim to develop students' skills in performance and composition and build an understanding of music of the world, including Taonga Pūoro and Western music. Assessments in Music allow you to develop both practical and theoretical knowledge and are tailored to support you to work and grow in your areas of interest and strength. If you love playing, writing and exploring all things music then this is the subject for you!



Itinerant Music

Itinerant music lessons are 30minute classes run by specialist teachers and cover a variety of instruments including, voice, guitar, bass, drums, piano as well as string and wind instruments.

If you have selected music as a subject, you are strongly encouraged to sign up for itinerant lessons to support the development of strong skills in your chosen instrument(s). Senior music students are given priority placement in the Itinerant Music Programme. Applications open every year in August; please apply as soon as these are advertised in the school notices, weekly newsletter and the Performing Arts notice board.



Performing Arts Technology

Introduced at year 12 (Level 2 NCEA), Performing Arts Technology focusses on building knowledge and skills in the 'behind the scenes' areas of the performing arts. Assessments in this subject focus on two key areas; design and application. You will have the opportunity to complete assessments that cover areas such as costume, lighting, set and props and make-up as well as other production roles. For all assessments you have the opportunity to design an idea and then put your ideas into action. Whether it is costumes or lighting for one of the drama class plays or make-up based around a chosen theme, there is something for everyone!



11 DANCE - KANIKANI

11DNC



Curriculum Leader: [Kristie Finlay](#)

Recommended Prior Learning: Open Entry

Course Description

Dance is a highly practical subject where you will regularly be up on your feet creating and learning. Over the year you will build on your knowledge and skills in choreography, performance and analysing dance.

The internal assessments, Performance and Choreography, are portfolio based and allow you to explore a range of choreographic prompts and dance styles. Past styles include Hip Hop, Contemporary, Bollywood, Salsa and more. These assessments are completed in groups and where possible, performed at one of our Music and Dance Showcases.

The external assessment is a written report completed in class. You will need to reflect upon a dance that you have choreographed or performed in throughout the year and discuss how the elements of dance have been used.

You will get the opportunity to attend a dance trip to see a professional dance company perform. 16 Level 1 Credits, 11 Internal credits, 5 External credits.

Pathway: [DANCE - KANIKANI](#)

11 DRAMA - WHAKAARI

11DRA



Curriculum Leader: [Kristie Finlay](#)

Recommended Prior Learning: Open entry

Course Description

Drama is a collaborative and creative subject where you will develop your confidence, teamwork skills, and critical thinking abilities. Throughout the programme you will continue to develop your skills and understanding of drama conventions and techniques to enhance your performance and devising skills.

Internal assessments are:

- Exploring the function of Theatre Aotearoa, where you will learn about the role that theatre plays within Aotearoa through exploring one or more texts written by New Zealanders. The final assessment consists of a performance and supporting written work.
- Participating in creative strategies to create a drama. This assessment will require you to work effectively as part of a team, demonstrating whanaungatanga, to devise a drama based on prompts and workshopping done in class. The final assessment is a performance of your devised work and supporting written work.

The external assessment is a written report completed during class time and requires you to analyse a theatre performance. You will get the opportunity to attend a trip to see a professional theatre company perform.

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

11 MUSIC - WAIATA

11MUS



Curriculum Leader: [Kristie Finlay](#)

Recommended Prior Learning: Open entry with Curriculum Leader approval.

If you are not already learning an instrument outside of school please read through the linked handbook to learn about Itinerant Music lessons and apply. A link to the application form can be found on the last page of this document. ITM Handbook: <https://tinyurl.com/ITMhandbook>

Course Description

In Year 11 Music you will continue to develop your knowledge of a range of musical styles depending on your own personal interests and that of the class. Areas of focus are around exploring music genres to develop performance and composition skills.

Internal assessments are:

- Using music skills in a music style. For this assessment you will develop an understanding of key components of different music styles and take an existing song and change it to fit within a different music style.
- Demonstrate music performance skills. This assessment will require you to learn and perform an existing song with a strong focus on presenting the song with effective performance skills. This performance can be done individually or as part of a group.

The external assessment, shape music ideas to create an original composition, is completed during class time and submitted by a given deadline.

Your original songs can be recorded and released on our annual Senior Music Album, which is streamed on services such as Spotify/Apple Music. Where possible you could perform in one of our Music and Dance Showcases.

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

Pathway: [12 MUSIC -WAIATA](#)

12 DANCE - KANIKANI

12DNC



Curriculum Leader: [Kristie Finlay](#)

Recommended Prior Learning: Open entry with Curriculum Leader approval.

Course Description

Dance is a highly practical subject where you will regularly be up on your feet creating and learning. Over the year you will build on your knowledge and skills in choreography, performance and analysing dance.

Assessments:

- **Choreography.** There are two choreography assessments where you will be guided through a choreographic process based around a theme. Choreographic themes in the past have included ideas such as, pieces of music, historical events, or your turangawaewae.
- **Performance.** There are two performance assessments both focused around communicating an understanding of the style or intention behind the dance being performed. Past styles have included Bollywood dance, African dance, Contemporary dance and many more.
- **External Exam.** This is optional and requires you to respond to and analyse a dance performance.

You will get the opportunity to attend a dance trip to see a professional dance company perform. 16 internal credits, 4 optional external credits.

Pathway: [13 DANCE - KANIKANI](#)

12 DRAMA - WHAKAARI

12DRA



Curriculum Leader: [Kristie Finlay](#)

Recommended Prior Learning: Open entry with Curriculum Leader approval.

Course Description

Drama is a collaborative and creative subject where you will develop your confidence, teamwork skills, and critical thinking abilities. Year 12 Drama continues to develop use of conventions and techniques learnt in previous years.

There are 3 internal Achievement Standards:

- **Techniques,** where you select and apply techniques to a scene of your choice.
- **Devising,** where you work in groups to create a drama, usually in keeping with a given theatre form, e.g. physical theatre, epic theatre, etc.
- **Performing a substantial acting role,** where you will perform as part of a class play.

The external exam requires you to watch and analyse a live theatre performance, talking about technologies, techniques, conventions and themes within the performance. In preparation for this external you will get the opportunity to attend a trip to see a professional theatre company perform.

14 internal credits, 4 optional external credits.

12 MUSIC -WAIATA

12MUS



Curriculum Leader: [Kristie Finlay](#)

Recommended Prior Learning: Open entry with Curriculum Leader approval.

If you are not already learning an instrument outside of school please read through the linked handbook to learn about Itinerant Music lessons and apply. A link to the application form can be found on the last page of this document. ITM Handbook: <https://tinyurl.com/ITMhandbook>

Course Description

In Year 12 Music you will continue to build on the skills gained in Year 11 music such as performance and composition skills, music analysis and music recording/sound design. With more standards on offer, you have the ability to choose standards to suit your strengths.

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
- Devising an instrumentation for an ensemble
- Investigating an aspect of NZ music.
- Optional externals.

Assessment selection will be done in conversation with the subject teacher.

If you complete a composition or devising standard, your original songs can be recorded and released in the annual senior music album, which is able to be streamed on services such as Spotify/Apple Music.

16-20 internal credits, 4 optional external credits.

Pathway: [MUSIC - WAIATA](#)

12 PERFORMING ARTS TECHNOLOGY - HANGARAU-A-TOI

12PAT



Curriculum Leader: [Kristie Finlay](#)

Recommended Prior Learning: Open Entry

Course Description

Performing Arts Technology covers 'behind the scenes' areas of the performing arts such as:

- Costume
- Make-up
- Set and Props
- Lighting
- Completing various production roles

All level 2 standards require you to demonstrate an understanding of the specified area, to create a design idea, and to actively realise your design idea. Each assessment has both written and practical components.

Where possible we use authentic performance opportunities for our assessment contexts. For example, doing costume and lighting design for Class Plays or Music and Dance Showcases.

This course is internally assessed with no exams. Assessments are Unit Standards which are graded at A, M & E. These standards can count towards your overall NCEA certificate endorsement.

Credits 12-20 depending on selected assessments.

Pathway: [13 PERFORMING ARTS TECHNOLOGY - HANGARAU-A-TOI](#)

13 DANCE - KANIKANI

13DNC



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.

Assessments:

- **Choreography.** There are two options for choreography assessments where you will be guided through a choreographic process based around a theme. Choreographic themes in the past have included ideas such as, pieces of music, historical events, or your turangawaewae.
- **Performance.** There are two performance assessments both focused around communicating an understanding of the style or intention behind the dance being performed. One is a duet or solo and the other is a group dance. Past styles have included Bollywood dance, African dance, Contemporary dance and many more.
- **External Exam.** This is optional and requires you to respond to and analyse a dance performance.

You will get the opportunity to attend a dance trip to see a professional dance company perform.

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

12-16 internal credits. The UE requirement of 14 credits can be gained internally through dance.

13 DRAMA - WHAKAARI

13DRA



Curriculum Leader: [Kristie Finlay](#)

Recommended Prior Learning: Open entry with Curriculum Leader approval.

Course Description

Drama is a collaborative and creative subject where you will develop your confidence, teamwork skills, and critical thinking abilities. Year 13 Drama continues to develop use of conventions and techniques learnt in previous years.

There are 3 internal Achievement Standards:

- **Techniques,** where you select and apply techniques to a scene of your choice.
- **Devising,** where you work in groups to create a drama, usually in keeping with a given theatre form, e.g. physical theatre, epic theatre, etc.
- **Performing a substantial acting role,** where you will perform as part of a class play.

The external exam requires you to watch and analyse a live theatre performance, talking about technologies, techniques, conventions and themes within the performance. In preparation for this external you will get the opportunity to attend a trip to see a professional theatre company perform.

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. The UE requirement of 14 credits can be gained internally through drama.

13 MUSIC - WAIATA

13MUS



Curriculum Leader: [Kristie Finlay](#)

Recommended Prior Learning: Open entry with Curriculum Leader approval.

If you are not already learning an instrument outside of school please read through the linked handbook to learn about Itinerant Music lessons and apply. A link to the application form can be found on the last page of this document. ITM Handbook: <https://tinyurl.com/ITMhandbook>

Course Description

Year 13 Music continues to build off the Year 12 programme with further assessment opportunities that lend themselves to three key areas, Music Performance, Composition and Musicology. You are able to select standards to suit your own interests and strengths.

Assessments:

- Performance. Assessments include ensemble performances, solo programmes and a programme on a second instrument
- Composition. Assessments are portfolios and include, three original compositions; two arrangements; and/or three original songs.
- Musicology. Assessments include 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).

Assessment selection will be done in conversation with the subject teacher.

The Year 13 Music Class take leadership in the production of the annual senior music album for which your original songs can be recorded and released. This album is streamed on services such as Spotify/Apple Music.

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. The UE requirement of 14 credits can be gained internally through music.

13 PERFORMING ARTS TECHNOLOGY - HANGARAU-A-TOI

13PAT



Curriculum Leader: [Kristie Finlay](#)

Recommended Prior Learning: Open Entry

Course Description

Performing Arts Technology covers 'behind the scenes' areas of the performing arts such as:

- Costume
- Make-up
- Set and Props
- Lighting
- Completing various production roles

All level 3 standards are split into design and application. You can be assessed on one or both areas, allowing for each member of the class to select assessments based on their strengths. All design standards are worth 5 credits, and application standards are worth 4 credits. For example, you could choose to just do design for costume and Set/props and just practical for make-up and lighting.

Where possible we use authentic performance opportunities for our assessment contexts. For example, doing costume and lighting design for Class Plays or Music and Dance Showcases.

This course is internally assessed with no exams. Assessments are Unit Standards which are graded at A, M & E. These standards can count towards your overall NCEA certificate endorsement. Assessments do not contribute to UE or Rank scores.

Credits vary depending on assessment selection.

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 to enhance well-being.

Physical Education uses a range of physical contexts to learn in, through and about movement. Topics include anatomy and biomechanics, safety in the outdoors, improving physical performance through training, motor learning techniques, interpersonal skills, leadership and significant issues in NZ society.

Whakataukī: He oranga ngākau, he pikanga waiora

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



11 HEALTH SOCIOLOGY - HAUORA



11HTH

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 exploring 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 2026 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, \$10

11 PHYSICAL EDUCATION - MĀTAURANGA TINANA



11PE

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 themselves in a variety of physical activities through practical investigations. Students will learn about the application of theory to teamwork, sport analysis and influences on their movement. Students will have the opportunity to experience outdoor activities and move 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 2026:

- 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 (assessed in 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, approximately \$225.00

12 HEALTH SOCIOLOGY - HAUORA



12HTH

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 2026:

- 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 Course Cost

Guest Speaker approximately \$5.00

12 PHYSICAL EDUCATION - MĀTAURANGA TINANA



12PE

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. Students will learn theory in relation to leadership and have the opportunity to demonstrate these skills with Primary or Junior students. The course also includes the disciplines of: 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.

Topics likely to be offered in 2026:

- Leadership through coaching junior students
- Training Programme - Students train for their choice of physical activity such as the Tough Gal Challenge and examine how and why biophysical principles are applied and the effects these have on their performance.
- Performance of movement (Tough Gal & Ultimate Frisbee).
- 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: Approximately \$140

13 HEALTH SOCIOLOGY - HAUORA



13HTH

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. Students need to be well equipped with research and writing skills.

Course Description

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

Topics likely to be offered in 2026:

- Health practices currently used in New Zealand • A national health issue (Methamphetamine)
- Contemporary ethical issues
- A health issue that is of international concern

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

Course costs: Guest Speaker approximately \$30.00

13 PHYSICAL EDUCATION - MĀTAURANGA TINANA



13PE

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. 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. This course may include the following topics: devising strategies to improve a physical activity outcome (Volleyball), evaluating physical activity experiences throughout student's lives, examining a current exercise trend and its impact on New Zealand society and demonstrating quality movement in a physical activity context (lawn bowls, Tough Gal and volleyball). Students will also have the opportunity to organise their own end-of-year PE camp. Critical thinking, understanding research and reaching coherent judgements are some of the fundamental skills acquired in this course.

Topics likely to be offered in 2026:

- 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: Approximately \$200

RELIGIOUS EDUCATION/THEOLOGY - MĀTAURANGA WHAKAPONO



Tō Tātou Whakaponon 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.



11 RELIGIOUS EDUCATION/THEOLOGY - MĀTAURANGA WHAKAPONO



11REL

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 - MĀTAURANGA WHAKAPONO



12REL

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 - MĀTAURANGA WHAKAPONO



13REL

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.



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.

11 EVERYDAY SCIENCE - PŪTAIAO ORA

11LSC



Curriculum Leader: [Nigel Horne](#)

Recommended Prior Learning: Open Entry - A compulsory year level course. Students must choose either 11 Science or 11 Everyday Science.

Course Description

A Year 11 Science course with a hands-on and everyday applications. It covers topics from microbes and food, everyday chemical reactions, to genetic inheritance and disease. Achieving enough credits in Everyday Science will enable students to continue into NCEA Level 2 Biology courses.

Internal assessment: up to 11 credits External assessment: up to 5 credits

11 SCIENCE - PŪTAIAO

11SCI



Curriculum Leader: [Nigel Horne](#)

Recommended Prior Learning: Open Entry - A compulsory year level course. Students must choose either 11 Science or 11 Everyday Science.

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, Motion and Chemical Reactions..

Internal assessment: up to 11 credits External assessment: up to 5 credits

11 SCIENCE EXTENSION - PŪTAIAO TOROHANGA

11SCX



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

12BIO



Curriculum Leader: [Nigel Horne](#) Recommended Prior Learning: 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

12CHE



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 PHYSICS - AHUPŪNGAO

12PHY



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

13BIO



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

13CHE



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 PHYSICS - AHUPŪNGAO

13PHY



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.

SOCIAL SCIENCE - TIKANGA-A-IWI



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



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

“Who controls the past controls the future. Who controls the present controls the past.” George

Orwell. History is the study of people, events and ideas from the past. Historians analyse sources such as letters, photographs, documentaries, cartoons and books to develop an understanding of the past.

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

11 GEOGRAPHY - MĀTAI MATAWHENUA



11GEO

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 how humans and the environment interact with each other. There are 3 main topics: Population, Awa (rivers) and Geographic Decision Making. 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

11HIS



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

12CLA



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

12GEO



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

12HIS



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

Students will have opportunity to conduct in-depth research into a historical event of their choice based around the theme of protests or hidden histories of New Zealand and explore and communicate historical events and perspectives. The topics taught in Y12 History include: The Rise of the Nazis/Holocaust and the History of Hawaii (1820-1898)

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

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

Please note: Depending on student numbers, there may be a combined Year 12 and 13 History class. If this is the case, both year levels will follow the Year 13 course outline.

12 TOURISM - TĀPOI

12TOU



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

13CLA



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

13GEO



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 are:

- 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. 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). The cost of this trip approximately \$320.00 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

13HIS



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

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.

The topic of Year 13 History includes a study of Women's movements in the 19th and 20th centuries. Students will explore women's movements that took place in Great Britain, the United States, Australia and New Zealand. We will look at the ideologies that underpinned these movements, the role of different individuals and groups within them and the historical narratives and contested perspectives associated with them.

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). Students taking Year 13 History can achieve University Entrance through their internal assessments.

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

Please note: Depending on student numbers, there may be a combined Year 12 and 13 History class. If this is the case, both year levels will follow the Year 13 course outline.

13 TOURISM - TĀPOI

13TOU



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.

TECHNOLOGY - HANGARAU



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.

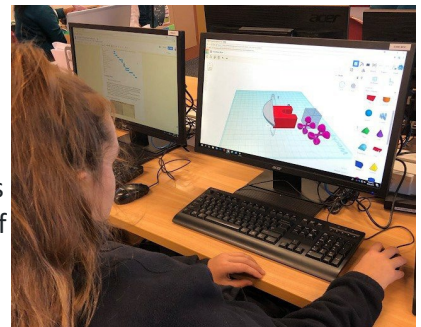
Examples include: creating digital music, digital video or animation, designing and developing computer games, creating virtual reality experiences, developing and coding fully functional websites, connecting databases to a web interface, building a computer system, building a computer network and learning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

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 be required to discuss this with the Technology Curriculum Leader. 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

Following on from the junior programme of learning, students will continue to express their ideas and creativity through design, 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 needs or opportunities for authentic contexts through various techniques such as fabric manipulation, sewing, weaving, dyeing, embroidery, silk screen printing, and more.

Students will explore sustainable practices, gain insight into eco-friendly materials, ethical production methods, and how to make more environmentally conscious choices. Students progressing through this senior course will need to develop strong self-management skills to stay organised, meet deadlines and take ownership of their learning.

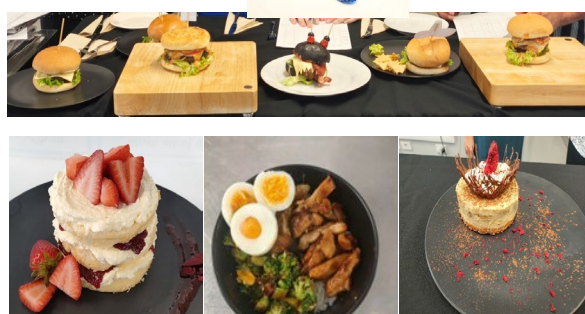
Design or fashion tertiary pathways, from diplomas to degrees: AUT, Whitecliffe, Otago University, Massey University.

Career Pathways: Textile design, Textile conservation, Textile technologist, Costume designer, Wardrobe assistant, Fashion merchandiser, Fashion buyer, Fashion designer, Personal stylist, Textile Process Operator, Sewing Machinist, Pattern cutter/grader, Teacher, Interior design, Product designer.



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.

11 DIGITAL TECHNOLOGIES - MATIHIKO

11TEC



Curriculum Leader: [Rachel Kirkland](#)

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 5 credits.

11 MATERIALS TECHNOLOGIES - PAPANGA



11FAB

Curriculum Leader: [Rachel Kirkland](#) Recommended Prior Learning: Open Entry

Course Description

This is a creative course where students will develop their skills in design, 3D modelling, garment construction, planning, problem solving and time management, all skills that are widely valued and applicable to many careers. Students will learn the importance of integrating sustainability into technological innovations. They will demonstrate their understanding of eco-friendly materials, sustainable processes, and the environmental impact of their designs. Opportunities on this course include costume design and creation for the 2026 school production. Internal assessment 12 credits. External assessment 4 credits.

11 PROCESSING TECHNOLOGIES - HĀTEPE



11HEC

Curriculum Leader: [Rachel Kirkland](#) Recommended Prior Learning: Open Entry

Course Description

Students will learn essential skills in nutrition, food preparation, cooking techniques, recipe adaptation, and presentation. Students will apply their creative and culinary skills to develop meals for authentic contexts. Students will learn the importance of integrating sustainability into technological innovations. They will demonstrate their understanding of eco-friendly materials, sustainable processes, and the environmental impact of their designs.

Internal assessment 6 credits. External assessment 4 credits.

12 DIGITAL TECHNOLOGIES - MATIHIKO



12TEC

Curriculum Leader: [Rachel Kirkland](#) Recommended Prior Learning: This is a restricted entry course for any student who has not taken Level One Digital Technology. Pending an interview with CL Technology, this course is available to students if they have not taken Digital Technology in previous years.

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.

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 13 credits. External assessment 3 credits.

12 MATERIALS TECHNOLOGIES - PAPANGA



12FAB

Curriculum Leader: [Rachel Kirkland](#) Recommended Prior Learning: This course is restricted to those students who have studied Materials Technology at Year 10 and/or Level 1.

Course Description

Students will continue to develop and refine their skills in design, 3D modelling, garment construction, pattern adaptation, planning, problem solving, time management, analysis and evaluation, 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 with their potential future pathway. Opportunities on this course include costume design and creation for the 2026 school production.

Internal assessment 12 to 16 credits. External assessment 4 credits.

12 PROCESSING TECHNOLOGIES - HĀTEPE



12HEC

Curriculum Leader: [Rachel Kirkland](#) Recommended Prior Learning: This course is restricted to those students who have studied Processing Technology at Year 10 and/or Level 1.

Course Description

Students will continue to develop and refine their skills in food preparation, cooking techniques, recipe adaptation and presentation. Students will apply their creative and culinary skills to develop meals for authentic contexts.

Students will learn to select and use a variety of planning tools to effectively manage the development of a project outcome. Hands-on assessment challenges students to enhance their technical skills and proficiency in using advanced methods and technologies in processing.

Internal assessment 12 credits. External assessment 4 credits.

13 DIGITAL TECHNOLOGIES - MATIHIKO



13TEC

Curriculum Leader: [Rachel Kirkland](#) Recommended Prior Learning: Level 2 NCEA 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 13 credits. External assessment 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 MATERIALS TECHNOLOGIES - PAPANGA

13FAB



Curriculum Leader: [Rachel Kirkland](#)

Recommended Prior Learning: Level 1 and/or Level 2 Materials Technology

Course Description

This course demands a high level of student autonomy. Conceptual design, garment construction and applied design methods are the main aspects covered by NCEA level 3 assessments, with students required to analyse, evaluate and justify their work. With teacher guidance, students can tailor the content of this course to their personal interests and strengths.

The course provides a solid foundation for those interested in tertiary study or employment in the design, fashion or textiles industry Internal assessment 12 to 16 credits. External assessment 4 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

13HEC



Curriculum Leader: [Rachel Kirkland](#)

Recommended Prior Learning: Level 1 and/or Level 2 Processing Technology

Course Description

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. Students will delve into the science and application of various preservation techniques, ensuring they can maintain product quality and safety through hands-on trials. This course provides 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.

Internal assessment 14 credits. External assessment 4 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.

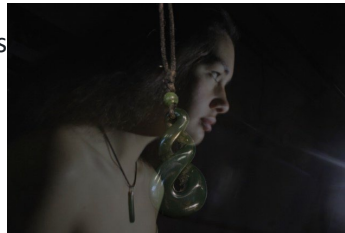
VISUAL ART - TOI ATAATA



*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.



11 ART - NGĀ TOI

11ART



Curriculum Leader: [Jessica Jacobsen](#)

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, printmaking and photography. 10 Internal credits and 5 External credits.

12 ART DESIGN - MAHI TOI

12ARD



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/personal computer.

12 ART PAINTING - PEITA

12ART



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 ART PHOTOGRAPHY - WHAKAAHUA

12ARP



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/personal computer.

13 ART DESIGN - MAHI TOI

13ARD



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/personal computer.

13 ART HISTORY - TOI HĪTORIA

13ARH



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

13ART



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

13ARP



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/personal computer.